ELF

The Center for English as a Lingua Franca Journal

玉川大学

CONTENTS

The Center for ELF Journal

The Center for ELF Journal: Call for Articles

The Center for ELF Journal is a refereed journal that seeks to promote critical reflection among English language teaching professionals from a wide range of professional contexts. Manuscripts are subject to blind reviews by two or more reviewers after initial screening by the editorial committee.

Aims of Journal:
- To encourage critical awareness among language teaching professionals
- To encourage reflexive thinking among language teaching professionals
- To encourage a praxis of action and reflection among language teaching professionals
- To encourage language teaching professionals to empower themselves and in so doing empower their students
- To encourage sharing of teaching techniques among the CELF teachers
- To serve and support the professional development needs of the CELF teachers

Types of Articles:
Research article (1000 ~ 3000 words)
Teaching article (1000 ~ 3000 words)
Forum article (1000 words)
Center for English as a lingua franca Reports (1000 words)
Book reviews (1000 words)
ELF classroom practices (1000 words)

Guidelines for Contributors:
Article contributions may include, but are not limited to, one or more of the following areas:
English as a Lingua Franca
Curriculum design and development
Teaching methods, materials and techniques
Classroom centered research
Testing and evaluation
Teacher training and professional development
Language learning and acquisition
Culture, identity and power in language education
Application of technology in the language classroom

Research Articles: Research articles should come with a description of the research context and research questions, issues pertaining to the research context, relevant theories, qualitative or quantitative research data, detailed descriptions of research method including clear demonstration of attention to research ethics and commentary.

Teaching articles: Teaching articles should provide a description of the teaching context, relevant issues related to the teaching context, teaching theories and approaches appropriate to the context as well as comments reflecting pedagogical praxis.

Forum articles: From time to time, the editor may call for forum articles focusing on a particular theme or issue. Readers are also welcome to propose themes or issues for the forum in consultation with the editor. Contributors will be given the opportunity to engage with current issues from a given standpoint as well as with each other's opinions on the issue.

Center for English as a lingua franca Reports: From time to time, the Center for English as a lingua franca will request a report from full-time faculty. The reports can focus on a variety of features or services within the ELF program. For example, student use of the tutor service, research projects, and faculty development.

Book reviews: Writers of book (textbook or other) reviews should first contact the editors with suggested titles before proceeding with the book review.

ELF classroom practices: Articles should be brief "take-away" descriptions of any activity, project, strategy or useful tool employed with varying degrees of success in the ELF classroom (i.e., "teacher's toolbox").

How to submit your manuscript:
Please email your submissions to the editors with the title, "The Center for ELF Journal Submission".

email: celfjournal@gmail.com

Issue 3.0 Foreword:

It is my pleasure that we can present to you Volume 3 of the CELF Journal. In this volume, we continue to have two research articles, five classroom practice articles in addition to four reports on various CELF activities. The aim of this journal is to showcase our research and teaching activities to the readers, while giving our faculty members who are at various stages of their career path opportunities to write up and share their activities and research. Each year, we have at least two reviewers for each submission to thoroughly review and comment on the submissions for further improvements. The reviewers have different areas of specialties and are at different stages of engagement with their profession. This makes it possible to train up-and-coming ELT professionals to become more solid contributors to the field.

While new generations of teachers, researchers, authors and reviewers are growing, I would like to point out that two founding members are leaving us this year. I would, therefore, thank former Professor Glenn Toh who left the program in August, and Professor Ethel Ogane who retires from the full time position at the end of this academic year, for their dedication to the foundation of CELF and thus dedicate this volume to them with appreciation. Last, but not least, I would like to thank Brett Milliner, Travis Cote, and Bill Dimoski for another excellent job as editors.

March 1, 2017
Masaki Oda
Director, CELF

Contents

Enhancing Intelligibility in ELF by Focusing on the Origin of Katakana Loanwords

ELF学習者の発話の明瞭性を高める指導法：
カタカナ語の影響に焦点を当てることの効果について

Marc. D. Sakellarios, サカラリオス・マーク
Tamagawa University, Center for English as a Lingua Franca, Japan
marcus@lab.tamagawa.ac.jp

Gregory Price, プライス・グレゴリー
Tokyo University of Science, Department of Science and Engineering, Japan
grendel.t@gmail.com

ABSTRACT

This paper has sought to demonstrate negative language transfer resulting from non-English loanwords in the Japanese language. Prior to conducting our experiment, we theorized that some L1 interference may result from the use of katakana for these borrowed words, which potentially leads to some students not knowing which loanwords are English, and which are of non-English origin. To test this theory, a double-blind randomized experiment was conducted among 83 university students at Nihon University's School of Pharmacy. Subjects were given a vocabulary test containing five questions; one with descriptions of the English words only, and the other with descriptions and the katakana counterparts. Our aim was to test whether students given the katakana would assume it to be English. Compared to the control group (mean score=1.551 out of 5), the group with access to the katakana counterparts scored significantly lower (mean score=0.738). An unpaired t-test of the results was conducted, and the result showed a significant difference between the two groups (p = 0.0018). A follow up survey was conducted of 144 students from Tokyo University of Science and Nihon University's School of Pharmacy to see if students could identify the origin of common non-English loanwords. Of the loanwords tested, 80.56% of students incorrectly identified one or more of the words to be from an English-speaking country. This supported the hypothesis that students may not be able to discern the origin of Japanese loanwords.

1. INTRODUCTION AND BACKGROUND

In Japanese, there are three basic syllabaries. Kanji is closely related to Chinese writing and is used solely for Japanese words. Hiragana, is a phonetic syllabary generally used for grammatical endings to words in kanji, and for all words of Japanese origin. Katakana is a special Japanese phonetic syllabary used for foreign loanwords. Both hiragana and katakana have matching sounds for each of the roughly 50 sounds represented by their corresponding syllabary (Hadamitzky & Spahn, 1996). The usage of katakana dates back to the Heian period, and has had a variety of applications throughout the history of the Japanese language (Seeley, 1991). The prevalence of katakana in connection with foreign words and its effect on Japanese students of the English language is the main focus of this paper.

In most cultures the usage of foreign based words within the media is often felt to be rather chic or cosmopolitan (Friedrich, 2002). Batra (cited in Özturk, 2015), states, "Products with a foreign brand name will be evaluated as having a foreign country origin and improves the brands' desirability for symbolic, status and enhancing reasons in addition to suggesting overall quality" (p. 283). From the latter half of the 20th century continuing through present day there has been a rising number of reasons for the usage of katakana to denote foreign words. Some examples of these would be company regulations on documents, and new terminology, especially in the computer and science fields (Inoue, 2001). In Japan's high consumer culture, marketing companies often make use of foreign terms. The popularity of foreign culture in Japan encourages this (Piller, 2003). Therefore, the prevalence of foreign words transcribed into katakana is virtually everywhere in Japan. The separation of foreign words into katakana leads to a heightened awareness of this vocabulary as being foreign, and instead of being fully integrated into the Japanese language, it is set apart (Kay 1995). This might lead to a general assumption that since these words are differentiated from Japanese words, that their use in Japanese communication is likely to be the same as in the country of origin. According to Kay (1995), because of this "there is often transference from loan usage to English, leading to incorrect expressions in Japanese English" (p. 74).

In Japanese, as well as other languages, the degrees of separation from the origin of loanwords often lead to such words being used out of context (Kent, 1999). For example, the use of ライブ (raɪ bu) is most often used by Japanese speakers as a noun, as in "Tonight I will go to see a raibu." Though in English the term live in this context is always used as an adjective. Out of a survey of 104 Japanese college students, 79 felt that the term raibu and its usage to be acceptable Japanese (Loveday, 1986). A personal observation shows an example of the misconception that words written in katakana are widely understood by any native English speaker. Many native English speakers may have limited knowledge of German, therefore would likely be incapable of understanding a Japanese university student's meaning of アルバイト (æ ru baɪ təʊ), when speaking about their part-time jobs. This may be confusing to Japanese English learners since their exposure to this word is through katakana. They may assume that an English speaking foreigner would be able to understand this word.

Gairaigo and wasei eigo are terms for these words that originate from foreign languages. Gairaigo generally denotes direct borrowings, while wasei eigo is a more creative form of borrowed language that often strays quite a bit from the original words. Since they are both written in katakana in the same way, it is not easy for a native Japanese speaker to differentiate between words that are directly borrowed from English and wasei eigo. Many of these would be quite confusing to native English speakers (Oksanen, 2010). Simplified words such as ソフト (sɔ fu təʊ) for software, ホーム (həʊ mu) for platform, or combined words such as セクハラ(sɛ ku hæ ræ) for sexual harassment, and パソコン (pæ su kɑ ŋ) for personal computer.

One of the most recognizable effects of katakana on English language learning is in the realm of pronunciation. The Japanese kana system has similar sounds with the English phonetics, but is often a limitation for Japanese students of English (Ikegashira, Matsumoto, & Morita, 2009). According to Suarez and Tanaka (2001), "Students who annotated English pronunciation primarily using the Japanese katakana syllabary, … were … shown to have significantly lower test scores than other students" (p. 99). One of the multiple consequences of using katakana for English words is the addition of a vowel sound to the ending of practically every borrowed word, with the exception of words that end with the n sound, such as スポーツファン (su pɔ tsu fæ ŋ) sports fan. The addition of a vowel sound to the ending not only adds a different sound altogether to the end of an English word, but also changes the cadence of the syllables (Kay, 1995). An example would be chocolate /chô k -l t / which has only two syllables in English, whereas chyokoreto (チョコレート) has twice that amount. Natural language acquisition often requires the brain to notice patterns and make guesses based on previous input. Studies suggest that syllables are basic building blocks for the initial recognition of language in babies (Bertoncini & Mehler, 1981). So it is possible, although we have not found any research to corroborate this assumption, that a misunderstanding of the correct number of syllables for an English word can lead to negative language transfer for L2 students/speakers.

Of course it is perfectly normal and acceptable for a language to borrow and use terms from other languages. For the Japanese language to include borrowings from other languages is natural. The effects of using katakana to denote these loanwords are important to understand for both language learners and teachers alike. The use of a separate writing system for foreign words creates the appearance of borrowed words as being somewhat separate from Japanese words, and not fully incorporated into the language (Hinenoya & Gatbonton 2000).

The use of katakana is often a crutch for correct pronunciation of foreign words, and this can divert the Japanese student of foreign languages from the more accurate pronunciation (Suarez & Tanaka, 2001). The experiment used in our research shows that when presented with non-English Japanese loanwords, students perhaps

assumed these katakana words were the same in English. This holds a strong potential for negative transfer in the students' L2. The solution to these issues should not be to drastically change the language, but rather to develop a wider student understanding of these points, and a stronger focus on these issues by both English teachers in Japan and, perhaps equally important, Japanese language teachers.

2. METHODS AND MATERIALS

A hypothesis was formulated regarding the negative effects of katakana loanwords on L1 Japanese learners of English. It was theorized that students might not be capable of discerning whether the loanwords written in Katakana were of English or non-English origin. To test this hypothesis, a quiz was given to students containing words which were loanwords of non-English origin in their first language. The students were asked to write the English word in the space provided.

The control group was given quizzes which only contained definitions of words such as x-ray. The definition used in this case was This is a machine that doctors use to look at bones.

The experiment group was given questionnaires which contained the same definitions, but also included the Japanese loanword counterpart. In the case of x-ray, "レントゲン" (rɛ ŋ toʊ gɛ ŋ) was used. レントゲン is a Japanese loanword of German origin derived from the German physicist Wilhelm Conrad Röntgen.

The aim of this was to see if students would, if given the gairaigo equivalent, choose to write the Japanese loanword in roman characters (e.g. "Rentogen"); perhaps assuming it was an appropriate English word. The teacher instructed the students to use only English, and the directions on top of the quiz clearly stated that the students were to write the English word.

Two coed Nihon University School of Pharmacy classes were chosen due to their size and demographic. The students were all enrolled in a first-year "Freshmen English" class. The students were place in these classes based on their year of study and English level (pre-intermediate). All students were between the ages of 18-20 years old. Both classes were held in the morning between the hours of 9:00 a.m. and 12 noon.

Questionnaires were shuffled randomly to prevent the experimenters or students from knowing which students were given which questionnaire. The students were spaced out evenly throughout the classroom to prevent cheating or discussion. A timer was set for 5 minutes, and the students were prompted to pass up their paper when the timer rang. After the test was completed in the first class, the students were instructed not to discuss the contents of the questionnaire with the second class. We assume the students followed this instruction due to the consistency of the results between the two classes.

3. RESULTS

The difference in mean score between the two groups was quite pronounced. The control group had a mean score of 1.551 (out of 5), while the experimental group had a significantly lower mean score of 0.738. Looking at the graph labeled "Mean Comparison" (Figure 1 below), the substantial difference in mean scores becomes apparent. An unpaired t-test of the results was conducted, and the result showed a significant difference between the two groups which were highly unlikely to be reached through chance alone ($p = 0.0018$). By traditional standards, a test is considered highly statistically significant when a p-value of $p < .001$ is reached. As the test was conducted in a controlled environment, we feel confident that the difference between the groups was the result of katakana loanword exposure rather than other confounding factors.
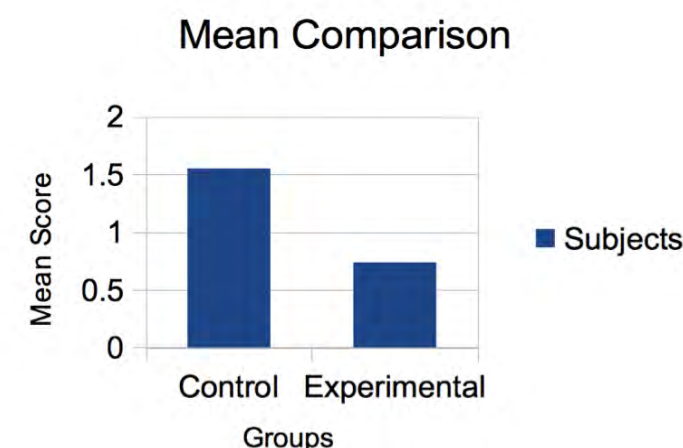
Figure 1. Mean comparison between control and experimental groups.

3.1 Follow-up survey

A follow up survey was conducted of 144 students from Tokyo University of Science and Nihon University's School of Pharmacy to see if students could identify the origin of common non-English loanwords. To prevent previous exposure, none of the students in the survey had taken part in the first experiment. All students were first and second year Japanese university students.

The instructions at the top of the survey read "この言葉はもともとはどこの国の言葉だったでしょうか?" (Which country do you think these words originally came from?). We intentionally chose only loanwords which were of non-English origin for coding purposes. The words which were chosen were ナトリウム (nə toʊ ri u mu), which means "salt/sodium" and originates from German, アンケート (ʌ ŋ keɪ toʊ), which means "questionnaire" and originates from French, ブランコ (bu rʌ ŋ koʊ), which means "a swingset swing" and originates from Portuguese, ミイラ (mi i rʌ) , which means "mummy" and originates from Portuguese, and ズボン (zu boʊ ŋ),

which means "pants" and originates from French. These words were sourced from the writer's knowledge of the Japanese language.

Of the five non-English loanwords tested, 19.44% of students correctly identified that all words originated from non-English-speaking countries. 80.56% of students identified one or more of the words as having originated from countries where English is the official language (USA, England, Australia, and Canada). Of the students, 21.52% of the students identified one of the words as originating from an English-speaking country, 37.5% identified two of the words words as originating from an English-speaking country, 15.27% identified three of the words words as originating from an English-speaking country, 6.24% identified four of the words words as originating from an English-speaking country, and 2.08% identified all five of the words words as originating from an English-speaking country.

We were not overly concerned with "correct" answers, but rather if the students felt these words were of English-speaking origin. It was however noted that the students averaged 0.53 correct out of a possible five questions.

The results of this questionnaire seem to support the hypothesis that a number of Japanese speakers of English perceive that some non-English loanwords are derived from English-speaking countries. This confusion may lead to non-English loanwords being used in conversations with strictly English-speaking interlocutors. This may cause issues regarding intelligibility.

4. DISCUSSION

When looking at the results of this experiment and follow up survey, it becomes clear that katakana loanwords likely have a negative effect on L1 Japanese learners of English. What is less clear is the mechanism by which this interference is occurring. The following week, after the questionnaires were administered, a class was taught to the same students focusing on the origins of katakana loanwords in the Japanese language. It was noted that many students seemed surprised to discover that words such as アンケート(æ ŋ kɛ toʊ), derived from the French enquête, and アルバイト (ʌ ru baɪ toʊ), derived from the German arbeit, were, in fact, not English at all. They also seemed surprised that words such as アイス (aɪ su), the ice morpheme of ice-cream, were incomplete English words.

We would like to see more education given to Japanese students regarding the origin and/or proper English counterpart of Japanese loanwords to increase worldly knowledge, and intelligibility with L1 English speakers. There has been much discussion over the years amongst the English teaching community in Japan about how to rectify the misconceptions and negative transference created by loanwords in Japanese, which are denoted by katakana. Some on the extreme side may hope for the day when katakana is eradicated from the language completely, and loanwords could be written in hiragana, or some solution along those lines. We feel that the key to increasing intelligibility with English speakers rests in educating students with

regards to the origins of certain commonly used gairaigo vocabulary.

It is suggested that teachers of both English and Japanese make a point to note the origin of non-English katakana vocabulary, as well as their English counterparts. To extend this awareness, a standardized method of clearly displaying the origin of the katakana words could be integrated into dictionaries. The purpose of this is not to burden the students or teachers with tedious lessons or memorization of foreign word origins, but instead to create an awareness of the wide variety of word origins, increase intelligibility when speaking with English speakers, and to make students aware of the rich history of intercultural communication Japan has had with various countries around the world.

As proponents of the ELF (English as a Lingua Franca) paradigm, we are mostly concerned with communication ability. We feel that knowledge of non-English loanwords will increase communication ability between Japanese and English-speaking interlocutors.

REFERENCES

Bertoncini, J., & Mehler, J. (1981). Syllables as units in infant speech perception. *Infant Behavior and Development, 4*(1), 247-260. doi: 10.1016/S0163-6383(81)80027-6

Friedrich, P. (2002). English in advertising and brand naming: Sociolinguistic considerations and the case of Brazil. *English Today, 18*(03), 21-28. doi: 10.1017/S0266078402003048

Hadamitzky, W., & Spahn, M. (1996). *Kanji & kana: A complete guide to the Japanese writing system*. Tokyo: Tuttle Publishing.

Hinenoya, K., & Gatbonton, E. (2000). Ethnocentrism, cultural traits, beliefs, and English proficiency: A Japanese sample. *The Modern Language Journal, 84*(2), 225-240. doi: 10.1111/0026-7902.0006

Ikegashira, A., Matsumoto, Y., & Morita, Y. (2009). English education in Japan: From kindergarten to university. In R. Reinelt (Ed.) *Into the next decade 2nd FL Teaching Rudolph Reinhelt Research Laboratory, EU Matsuyama,* (pp.16-40). Retrieved from: http://web.iess.ehimeu.ac.jp/raineruto1/02RD2.pdf

Inoue, F. (2001). English as a language of science in Japan. From corpus planning to status planning. *The Dominance of English as a Language of Science: Effects on Other Languages and Language Communities, 84*, 457-459.

Kay, G. (1995). English loanwords in Japanese. *World Englishes, 14*(1), 73-76.

Kent, D. B. (1999). Speaking in Tongues: Chinglish, Japlish and Konglish. In *KOTESOL proceedings PAC2, 1999 The second Pan-Asian conference* (pp. 197-209).

Loveday, L. J. (1986). Japanese sociolinguistics: An introductory survey. *Journal of Pragmatics, 10*(3), 287-326.

Oksanen, A. (2010). *Intralingual internationalism: English in Japan and "English made in Japan"*. (Unpublished Master's thesis). University of Jyväskylä, Jyväskylä, Finland. Retrieved from: https://jyx.jyu.fi/dspace/bitstream/handle/123456789/25659/URN%3ANBN%3Afi%3Ajyu-201012073143.pdf?sequence=1

Ozturk, S., Ozata, F, Aglargoz, F. (2015). How foreign branding affect brand personality and purchase intention? *Business & Management Conference* (pp.283-299). Vienna: International Institute of Social and Economic Sciences.

Piller, I. (2003). Advertising as a site of language contact. *Annual Review of Applied Linguistics, 23*, 170-83. doi: 10.1017/S0267190503000254

Seeley, C. (1991). *A history of writing in Japan* (Vol. 3). Leiden, Netherlands: BRILL.

Suarez, A., & Tanaka, Y. (2001). Japanese learners' attitudes towards English pronunciation. *Bulletin of Niigata Seiryo University, 1*, 99-111.

APPENDIX A

Questions

Please write the English word or words which best match the description.

1.) A kind of job which you usually work less than 28 hours a week. Sometimes university students have a job like this to help pay for school.

_____

2.) This is a machine that doctors use to look at bones.

_____

3.) Questions asked of people to gather information. A company or experimenter may use these questions to do research.

_____

4.) A dessert which is made of milk and served cold.

_____

5.) A two-wheel bike with an engine. An example is Harley Davidson.

_____

Thank you for taking the time to answer.

Questions

Please write the English word or words which best match the description.

1.) A kind of job which you usually work less than 28 hours a week. Sometimes university students have a job like this to help pay for school. (アルバイト)

_____

2.) This is a machine that doctors use to look at bones. (レントゲン)

_____

3.) Questions asked of people to gather information. A company or experimenter may use these questions to do research. (アンケート)

_____

4.) A dessert which is made of milk and served cold. (アイス)

_____

5.) A two-wheel bike with an engine. An example is Harley Davidson. (バイク)

_____

Thank you for taking the time to answer.

Classroom-based Speaking and Listening Learning Strategies: Japanese Learner Preferences

日本人学習者の声に基づくスピーキング・リスニングスキル改善のための授業内ストラテジー

Andrew Leichsenring, レイクセンリング・アンドリュー
Tamagawa University, Center for English as a Lingua Franca, Japan
andrew@lit.tamagawa.ac.jp

ABSTRACT

Learner perceptions and experiences can aid in the conceptualization of how and why learners use and prefer particular language learning strategies and language use when developing language skills. This pilot study explored the opinions and experiences of twenty-five Japanese university students on factors that improved their speaking and listening skills through their reflections on three years of study in an English language program. The learners indicated that opportunities to speak English in class, a variety of activities and the socializing effect of speaking to others in class were significant factors that helped to improve their speaking skills. Listening skill improvements were perceived by the learners to result mainly from listening to Teacher Talk studying for the Test of English for International Communication (TOEIC) in class and listening to other learners speak English in class. Findings from this research indicate that learner perceptions on language skill development can be a valuable resource that teachers can utilize when they are designing and implementing speaking and listening activities.

KEYWORDS: Learner perceptions, Listening, Self-reflection, Speaking, Teacher talk

1. INTRODUCTION

This pilot study explored learner self-perceptions on classroom-based teaching and learning strategies that helped to improve their speaking and listening skills. A review of the literature focuses on language learning strategies and language use strategies for speaking and listening skills development. Next, the methodology describes the participants and the instrument used to elicit participants' perceptions. Findings are then considered in the light of the participants' voices about the strategies they

identified and how these facilitated their learning. Finally, a discussion of the findings in relation to the literature review follows, limitations of the research are identified and conclusions are presented

2. LITERATURE REVIEW

Teacher facilitation of the learning of English second language (L2) users has been influenced by research into language learning strategies. The inception of the *strategy* concept in language learning research brought about the optimistic expectation that by finding out what good language learners do, teachers could teach these strategies to other learners in order to help them meet with equal success (Rubin, 1975). However, Griffiths (2013) noted that learning can be influenced by important variables including the importance of learner identity. Various factors contribute to individual identity such as age, gender, motivation, style, beliefs (Griffiths, 2008) and issues of learner identity which influence the extent to which learners are willing to invest time, effort or money into the pursuit of learning a new language (Norton Peirce, 1995). Learner identity is shaped by the context in which the learner is situated. Norton and Toohey claimed that "learners of English participate in particular, local contexts in which specific practices create possibilities for them to learn English" (2001, p. 310). Littlewood (2000) posited that teachers may have preconceptions of Asian learners viewing the teacher as an authority figure not to be questioned and learners as wanting to sit in class passively receiving knowledge. Holliday (2003) warned about Western cultural bias and encouraged teachers to learn from learners' socially-based learning strategies while sharing learning strategies with learners. That is to say, a move away from a native speakerist approach to classroom teaching and learning including teacher controlled oral interaction and towards the preexisting social autonomy of learners and the social worlds of learners that they bring from their lives outside of the classroom.

For the purpose of conducting the current research a practical definition of strategies as they relate to language learning was essential. Griffiths provided a working definition of a *strategy*, i.e., "activities consciously chosen by learners for the purpose of regulating their own language learning" (2008, p. 87). The language learning strategies a learner uses and the effectiveness of those strategies greatly depends on learners themselves, the learning task at hand and the learning environment (Gu, 2012). Cohen & Weaver (2006) noted that a distinction can be made between language learning strategies (i.e., for learning material for the first time); and language use strategies (i.e., for using materials that have already been learned, at least to some degree). Both language learning strategies and learning use strategies are imperative to develop second language proficiency (Saville-Troike, 2006) and facilitate the language development process. In the current study, the researcher attempted to explore learner preferences on language learning strategies based on the strategies that the learners identified themselves.

Kawai and Kawai's (2005) study of 1758 Japanese undergraduate learners of English found that the building of a language use environment can help learners to use a language and develop language use strategies. They did so by implementing the frequent use of short group presentations, peer evaluations and in-class and online discussions. Kawai and Kawai concluded that learner confidence in using English was increased considerably when learners were involved in group and pair work and their interactions increased the use of social strategies which helped to break down social barriers and reduce competitiveness in the classroom.

There are some studies on Japanese learner perceptions of the cultural factors that can influence their English language development. Maftoon and Ziafar (2013) found that classroom interactional patterns between Japanese learners of English and their teachers depend on some contextual, cultural and local factors. Firstly, learners' attitudes towards the role of English in their society often does not make them feel any immediate needs for English and authentic real-world communication. Secondly, anxiety about tests such as university entrance examinations has produced an effect of focusing on grammar, vocabulary and comprehension components of English to the detriment of communicative interaction. Thirdly, communication in Japanese culture is characterized by valuing indirect speech, face saving, group conformity, reticence, competition avoidance, individual shyness and the preference for teacher dominated classrooms. In relation to these factors, Maftoon and Ziafar (2013) argued that Japanese language learners should be made aware of the important role that English plays in helping them achieve intercultural competence rather than being merely proficient language users.

Mori et al., (2010) study explored the role that culture may play in English language learning by surveying 355 Thai and 350 Japanese university students and asking them to share self-perceptions on their successes and failures on actual language learning tasks. Results from this study showed that Thai learners were interested in grades, teacher influence, classroom atmosphere and effort; whereas Japanese learners were concerned with teacher influence, class level, classroom atmosphere and interest. The current research found agreement with Tsui's (2001) contention that the researcher needs to have a sound view of the cultural phenomena from the perspective of the participants in order to gain a fuller understanding of the context of classroom interactions.

While there was an absence in the literature of research into Japanese learner perceptions of language learning strategies that aided in their speaking skills development, some research was found in relation to the development of English language listening skills. Of the four main language skills (i.e., listening, speaking, reading and writing), many learners maintain that listening is the most difficult (see Field, 2008; Renandya & Farrell, 2011). For the purpose of the current study and in relation to listening skills development, *a listening strategy* can be understood as including "conscious plans to manage incoming speech, particularly when the listener knows that he or she must compensate for incomplete input or partial

understanding" (Rost, 2002, p. 236). Siegel (2013) studied learner perceptions of class-based listening strategies and how those strategies could be useful to learners in their futures. This study of 54 Japanese university students enrolled in English classes, who were surveyed and interviewed, found that a majority of them believed listening strategies would benefit them in a variety of contexts, including academic, business and travel. In reference to the literature reviewed, the current research explored the perceptions of Japanese learners about language learning strategies and language use strategies used in the classroom that helped to improve their English speaking and listening skills.

3. METHODOLOGY

The experiences of twenty-five third and fourth year undergraduate students enrolled in an English language program formed the foundation of the current research. The participants were members of a single class group at the time the data were collected. They were requested by their class teacher (the researcher) to write a 100 to 150 word individual blog in English and post their written work anonymously to a class group blog in the second last week of their course. They were given one week to answer the question:

> *Is this English program helping you to speak English and listen to English better? Why? How?*

Participants were aware that the blog activity was part of their coursework participation and served as an activity of self-reflection. Completion of the blog was considered as meeting the requirement of that component of their coursework participation Upon completion of their blogs in a subsequent class period participants engaged in small group discussions (as part of the research) where they could share thoughts on their answers to the above question. At the time the research was conducted participants were enrolled in their sixth semester of study in the program, had been taught by several teachers and studied with a variety of other students over that time period. Hence, they generally shared both some similar and different experiences during their three years of study and the breadth of their engagement in the program offered a source of discovery for the current research. The researcher requested that participants draw upon any of their three years of experience in the English program when constructing their written reflections. Data used in the following section were derived from non-random sampling so that the researcher could select the deepest detailing offered in the participants' responses in relation to the specific categories elicited from the data collected.

4. RESULTS AND FINDINGS

This section has been divided into two parts: firstly, the perceptions of learners on how their speaking skills have improved in the English program; and secondly, the perceptions of learners on how their listening skills have improved in this program.

4.1 Perceptions on Speaking Skills Development

Among the twenty-five participants, there were thirty-nine references made to the program's influence on the learners' speaking skills development. The researcher grouped these references into six categories.

Table 1
Speaking items helping English skill development

Speaking-related item	No. of times selected by learners
Opportunity to speak English in class	15
Socializing effect	6
Varieties of activities	6
Overcoming shyness / apprehension	5
Teacher influence on speaking English, not Japanese	4
Development of a sense of international use of English	3

The most commonly discussed theme was the opportunity to speak English in class which fifteen participants selected. Seven of them talked about the program being their main avenue to talk in English because they could not find those opportunities easily in their lives in Japan: *Because I didn't have some chance to speak English in my life before I attended English classes. I always used to speak Japanese only with my friends and teachers. But in English classes, we have to speak English as possible (sic) as we can (P14)*. The regularity of attending two class lessons per week and its influence on their English language skills development was mentioned by eleven learners and one of them found that this program helped to improve her English when considered in combination with other English courses she was attending: *Before I entered this university I was not good at speaking and listening English…I did not have such a chance…now I take four English classes a week, including this program. and the teachers give us many chances which we speak English. (P19)*.

The English program was noted by approximately one-in-four learners as providing socializing experiences that they believed helped in the development of their speaking skills. For example, being situated in an environment in which *everybody speaks a lot of English (P3)* and learners can speak English with friends and their teacher (P7, P12, and P24). One learner referred to his immersion in the

program and how mixing with people in the classroom changed him over time: *I was not good at talking with a person at first, when I entered university. However, English speaking activities changed me, so they improve my speaking skill and I am good at talking with a person now. (P13)*. Interactions with others in the classroom brought one learner to reflect upon his learning and how talking with others helped him to gain and share knowledge in English with others: *All knowledge has no sense unless it (is) communicated to others…thanks to the program I have opportunities to speak with my friends, I got communication skills (P10)*.

The variety of activities that learners engaged in during class lessons was emphasized by six participants as a primary reason for their speaking skills development. One learner talked about his experience of participating in many types of activities with his peers in the program: *There are many opportunities for me to speak English in this program, for example, book report, blog, presentation, pair work. While I talk with partner about book report, blog, presentation, pair work, I always use speaking ability (P6)*. Other learners talked about doing activities for the first time in their life in English: *I gave a presentation in English for the first time. When I heard that we gave presentation in English, I thought it was impossible for me. However, I was able to show presentation magnificently because I practiced with friends (P21)*. Another learner discussed class activities and how teachers' tips helped to improve her speaking skills: *I experienced some book reports, speaking test and important talking activity time in English class. All study helped my English skills. Teachers taught me how to improve to speak English, for example, watching CNN news, YouTube and listen radio. These are effective for me (P16)*.

Overcoming shyness and/or apprehension were recorded as being an important outcome for five learners in the development of their speaking skills. Several learners noted that they were able to overcome their nervousness with talking to others in the classroom in English: *I was very shy when I enter university. But, speaking activities help me improvement my character…As a result, I can speak English actively (P1)*. One learner implied that the program helped to shift her focus from grammar when talking and use her existing and developing oral skills: *I worried about grammar very much until I received English classes…However, I came to think that it is important because teachers made me to speak English these classes (P5)*.

The influence of classroom teachers in guiding learners to speak in English rather in Japanese was referred to by four learners. One learner noted: *If a teacher doesn't care whether I speak in Japanese or not, it`ll be easy to discuss friends and maybe it`ll be fun, but it`ll not be my practice. That`s why the teacher makes mood that we have to speak in English (P4)*. Another learner remarked on the importance of the teacher speaking English, rather than in Japanese and English: *I like teachers speak only English, so I have to listen carefully what they say. If I don't listen carefully…I would fall behind (P20)*.

Three learners noted that their participation in the program gave them a sense of ownership of English as one of their languages of use. One learner thought that her immersion in the program and constant use of English seemed to help her see herself as a speaker of English, to some degree, when travelling abroad: *I came to think that it is important that I was told to speak English this program. When I went for a trip abroad, I did not abnormally feel uneasiness either...I became able to go for a trip positively (P5)*. Two of the other learners noted their goal of becoming an intelligible speaker of English rather than aiming for native speaker competence and one of them referred to her study in the program as helping her to do that: *this program helps me to speak… In my future, I would like to use English for job. I want to be (a) good English speaker, but I don't aim perfect pronunciation. I think most important thing is that I try to message for other people. (P16)*.

4.2 Perceptions on Listening Skills Development

Among the twenty-five participants, eighteen references were made to the program's influence on the learners' speaking skills development. The researcher grouped these references into three categories.

Table 2
Listening items helping English skill development

Listening-related items	No. of times selected by learners
Teacher Talk	8
TOEIC study	5
Listening to other students	5

Eight learners referred to Teacher Talk in English as a factor that helped them to improve their listening skills. A common sentiment expressed among them is exemplified by one learner's view: *the teachers are foreigner and I heard their English well. So, my ears had ability to hear English naturally. I can listen to English well (P13)*.

Six learners considered the studying of TOEIC in the classroom as being important for their listening skills development. Due to the influence of one of his teachers, one learner commented on a particular listening skill that he had learned in class: *From TOEIC practice and my teacher I was able to change my skill of catching main points from listening activities (P1)*. Another learner talked about how her listening ability improved from studying TOEIC in class: *TOEIC listening training helps to listen English. Because we listen to English and we think about an answer to hear English…I think that I become able to hear it little by little (P15)*. One learner mentioned the importance of studying TOEIC in class for improving her TOEIC score: *If there is no English class time, we cannot more easily get high score for TOEIC test. (P11)*.

Being situated and interacting with other learners in the classroom who were

speaking English was highlighted by five learners as helping to improve their listening skills. One of those learners felt that by listening to others speaking English in class he was able to learn how to use the language more when he wanted to communicate: *I can learn how to use English when I want to talk with and listen other students (P22).* Another learner realized the value of observing and listening to other learners when they were doing presentations in English: *My teacher said, "Please listen carefully to the presentations of other people." I became able to understand what a presenter wanted to say through the grace of that teacher (P21).*

5. DISCUSSION AND CONCLUSIONS

Teachers may need to consider preconceptions of Asian learners (Littlewood, 2000) as preferring to be passive learners. The most commonly referenced reason reported by the learners for their speaking skills improvement while studying in the English program was the opportunity to speak English in class. Participants also referenced the socializing effect that they experienced in their classes and the value of engaging in a variety of activities during classroom learning which in some cases helped learners to overcome shyness and apprehension about speaking in English. This finding is supported by Kawai and Kawai's (2005) conclusion that the building of a language use environment can help learners to use a language and develop language use strategies. Yet, initial self-perceptions of shyness, grammar and test focused attitudes in relation to the spoken production of English were noted by several learners as being problematic at times for them; an issue raised by Maftoon and Ziafar (2013) which was discussed in the literature review.

The teacher's influence on speaking English in class, not Japanese was referred to by approximately a fifth of the learners as being important to their speaking skills development. This finding concurs with Mori et al. (2010) results showing that Japanese learners considered teacher influence and classroom atmosphere to be important in language use and language learning strategies. Listening to Teacher Talk in English and listening to other learners in class were identified as important strategies used by learners for language use and language learning.

Practice in various ways to talk in English influenced learners' speaking and listening skills development positively. This finding contrasted with Siegel's (2013) argument that Japanese learners prefer to focus on using listening strategies instruction for bettering their test scores. However, it should be noted that one-fifth of the learners referenced the importance of TOEIC test study in their classroom learning and listening skills development.

As noted by Mori et al. (2010), it cannot be assumed that all students have the same perceptions and preferences regarding learning styles, teachers and classroom environments, and classroom activities. Thus, a wider range of participants should be included in future research on this issue and the inclusion of more than one researcher could benefit the breadth of learner perceptions that could be explored.

The current research was not intended to evaluate the English program. The focus was on learner perceptions of their speaking and listening skills improvement as they understood from their experiences with various class groups of learners and teachers during their three-year period of study in the program. Insights offered by the learners show the depth of reflection that they were capable of presenting in their individual blogs. Teachers may find that class-based discussions or their own field research observations might help them to identify their learners' preferred strategies for negotiating what is to be learned in a particular context (Liyanage & Bartlett, 2012) and help learners to develop a greater awareness of strategies that can be used to support a closer alignment between learners' knowledge of strategies and their knowledgeable usage of them. Teachers should give consideration to both cultural bias (Holliday, 2003) that can potentially influence their research and learners' experienced-based perceptions when analysing future research findings. Future research may also benefit from consideration of gender differences in reported strategy use, how they may vary, and why particular strategies appear to be more favorable to some learners in particular learning contexts.

REFERENCES

Cohen, A. D., & Weaver, S. J. (2006). *Styles and strategies-based instruction: Teacher's guide*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

Field, J. (2008). *Listening in the language classroom*. Cambridge: Cambridge University Press.

Griffiths, C. (2008). *Lessons from good language learners*. Cambridge: Cambridge University Press.

Griffiths, C. (2013). *The strategy factor in successful language learning*. Bristol, UK: Multilingual Matters.

Gu, X. (2012). Language learning strategies: An EIL perspective. In L, Alsagoff, S. L. McKay, G., Hu, & W. A. Renandya (Eds.), *Principles and Practices for Teaching English as an International Language* (pp. 318-332). New York: Routledge.

Holliday, A. (2003). Social autonomy: addressing the dangers of culturism in TESOL. In D. Palfreyman, & R. C. Smith (Eds.), *Learner autonomy across cultures: Language education perspectives* (pp. 110-128). London: Palgrave Macmillan.

Kawai, Y., & Kawai, C. (2005). A strategy-driven approach to style enhancement. *Media, Language, and Culture*, *48*, 87-103.

Littlewood, W. (2000). Do Asian students really want to listen and obey? *ELT Journal, 54*(1), 31-36.

Liyanage, I., & Bartlett, B. J. (2012). Gender and language learning strategies: looking beyond the categories. *The Language Learning Journal*, *40*(2), 237-253.

Maftoon, P., & Ziafar, M. (2013). Effective factors in interactions within Japanese EFL classrooms. *The Clearing House*, *86*, 74-79.

Mori, S., Gobel, P., Thepsiri, K., & Pojanapunya, P. (2010). Attributions for performance: A comparative study of Japanese and Thai university students. *JALT Journal, 32*(1), 5-28.

Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly, 29*(1), 9-31. doi: 10.2307/33587803

Norton, B., & Toohey, K. (2001). Changing perspectives on good language learners. *TESOL Quarterly, 35*(2), 307-322. doi:10.2307/3587650

Renandya, W., & Farrell, T. (2011). Teacher, the tape is too fast! Extensive listening in ELT. *ELT Journal, 65*(1), 52-59.

Rost, M. (2002). *Teaching and Researching Listening*. Harlow, UK: Longman.

Rubin, J. (1975). What the good language learner can teach us. *TESOL Quarterly, 9*(1), 41-51.

Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge, UK: Cambridge University Press.

Siegel, J. (2013). Second language learners' perceptions of listening strategy instruction. *Innovation in Language Learning and Teaching, 7*(1), 1-18.

Tsui, A. B. M. (2001). Classroom interaction. In R. Carter, & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp.120-125), Cambridge: Cambridge University Press.

Pedagogical Concerns and Approaches to EAP Writing Instruction within an ELF Program

ELFプログラムでのEAPライティング指導における
教育的関心とアプローチ

Charles E. Robertson, ロバートソン・チャールズ
Aoyama Gakuin University, College of Science and Engineering, Japan
robertson@aoyamagakuin.jp

ABSTRACT

English as a Lingua Franca (ELF) research lends itself well within the domain of spoken English where speakers actively negotiate meaning within shared contexts. In an ELF circumstance, speakers are not bound by native speaker (NS) norms; rather, their "success" can be measured by their ability to communicate functionally. Yet, what are the implications for writing instruction within an ELF program? And more specifically, how should college-level ELF instructors address the issue of English for Academic Purposes (EAP) writing since, broadly speaking, EAP assumes that Non-Native Speakers (NNS) should conform to native forms of language use. The author suggests several pedagogical approaches meant to assist L2 writing practitioners working within existing ELF programs. In particular, the author explores how some tenets of ELF can be incorporated into a multiple-draft, process approach writing classroom.

KEYWORDS: ELF and EAP writing, ELF composition, ELF writing instruction

1. INTRODUCTION

1.1 English as a Lingua Franca

For more than two decades, English as a Lingua Franca (ELF) research has called into question basic assumptions regarding language use and appropriate learning goals for non-native users. At its foundation is the belief that the pursuit of native-like English proficiency, which is rarely attainable, is unnecessary as most non-native English speakers adopt their own use of English shaped by local circumstances and needs. Thus, English as a Lingua Franca challenges the concept of ownership of English and the idea of a standard English in a profound manner. Widdowson (1994, p. 379) puts forward the view that the "custodians of standard English are self-elected members of a rather exclusive club" who fear linguistic variety since it might

lead to the downfall (in their view) of standard English as a means of international communication.

Jenkins (2006, p. 160) went even further to describe ELF as a "contact language used only among non-mother tongue speakers" yet now acknowledges that most ELF researchers accept that native speakers can take part in international communication. Within an ELF construct, many Non-Native Speakers (NNSs) have become effective communicators despite not conforming to native-speaker norms of proficiency. More simply put, according to Seidlhofer (2011, p. 197), "'Failed' learners can be(come) effective users of English." In the classroom, ELF practitioners endeavour to establish learning objectives which are more achievable and "real-world" by encouraging students to develop "strategies for making sense, negotiating meaning, [and] co-constructing meaning" Seidlhofer (2011, p. 198). Moreover, ELF students are encouraged to exploit local linguistic resources, including First Language (L1) communicative strategies, to achieve communicative goals.

Seidlhofer (2011, p. 198) suggests that regardless of the amount of language a NNS ultimately acquires, it is their "capability" with the language which can help them when they "need (or wish) to conform to standard norms where such conformity is contextually appropriate." Standard English (SE) is a "required" variety of English for academic discourse since it is used for institutional purposes. Accordingly, it can be assumed that exposure to an EAP writing curriculum can provide NNSs with opportunities to use their developing ELF capabilities to understand and conform (if they wish) to an English for Academic Purposes (EAP) discourse community. To this end, the author believes that it is possible (in several pragmatic ways) to satisfy the learning goals of most EAP writing programs while remaining faithful to some general ELF principles. In particular, ELF instructors and writing tutors can assist ELF writers at each stage of the writing process. Below are several instructional approaches which attempt to balance an ELF orientation with well-established Second Language (L2) writing instruction practices.

1.2 Introducing English for Academic Purposes (EAP)

Before writing tasks are assigned, NNS students need to understand how academic writing is situated among other types of writing. The metaphor of composition being akin to a track and field competition, with EAP being but one of several "events," often helps students visualize EAP as a distinct discourse genre. Staying with this metaphor, each writing "event" has developed its own forms, standards and (reader) expectations; moreover, these conventions have evolved according to the rhetorical goals which are embedded in each form of discourse. From this standpoint, ELF teachers can exemplify the various features of EAP writing, i.e., appropriate rhetorical distance, explicit (versus implicit) language use, common discourse structures, citation rules, etc., as a means of illustrating how critical inquiry is shaped within written academic discourse. Additionally, by exploring EAP this way, students will be more prepared to deconstruct and interpret writing prompts which normally frame

critical points of view and establish investigatory boundaries.

1.3 Prewriting/Drafting stages

During the prewriting and drafting stages, ELF students should be prepared to negotiate the meaning and scope of their writing assignments with their instructors and classmates. It is also at this stage where students can bring to bear their oral communicative strategies to forge their thoughts and opinions. In return, ELF instructors need to illicit critical thinking by encouraging students to investigate their topics thoroughly and to search for commonplace arguments which either support or refute their opinions. However, to be mindful of ELF research, instructors should also be careful not to favor students' opinions based upon linguistic accuracy, but rather on the merit of the ideas expressed and on their pertinence to the writing topic and prompt. Borrowing from Kumaravadivelu's (2006) idea of post-method, Toh (2016, p. 363) describes the possibilities of "a respect for locality, heterogeneity and the potential for fresh meaning making" when ELF teachers abandon what Holliday (2005) characterizes as "English-speaking Western [Teaching English to Speakers of Other Languages] TESOL." In other words, when ELF instructors engage in meaningful dialog with students and allow themselves to become part of the negotiation and renegotiation of meaning, they are, in turn, valuing thinking which is informed by ELF.

1.4 Drafting/Revising stages

As ELF promotes the notion of natural linguistic diversity and challenges the idea of a standard English, care should be taken to present model essays which reflect this perspective. The simplest solution is to utilize model essays which have been authored by NNS writers (written at the same stage of composing) in order to highlight the authorial choices made by other NNS authors. Peer-review type activities where students are asked to investigate and comment on "global" issues (i.e., essay structure, ideas/arguments, arrangement of ideas/arguments) can help raise important awareness in their own writing. ELF students need to be given a chance to discuss concerns regarding comprehensibility and decide (collectively, when possible) whether an author has failed to express her ideas clearly or not. The goal of this activity is to ready students to examine their own drafts and decide if any changes need to be made at the rhetorical level. It is important to remember that all discussions concerning sentence-level issues should wait until the editing process has begun. In essence, ELF instructors should, take to heart one guideline which Drubin and Kellogg (2012, p. 1399) have proposed "for writing and evaluating manuscripts." Briefly, they remind editorial boards who review professional manuscripts authored by NNS that "Nonnative speakers of English can write effective manuscripts, despite errors of grammar, syntax, and usage, if the manuscripts are clear, simple, logical, and concise."

1.5 Revising/Editing stages

The consequences and/or potential "benefits" of textual intervention as a means of avoiding future "errors" is beyond the scope of this paper. However, while conferencing with students at the revising and editing stage of the writing process, ELF instructors can effectively explain and illustrate the types of feedback commonly employed by teachers. One approach is to divide feedback into three areas, where "errors" are discussed in accordance to their impact on comprehensibility.

To begin, areas where intended meaning is ambiguous to the reader should first be identified. Then, through reader-response discussions, authors can negotiate meaning with readers and, in the process, rethink, rephrase (and rewrite) their own passages until they are mutually intelligible. Additionally, as overall comprehensibility can be greatly improved by the selection of accurate vocabulary items, instructors should closely examine the lexical choices made by students. Then, as Kaur (in Murata 2016, p. 251) has suggested, ELF teachers can promote the awareness of these choices through learning activities which can over time help learners to "select lexical items that are precise and exact in conveying meaning in a given context." Once students understand how their ideas are more easily conveyed through better vocabulary choices, they might become more motivated to improve their lexical knowledge. Finally, grammatical errors which greatly distract or confuse the reader, i.e., subject-verb agreement or subject-pronoun errors, should be explicitly discussed; however, these discussions should focus on how these errors are affecting the author's intended message.

1.6 Editing/ Assessment stages

In the final stage in the writing process, ELF instructors will have to decide which "errors and/or deficiencies" are acceptable in a final draft. They will have to decide which characteristics reflect the variability of NNS English, and the degree to which this variability strays from the general features of academic discourse. Ultimately, writing instructors are influenced by the assessment guidelines used to judge their students' writing. In many cases, assessment protocols and rubrics are created at the institution and/or program level to reflect the values and expectations of a writing program. Since ELF places a strong emphasis on comprehensibility over correctness, it can be "naturally" assumed that rhetorical features related to organization, content, idea development, cohesion & consistency and support & reasoning, for example, would be valued over most syntactic concerns.

Taking an ELF-informed perspective requires institutions to acknowledge the use of non-standard English. In the case of EAP composition, writing issues related to sociolinguistic and/or grammatical control should, thus, be discounted as an empathetic reader (within an international communicative setting) should be able to compensate for any non-standard features and receive an author's intended message. Needless to say, the use of idiomatic language should not be encouraged or rewarded during assessment.

2. CONCLUSION

Teaching academic writing within an ELF program brings many challenges. Paramount among these challenges is the acceptance of the notion that writing which reflects non-standard, non-native-like English can still be considered satisfactory within an academic setting. Traditionally, L1 and L2 composition instructors have shared the common goal of developing confident writers who can produce clear, cohesive writing. And, to this end, they have held their students to the same standards of achievement. Yet, since ELF research holds that L2 authors should not be penalized for their "inability" to produce native-like products, assessment metrics must also be reassessed.

As a part-time writing tutor within a center which is committed to English as a Lingua Franca, the author has sometimes struggled to subsume traditional expectations of student writing performance within an ELF paradigm. As a result, the author has sought answers to the following questions in order to inform and support his pedagogy:

- What are the hallmarks of ELF?
- What types of accommodation are admissible within an ELF framework?
- How can writing for academic purposes be approached pedagogically within an ELF program?
- What are some possible approaches (on a practical level) towards conferencing ELF writing students?

To conclude, the author respectfully suggests that the commitment to ELF thinking be clearly reflected in rubrics designed to assess academic discourse. The significance of creating such rubrics is two-fold: First, the process will oblige the institution to make important judgments regarding the values and skills it would like to emphasize (from a student performance standpoint); and, second, these judgments will assist teachers to select appropriate teaching approaches in an effort to meet program objectives while remaining faithful to ELF.

ACKNOWLEDGEMENT

REFERENCES

Drubin, D. G., & Kellogg, D. R. (2012). English as the universal language of science: Opportunities and challenges. *Molecular Biology of the Cell, 23*(8), 1399. doi:10.1091/mbc.e12-02-0108

Holliday, A. (2005). *The struggle to teach English as an international language*. Oxford: Oxford University Press.

Jenkins, J. (2006). Points of view and blind spots: ELF and SLA. *International Journal of Applied Linguistics, 16,* 137-162. doi:10.1111/j.1473-4192.2006.00111.x

Kaur, J. (2016). Using pragmatics strategies for effective ELF communication: relevance to classroom practice. In K. Murata (Ed.), *Exploring ELF in Japanese academic and business contexts: Conceptualization, research and pedagogic implications* (pp. 240-254). New York, NY: Routledge.

Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. New York, NY: Routledge.

Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford: Oxford University Press.

Toh, G. (2016). Doing justice to an English as a lingua franca paradigm. *Journal of English as a Lingua Franca, 5*(2), 355-367.

Widdowson, H. (1994). The Ownership of English. *TESOL Quarterly, 28*(2), 377-389. doi:10.2307/3587438

A Brief Catalogue and Review of Key Online Video Resources and Platforms

オンラインビデオ教材とプラットフォームの目録と評価

Thomas C. Saunders, サンダース・トーマス（宮松知雄）
Tamagawa University, Center for English as a Lingua Franca Japan
tcsaunders@lab.tamagawa.ac.jp

ABSTRACT

Today, there are countless online tools to improve English proficiency and fluency. The proliferation of these resources has grown exponentially in the last 25 years or so and they have undoubtedly become leading instruments in current ELT practice. However, this tremendous expansion has also led to difficulty in discerning which tools may best serve ELT goals. This article will attempt to catalogue and evaluate the utility, of a small handful of sites that include: YouTube; TED and TED-Ed; BBC Learning English; CNN Student News; Netflix and Hulu; English Central and Speechyard; and VoiceTube. While this is not an exhaustive list of online video platforms, these sites are key players in relation to ELT and were therefore chosen for this report. A review and critique of these sites is provided based on their value in regards to two specific study methods: Extensive Watching (EW) and a more focused and blended watch-study-watch-repeat method. Furthermore, considerations are made about how these resources can benefit ELF classrooms and how well they fulfill the tenets of good ELF practices.

KEYWORDS: ELF, Extensive watching, Online video resources, Study methods with video, L1 & L2 captioning

1. INTRODUCTION

In the world of English Language Teaching (ELT) today, there are numerous tools for, both educators and students alike, to utilise in the pursuit of improved English proficiency and fluency. One such tool, which has only become available in the last quarter century or so, is online video resources. As the content on, and functionality of the Internet has grown exponentially over the last two and a half decades, it has undoubtedly become one of the leading instruments in an ever-growing study inventory. However, it is precisely this tremendous expansion of the Internet and online platforms that has also led to difficulty in discerning which tools may best

serve ELT goals. This article will by no means attempt to catalogue all Information Technology (IT) video resources and evaluate their utility, but will instead focus on a small handful of sites that include: YouTube; Technology, Education, Design (TED) and Technology, Education, Design, Education (TED-Ed); British Broadcasting Corporation (BBC) Learning English; The Cable News Network (CNN) Student News; Netflix and Hulu; EnglishCentral and Speechyard; and VoiceTube. These sites were critiqued based on their value in regards to two specific study methods: Extensive Watching (EW) and a more focused and blended watch-study-watch-repeat method, which the author has found effective in past teaching experiences. Furthermore, a consideration will be made about how these resources can benefit English as a Lingua Franca (ELF) classrooms and how well they fulfill tenets of the ELF paradigm.

The specifics of these techniques will later be explained in greater detail, but it will be useful at this juncture, to briefly review some of the benefits of using video in the ELT classroom and individual learning practice. Although there is some debate about the comparative pedagogical efficacy of video use in ELT settings, there is a general consensus that students do see marginal benefits in language study by using film as a means of learning (Brook, 2011; Duffy, 2007; Hamilton, 2010; Muniandy & Veloo, 2011). Any contention surrounding the use of the medium generally stems from debates regarding the depth of its effectiveness or in its comparative value to an alternate method. Without getting into that debate, we shall simply look at the marginal benefits, as they are manifested for the student. Conveniently, Nakamura (2007) has listed a variety of advantages of video use in ELT as providing: (a) exposure to genuine and realistic language (demonstrating natural speed and pronunciation); (b) understandings of different cultural features or practices; (c) clear contexts for learners to understand situation-specific English usage; (d) enjoyable settings to lower students' affective filters; (e) identification of common spoken language through subtitles and/or scripts; (f) encouragement of independent and autonomous study outside the classroom; and (g) longer concentration periods with lower levels of study fatigue. There is little research to dispute these claims, however the depth of corollary outcomes in actual language improvement is somewhat contested. That said, most academics concur that student motivation and engagement are positively influenced, when video watching activities are undertaken.

With that in mind, we can now turn our attention to the teaching practices, which make up the conceptual framework and assessment metric by which we will examine and evaluate the various online video platforms and their utility for teachers and students alike.

1.1 Extensive Watching
Although this is still a somewhat novel study method, Saunders and Ishimaki (2015 & 2016) have effectively demonstrated that, when considered as a means of broad exposure to contextualised language, the use of video can be quite beneficial in deepening students' understandings of English. The basic tenet of this method is to voluntarily watch a large volume of video with both Second Language (L2) audio and L2 captions engaged, in order to give learners as much contact with the target language as possible. Deriving its core pedagogical philosophies from Extensive Reading, EW espouses a method that requires students to have a large breadth of content from which to choose from. In this way, students have a profound amount of autonomy to choose the media they consume and study. Saunders and Ishimaki (2016) contend that this heightened level of control has an acute positive effect on learner motivations and maintains the potential to be very useful for students, who employ this method.

With this technique in mind, the review of online video tools found in this report, were gauged by the availability of accurate L2 subtitles, as well as the breadth of the content available for view. The metrics of evaluation will be further detailed in a later section, but since a large spectrum of choice is integral to this method, the sites and online resources needed to satisfy the criteria of having both, a large selection of titles, as well as accurate L2 captions.

1.2 A Blended Study Method
An alternate method for using videos in ELT involves watching (a scene from) a single title several times and studying a specific section of dialogue until the students' understanding, pronunciation, intonation and fluency are at a relatively high level of proficiency. Although there is no single method for implementing this and different educators have slightly nuanced versions of this technique, the general pattern here is some variation of watching the video several times with differing combinations of First Language (L1) or L2 captions engaged, and having learners do a variety of tasks between viewings.

A method that has worked very well for the author's classes in the past is the following: First, have students watch the whole title with L2 audio and L1 captions engaged. Next, focus on a single scene which can be anywhere from 2 to 10 minutes long. Have the pupils watch the scene with L2 audio and L2 captions on and ask them to take note of any vocabulary or grammar they are unfamiliar with. With these notes, they can study the new words and phrases, before watching the specific scene again, still with L2 subtitles engaged. After that, play the scene again, but this time without captions and pausing after each sentence so students can repeat the dialogue and mimic the actors. Finally, play the scene once through with students shadowing the entire dialogue in order to improve fluency and intonation. An optional and often enjoyable step for higher-level students can be to have the students then act out the scene as a small skit in the class.

Needless to say, the criteria for evaluation of online video material for this method are rather different than that of the EW approach. Since at different times in the exercise, both L1 and L2 captions are required, points were awarded for sites that provided accurate captions in both languages. Furthermore, as there is little

priority for a large breadth of choice, this was not considered in the grading. That said, points were given, if a resource had extra activities or speaking functionality to help facilitate the tasks demanded of the students.

1.3 ELF Considerations

It likely goes without saying that many of the practices in the Blended Study Method described above, are derived from more traditional English as a foreign language (EFL) and English as a Second Language (ESL) techniques and do not necessarily include nuanced philosophies of ELF approaches. That is not to say that they are mutually exclusive from ELF-informed pedagogical practices, or cannot be adapted to films and video material that encourage understanding English, which falls outside of native-speaker norms. However, the priority placed on repetition of dialogue and attempts at mimicking intonation and fluency, would likely incur a bias toward native speaker Englishes from what is known as the "inner-circle" countries. That said, it would require a determined effort upon the instructor and/or students to specifically focus on video materials that aim to facilitate an ELF-aware curriculum, where students are exposed to the varied philosophies and tenets of the ELF paradigm.

With that in mind, the online video platforms were also judged by the ways in which they can be easily tailored to meet ELF-inspired teaching practices. By example, sites that readily enable student exposure to different kinds of English -especially forms that do not adhere to native speaker norms and/or exemplify dialects or accents, which fall outside the inner-circle country standards- were given a favourable consideration in this regard. Furthermore, resources that did not focus exclusively on EFL or ESL teaching standards were deemed to have utility for ELF classrooms and instruction.

2. CRITERIA OF EVALUATION

In order to devise a uniform means of rating the various platforms and video resources, a grading scheme was developed based on a simple binary, "yes/no" criterion in 10 different categories, with some nuanced explanations described below: (1) availability of L1 subtitles; (2) availability of L2 subtitles; (3) breadth of content; (4) availability of levelled or graded content; (5) availability of searchable and referenced target vocabulary and/or grammar; (6) availability of additional exercises and practice; (7) speaking practice functionality; (8) ELF considerations; (9) free or paid service; and (10) class management and monitoring functions.

Since the availability of subtitles is important for all of the methods described above, separate scores were given for each of L1 and L2 availability and accuracy. If the subtitles in either language were deemed to have significant inaccuracies, the point was not awarded for the platform.

The amount of content is particularly important for the EW methodology, as the user should be able to choose from a large variety of videos to suit her/his individual interests or preferences. Although this is somewhat difficult to gauge, and could be deemed rather arbitrary, a given resource was awarded the point, if there was a great breadth of topics, levels and dialogue context to choose from.

The levelled content and searchable target language aspects were generally not available for sites that were not dedicated language learning platforms. Although, some of the sites were deliberately aimed at younger students or viewers, who may not have profound academic vocabularies, if there was not a clear grading scheme in place, or there was no means to search for specific grammar and/or vocabulary, then the site would not receive the points in these respective categories.

This is also true of the additional practice exercises and speaking functionality criterion. However some sites like TED-Ed do provide comprehension questions at the end of videos, to gauge viewer engagement and understanding. It must be said, that this does not always test specific language abilities, such as spelling or speaking. Yet, if the resource had any exercises whatsoever, the point was given for additional activities. Speaking activities on the other hand were treated as a specific and independent criteria.

The ELF criteria was generally judged by whether or not a platform had videos that demonstrated different forms of English that do not conform to native speaker norms. It must be stated, that this by no means encompasses all of the philosophical tenets of the ELF framework. However, the availability of media with a wide variety of Englishes was deemed to satisfy a World Englishes oriented understanding, which can be considered as one approach within ELF pedagogy. Since this paper is meant more as a cursory guide to online video resources, the ELF criteria was awarded here, if World Englishes were readily present on the site. However, a more in depth investigation is certainly needed in this area and this is not an exhaustive analysis of appropriate online resources for ELF-specific purposes. Furthermore, since the author could not conceivably watch all the content available on each site, this point was only awarded if non-core country English videos were relatively easy to find in the first few pages of each site or through a simple search.

In the free or paid category the preference was given to free sites. If a platform was a totally free platform then the site earned this point. As student costs in most countries are already extremely high, any site with paid content areas would not benefit in this field.

Finally, if a site had additional teacher support functions, such as class management, or the ability to tailor videos to fit the students, then the platform would get a point in the "class management and monitoring functions" section. To elaborate on this point, some platforms have grading functions for the language used in the videos, which are an obvious advantage for teachers. Furthermore, sites that are specifically designed with ELT in mind, such as EnglishCentral, have built-in student and class specific functions that could be of great benefit to the educator. For example, although exclusive to paid subscribers only, teachers can get access to student lists and are able to monitor student participation, and the volumes of media

watched, as well as assign specific titles for viewing. In addition, teachers are able to see how well their pupils performed on given tasks, such as speaking activities and/or comprehension questions at the end of each video. Granted, the available functions varied from site to site, but if at least one educator-oriented component was available, then the point was awarded in this category.

Once the scores were calculated for each site, they were then broken down into four categories with the following respective denominators: Overall utility (x/10); Extensive Watching utility (x/7); Blended Method (BM) utility (x/8); and ELF utility (x/9). For clarity, the Overall score included all of the grading categories; EW excluded categories (1), (6), and (7) above; The Blended approach removed numbers (3) and (8); and finally ELF only disregarded the volume criterion (3) from the list at the beginning of this section.

Finally a quick reference guide of how all the sites were graded is available at the end of Section 3 (see Table 1).

3. CATALOGUE AND REVIEW OF ONLINE RESOURCES

3.1 YouTube (https://www.youtube.com)
Overall Score: 3/10; EW Score 3/7; BM Score 1/8; ELF Score 2/9
In terms of content, YouTube is certainly the largest of all the resources. The statistics regarding the site are mind-boggling and it is difficult to get an exact number of videos as observers claim that anywhere between 300-500 hours of content are uploaded every minute! Thus, it certainly met the volume of content requirement, however, it fell short in many of the other categories. Since YouTube is not explicitly designed with the purposes of language study in mind, levelling, target language searching, extra activities, and speaking practice functions simply do not exist.

Additionally, when it comes to subtitling, the YouTube platform is somewhat unreliable and fairly inconsistent. L1 subtitles are not available for most videos, unless the content provider has hard coded them into the video or independently provided translations that can be toggled on or off. Although not ubiquitously available on all videos (the uploader must toggle the functionality at the time of upload), there are many videos that have limited L2 subtitling capability. However, since this subtitling usually employs Google's automatic speech recognition (ASR) technology, there are many times when the algorithm misunderstands a speaker or misinterprets a phrase as it is spoken in the video. This shortcoming is especially exasperated, in videos that have non-native (particularly non-American) speakers. Therefore, according to the grading criteria for this catalogue, YouTube performs quite poorly, however as the technology associated with the automated-captioning functionality improves, the platform may do better in the near future.

3.2 TED (http://www.ted.com) and TED-Ed (https://ed.ted.com)
Overall Score: 6/10; EW Score 5/7; BM Score 5/8; ELF Score 7/9

Many readers will by now be familiar with the TED (Technology, Entertainment and Design) site and it's spin-off: TED-Ed (Education). For those that are not, the platform offers a multitude of videos in the form of short (averaging about 10 minutes each) talks on a variety of subjects. The speakers come from all parts of the globe and in fact, more often than not, their manner of speaking falls outside of the native speaker norms, thus this is a great tool for ELF instructors, wishing to expose their students to alternative accents and speaking styles. Although TED talks are hosted on the YouTube platform, the curators of the site provide reliable subtitles for viewers to toggle on or off, if they please. These are usually available in a number of translated languages, however it may take some time for newer content to be translated or even for English captions to be coded into the video. That said, all videos have English transcriptions available elsewhere on the page so the site received the grade in both captioning categories. One drawback to the main TED site is that the content is often rather difficult and would only be appropriate for high-level learners.

However, the spin-off site TED-Ed is directed at native speaker junior high and high school students. Although there is no means to search by target language or grammar, the videos are well categorised by content and comprehension tests are available at the end of each video –a functionality that is not available on the parent site. Finally, TED-Ed offers the ability to tailor videos and quizzes for each class and this is a welcome feature for any educator.

3.3 BBC Language Learning (http://www.bbc.co.uk/learningenglish/english)
Overall Score: 6/10; EW Score 4/7; BM Score 5/8; ELF Score 5/9
This platform is a very useful free service with a large number of videos to choose from. The site is specifically designed to help students of English improve their comprehension and abilities via a large selection of videos and radio content produced by the BBC.

Content is well organised and can be searched by target language, however the subtitling and ELF considerations are areas, where the resource falls a little short. There are no L1 subtitles to speak of and for L2 captions; users must rely on transcripts instead of simultaneous captioning within the given media. However, the L2 subtitles point was awarded since the transcripts are available directly under the embedded videos for students to follow along. Since the service is aimed at improving students' understanding of British English, there is very little, if any, content that does not conform to native speaker norms. Finally, extra activities are available, but there are no speaking technology or class management features to use.

3.4 CNN Student News (http://edition.cnn.com/studentnews)
Overall Score: 3/10; EW Score 3/7; BM Score 2/8; ELF Score 2/9
Another free service is CNN Student News, where current events are presented in a manner that is thought to appeal to younger viewers. Much like the BBC Language Learning site, the content is derived from a parent news site: CNN. However, since

this site is not made with the explicit goal of improving student understanding at a language level, it is lacking in many of the categories that gauge pedagogical utility.

The site has L2 captions available, but nothing to toggle L1 subtitles. There is a fairly large amount of content but most of it is focused on news or sporting events. With an almost exclusive focus on American English, there are no considerations made for a variety of speaking norms and there are no extra features that can facilitate more directed learning or class management for teachers.

3.5 Netflix (http://www.netflix.com) and Hulu (http://www.hulu.com)
Overall Score: 4/10; EW Score 3/7; BM Score 2/8; ELF Score 3/9

These two paid international services have become very popular in recent years and offer clients the chance to choose from a broad range of television shows, films, and documentaries. Subtitling options are usually available in several languages, however this is often region-dependant. Although the content is vast and there are titles that satisfy the ELF requirement, since this platform is primarily an entertainment service, the levelling, searchabilty by language, activities, speaking and class management functions are not built into these systems.

That is not to say that the resources are not without their utility. With some determined navigation and directed study, it is possible to seek out titles that are appropriate for a given group of students who want to focus on longer videos that highlight specific contexts and situations. This is particularly true when utilised for EW assignments that ask students to view several titles over a given period of time and/or for the Blended method, if educators want to focus on a particular film. Yet, since the platforms are not designed with language study in mind, the sites fared poorly in this review.

3.6 EnglishCentral (https://www.englishcentral.com) and Speechyard (http://speechyard.com)
Overall Score: 7/10; EW Score 5/7; BM Score 6/8; ELF Score 6/9

These two paid platforms are very similar and combine many functions to satisfy a large number of the evaluation criteria. The sites offer a vast collection of short videos for users to watch and learn from. Students can use these resources for both the EW and blended approaches and their viewing can be easily tailored to either of these methods. The three areas where the sites failed to gain points were L1 subtitles, paid content, and ELF content. Furthermore, although Speechyard is very similar to English Central, the former does not have a teacher-specific interface for educators to manage classes and monitor student progress.

That said, the two sites use very clever technology that gives students a wide variety of controls and options to direct their viewing in order to maximise their learning experience. Both platforms allow users to search content by either level or target language, and have interactive exercises to improve vocabulary comprehension and spelling practice. They even have brilliant speaking and pronunciation functions that provide an interactive learning environment. However, it must be mentioned that

the content and pronunciation on both sites is specifically geared toward EFL and ESL principles and does not make any accommodation for ELF ideals of prioritising communication above emulating native speaker norms.

3.7 VoiceTube (https://www.voicetube.com)
Overall Score: 9/10; EW Score 6/7; BM Score 7/8; ELF Score 8/9

Finally, the relatively new platform VoiceTube is very similar to English Central and Speechyard, in terms of its content and functionality. There are L2 subtitles; a large volume of levelled titles, which are searchable by grammar and language; extra exercises and speaking practice functionality. However, like Speechyard, VoiceTube does not have a class management interface. VoiceTube fared slightly better than English Central and Speechyard because, at the time of this writing, it is entirely free (although this might change) and there are many videos available with (a select group of) L1 subtitles. Lastly, since VoiceTube amalgamates and categorises its content from several online sources (many of the ones listed in this report) there are also titles from TED and other sources which regularly feature videos with non-native English speakers. Thus, it scored higher than it's competitors' websites as it readily satisfies the EFL content requirement and can be accessed with no cost to the user (for now, at any rate).

Table 1
Summary of grades for all sites

Evaluation Content	YouTube	TED & TED-ed	BBC	CNN	Netflix & Hulu	EnglishCentral & Speechyard	VoiceTube
L1 Subtitles		○	○		○		○
L2 Subtitles		○		○	○	○	○
Breadth of Content (EW)	○	○	○	○	○	○	○
Graded or Leveleld Content			○			○	○
Searchable by Grammar or Vocabulary			○			○	○
Extra Activities		○	○			○	○
Speaking Practice Function						○	○
ELF Content	○	○			○		○
Paid/Free	○	○	○	○			○*
Additional Class Functions		○				○	○

Note: *indicates that the service was free at the time of writing.

4. CONCLUSION AND CLOSING COMMENTS

This report is by no means exhaustive and certainly misses many other online video platforms available today. The grading scheme is admittedly myopic in its scope and simplicity, and if the author is entirely honest, the evaluation criteria is somewhat arbitrary. However, it is the intention of the author that this essay can serve as a more general, yet hopefully useful guide to some of the more prominent Internet video resources at the disposal of students and educators alike. The grading scheme and catalogue should be sufficient for readers to quickly get a general idea of how the featured sites work and in what ways they can be of benefit in ELT study. Every student and teacher will certainly have slightly varied ways of employing these tools. Some may elect to focus on the EW approach and others might prefer the blended method. Others still, may want to emphasise ELF principles in their pursuits or utilise a combination of these techniques. However with this undoubtedly limited guide as a reference, navigating and selecting resources should ideally be made somewhat more manageable in an ever-changing landscape of teaching tools and devices.

REFERENCES

Brook, J. (2011). The affordances of YouTube for language learning and teaching. *Hawaii Pacific University TESOL Working Paper Series, 9*(1, 2), 37-56. Retrieved from http://www.hpu.edu/CHSS/English/TESOL/ ProfessionalDevelopment/201109_TWPspringfall11/9_1-2_Brook.pdf

Duffy, P. (2007). Engaging the YouTube Google-eyed generation: Strategies for using Web 2.0 in teaching and learning. *The Electronic Journal of e-Learning, 6*(2), 119-130. Retrieved from www.ejel.org

Hamilton, R. (2010). YouTube for two: Online video resources in a student-centered, task-based ESL/EFL environment. *Contemporary Issues in Education Research, 3*(8), 27-31. Retrieved from http://search.proquest.com/ docview/747986483?accountid=10382

Ishimaki, K., & Saunders, T. (2015). Devising an effective methodology for measuring the benefit of L2 subtitled extensive watching on learner motivation, autonomy and skill development. *The Center for ELF Journal, 1*, 61-82.

Muniandy, B., & Veloo, S. (2011). Views of pre service teachers in utilizing online video clips for teaching English language. *International Journal of Social Science and Humanity, 1*(3), 224-228. doi: 10.7763/IJSSH.2011.V1.39

Nakamura, K. (2007). Teaching learning strategies to EFL college students through DVD movies. *Memoirs of the Hokkaido Institute of Technology, 35*, 125-132.

Saunders, T., & Ishimaki, K. (2016). Learner attitudes of L2 engaged extensive watching versus extensive reading. *The Center for ELF Journal, 2*(2), 1-14.

Self-Directed Learning for English Language Learners

英語自主学習方法における考案

Jason Donald Arndt, アーント・ジェーソン・ドナルド
Tamagawa University, Center for English as a Lingua Franca, Japan
j.arndt@lab.tamagawa.ac.jp

ABSTRACT

Self-directed learning requires second language learners to take ownership of their language acquisition by making choices about how to proceed with their language education outside of a traditional teacher centered classroom. This paper contains a handout that was designed to raise motivated second language learners' awareness of the directions their self-directed language learning may take. The handout's six sections cover topics such as: learner needs analysis; goals & objectives; materials selection; learner strategies; self-assessment; and self-reflection. Japanese university students are the intended recipients of the handout. The handout is a prototype because it has not been field tested as of the time of writing.

KEYWORDS: Self-directed learning, Autonomy

1. INTRODUCTION

As an English teacher in Japan, I have been asked by various students for recommendations about what to study outside of the normal textbook. These students are first and second year English language students at a Japanese university. At these times I usually make a suggestion about one particular aspect the student should practice, such as listening comprehension, and recommend one activity they can do to improve on that particular area of focus.

These suggestions seem inadequate considering how complicated it is to learn a second language. True learning requires a deeper commitment on the part of the student. Instead of being passive participants, language students are in the unique position of being able to initiate their own goals, learning strategies and learning styles to maximize their language learning experience (Pemberton & Cooker, 2012). This means language students should become active contributors to their own learning.

2. REASON FOR STUDY

In response to these encounters, I have created a handout to expose the university students to the concept of self-directed learning and to provide them with a tool which they can use to develop their independent English study skills outside of the traditional classroom setting (see Appendices A, B, & C). The target students for this handout are Japanese university students. However, the focus areas that will be further discussed can easily be modified to fit the needs of any English language learner. These students should focus not only on current needs, but future needs as working professionals.

The aim of this handout was to raise student's awareness about the possibilities and directions their self-directed learning can take. The handout attached to this paper was intended to assist a motivated English language learner to take ownership of their own learning process and become an autonomous language learner who can direct their course of study in the manner that is most beneficial for himself or herself. It is not intended to be used in isolation, without guidance. A language instructor or language advisor will need to facilitate student learning by providing guidance,helping the learner select materials, set goals, choose strategies, and provide encouragement as the learner negotiates this new process (Du, 2013).

At the time of writing, the handout is only a prototype which has not yet been used by individual students or introduced in a classroom setting. The author primarily teaches first year Japanese university students. Patterson, Crooks, & Lunyk-Child (2002) identified six competencies that students must possess in order to be successful self-directed learners. These are: assessment of learning gaps; evaluation of self and others; reflection; information management; critical thinking, and critical appraisal. The majority of first year university students have not developed their language learning skills to the points specified by the authors. Older university students are more likely to have the skills necessary to successfully use self-directed learning to advance their second language acquisition.

3. LITERATURE REVIEW

Self-directed learning (SDL) is based upon the ideas of learner autonomy. Holec (1981) defined learner autonomy as "the learner's capacity to take control over their own learning" (as cited in Reinders, 2010, p. 40). Knowles (1975) defines self-directed learning as:

> …a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and mental resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (p.18).

Knowles also stated that students who are proactive learners will learn more and remember it better than those who are reactive learners. Based on Knowles' observations, the autonomous learner is more likely to be invested in their learning and more likely to be successful in their language learning experience. Benson (2011) argues that it is the natural progression for language learners to take control of their learning. He reasons that if learners lack autonomy, they are capable of developing it. Furthermore, Benson emphasizes that autonomous language learning is more effective for the learner than dependent language learning. King (2011) recognizes the importance learner autonomy has in relation to language learning precisely because it allows the student to gain control of their language acquisition. It is reasoned that the more a student has control over their learning, the more invested they will become in their growth as a language learner. For these reasons autonomous learning has the potential to greatly increase student learning through self-empowerment.

Autonomous learning is done outside of the traditional classroom and is therefore more flexible in its environment and content. Reinders and White (2016) attribute four modalities to autonomous learning: location, formality, pedagogy, and locus of control. Location refers to the setting in which learning takes place. Some universities and language learning institutions have self-access learning centers in which dedicated learning advisors assist language learners on their path toward autonomy. Formality refers to the degree to which learning is linked to organized courses. Pedagogy refers to the degree to which actual teaching is involved. Locus of control means how much control the student has over the choices for their learning.

The desired outcome of the self-directed learning process is for the English language learner to take responsibility for their own learning. Research shows that students who are more invested in their learning experience are more likely to be successful language learners (Mynard, 2011; Reinders, 2010). Those learners are better able to focus on the skill areas that are most needed in order to meet their language goals.

According to Reinders (2010), students will likely need training and a large amount of support before they can become autonomous learners. Language advising is a form of learning support in which guidance is provided to students about their language learning. Whereas teaching and tutoring focus directly on the language itself, advising focuses on how the students should go about learning the language (Reinders, 2008). A language advisor is highly recommended to help raise the students' awareness of the potential for learning outside the classroom and preparing students for self-directed language learning.

Several factors contribute to the success of the self-directed language learner. In a study on the benefits of self-direct learning, Du (2013) found that students with previous experience in self-study at the university level were more likely to have a positive learning experience. Also, students' self-efficacy was linked to performance in his project. Du reported that students who excelled in the project shared these traits: self-confidence, a willingness to take risks, a drive to attain goals, and a strong intellectual curiosity (Du, 2013).

The largest potential problem with autonomy and self-directed learning is that the students must remain disciplined. A significant amount of self-motivation and critical reflection are required to undertake and pursue autonomous learning. It is the responsibility of the student and the advisor to hold the student accountable if they do not complete their work or if they do not take the time to study. A language teacher, language counselor, or other educational professional that advises the student is a valuable asset to help prevent attrition. Drawing on Self-determination theory (Deci & Ryan, 1985), we all have a universal desire to connect with other people. The relationship between the learner and the advisor can be a motivating factor for the learner in their search for autonomy in language learning. The advisor may provide the student with the incentive to continue on their desired path toward English language acquisition.

4. HANDOUT

Based on the four modals identified by Benson (Benson & White 2016), I envision the handout being used outside of the formal classroom. It will be informal in that it is independent of required university course work. The student is engaging in self-directed learning on his or her own accord. Counseling should take the form of advising, not formal teaching. Students should have control over their choices for goals, materials, and assessment. The following describes the six sections of the handout.

4.1 Needs Analysis
The language needs analysis takes the form of a self-report questionnaire (see Appendix B). The self-report questionnaire utilizes a series of statements related to the skills required to participate in those activities. The student will rate themselves on a 5 point scale regarding their self-perceived ability to perform those tasks. I have based my 5-point scale on Ellis & Sinclair's (1989) self-reporting scale (p. 6-8). The questionnaire takes language learners between 10 and 15 minutes to complete. After considering the results of their self-report questionnaire, the student can then prioritize which areas they need to focus on in their studies. Once their needs have been identified, students can restate those needs in terms of goals and objectives.

Once a learner has made the decision to begin taking ownership of their English language studies, the next step is to identify what areas they need to study. The purpose of a needs analysis is to help students identify their immediate language needs and potential language needs in the future (Brown, 1995). A needs analysis helps students to identify what areas they are likely to participate in and their confidence in those areas (Ellis & Sinclair, 1989; Reinders, 2010).

4.2 Goals and Objectives

The needs identified in the self-report questionnaire will help learners identify their language goals (Mynard, 2011; Reinders, 2010). A goal refers to a general statement about what must be accomplished in order to satisfy the need of a student (Brown, 1995). Goals provide the student a direction or purpose when studying the language. After completing the self-report questionnaire, each student should examine their findings in order to identify which areas and skills they wish to focus on. An example of a goal would be the improvement of presentation skills. In order to reach this goal, the student must consider the steps necessary to improve his or her presentation skills. These steps can be called objectives.

An objective refers to a precise statement about the skills a student must accomplish in order to reach the goal (Brown, 1995). Objectives are the specific steps that a student must take in order to accomplish a goal. For the goal of improving presentation skills, objectives could include organizing a presentation into an opening, body, and closing; identifying the four parts of a presentation opening; identify and choose appropriate opening statements; identify and choose introductory statements, etc.

4.3 Selecting Materials

After the formulation of goals and objectives, the student must then select materials for their study (Brown, 1995; Reinders, 2010). The modern language learner has a greater variety of English language learning materials to choose from than ever before. These can include more traditional language learning materials such as textbooks, reference books, or human resources. They can also include realia such as news reports, business reports, financial documents, press releases, etc. Technology and the internet have provided a seemingly endless array of language learning software and interactive websites. The student should select materials which focus on the needs identified in the self-report questionnaire. A language advisor can provide direction if the student is unsure about which materials are best suited to their needs.

Brown (1995) classifies materials development into three categories; adopting materials, creating new materials, or adapting existing materials. Adopting materials refers to using materials as they appear without the need to alter them. Examples of these types of materials are textbooks, newspapers & magazines, the internet or podcasts. Creating new materials requires the student to take a creative role in making their own, unique materials to assist their learning. Examples of such resources are flashcards, journals, or word lists. The final form mentioned by Brown (1995) is to adapt existing materials. This means altering any existing materials to better suit the needs of the student. No matter what types of materials are chosen, the materials should be suitable to the student's methods of learning. For example, a student who likes listening to lectures could listen to podcasts as part of their studies.

4.4 Learner Strategies

Once the learner has selected the appropriate materials for their development, they need to choose strategies to learn these materials and practice their language skills (Mynard, 2011). Cohen (2012) defined learner strategies as a learner's thoughts and actions, which are considered and executed, to assist the learner in carrying out a task at multiple levels. Reinders (2010) placed learning strategies into three main categories; cognitive, metacognitive, and affective. Cognitive strategies refer to how individuals process information and complete problem solving (Griffiths, 2012). Metacognitive strategies require a learner to consider and evaluate their own thinking process (Anderson, 2012). Affective strategies refer to the learner finding different opportunities to use the English language outside of a controlled setting (Reinders, 2010).

The center for the advanced research on language acquisition at the University of Minnesota published a language strategy survey to help learners identify strategies for language learning (http://www.carla.umn.edu/about/profiles/cohenpapers/lg_strat_srvy.html). These strategies are largely cognitive and affective strategies. The URL for the website is included in the handout. This survey takes the average language learner between 15 and 20 minutes to complete.

4.5 Self-Assessment

In order to gauge the effectiveness of the self-directed learning curriculum, the student must be able to assess their English learning progress (Luoma, 2013). Self-assessment of their learning progress will allow the learner to see where they have improved their language skills and where they should continue to focus their attention in future studies (Reinders, 2010). The learner's motivation to continue studying English is heavily influenced by their ability to see themselves making progress towards their learning goals (Reinders, 2010). Therefore, self-assessment of the learning progress is vital for a successful self-directed learning curriculum.

Self-assessment should be completed at regular intervals in the student's learning progress. Luoma (2013) states self-directed learning should progress in small intervals, with the guidance of an advisor. The reason for this is that learners may find the self-assessment portion of the curriculum to be challenging and possibly demotivating because the learner may not see themselves as making progress toward their goals. Professional educators may see the progress the learner is unable to see for themselves. Therefore it is highly recommended that learners seek out expert assistance when trying to measure their learning progress.

The self-report questionnaire (see Appendix B) is one tool the learner can use for self-assessment. What other forms of self-assessment are possible? Can-do statements and learning portfolios are two types of self-assessment tools that provide a variety of quantitative and qualitative data on learner's progress. Can-do statements provide learners with an opportunity to quickly measure their language acquisition progress by reading a statement and deciding if they can perform the task specified in

the statement, or they cannot (see Appendix C). The learners will be able to use the can do statements as a type of checklist to self-assess their confidence in ability to complete the tasks that are listed in Appendix C. A checklist such as this is useful for quantitatively measuring student learning progress. In order to get a more qualitative understanding of the student's learning progress, it is useful to look at the learner's efforts holistically. One method of doing this is for the students to collect their language work in a learning portfolio.

Learning portfolios are a collection of the work produced by the student as they learn English (Nunes, 2004). The student's portfolio should contain examples of the student's work generated through the self-directed learning curriculum. It is recommended for the student to review the components of their collection with an advisor.

What kinds of materials can be included in the learning portfolios? For writing components, student's essays and diaries can be included. The student can select an article to read that is appropriate for their ability levels. The student can then write a summary of the article. This summary can be corrected by the student or it can be corrected by another person. Similarly, students can write short essays on a topic of their choice. These essays can also be corrected by an advisor or self-corrected. A learning diary is is an account of which activities the learner is doing, how often they are doing them, and what are the results of those activities. The student should review the diary often and compare the types of activities they used to promote learning in order to see which ones are most effective. Critical comparisons are essential in order to focus on and improve areas that require further attention (Reinders, 2010).

For listening practice, the student can purchase a listening comprehension text book. With this type of material, a student can listen to a CD recording and write down what they hear. The student can then verify the accuracy of his or her writings by comparing their written account against the transcript of the CD. Similarly, the websites Voice of America (m.learningenglish.voanews.com) and Breaking News English (breakingnewsenglish.com) are English learning websites which offer news broadcasts aimed at English language learners. News reports are modified for different language ability levels. The audio recording of a news story is available as well as the transcript of the news broadcast. The student's transcription, along with the corrections, can be included in the learning portfolio.

Speaking is the final category that should be considered when planning portfolio submissions. A 4-3-2 activity can be self-administered by the student to practice fluency training (Arevart & Nation, 1991). This type of activity should be audio or video recorded. For presentation practice, the student can video record himself or herself giving a presentation on a topic of their choice. The recording can then be corrected by the student or another person. Finally, the student can engage in a conversation with another English speaker and record the encounter with audio or video recording equipment. All recordings should be submitted as part of the portfolio.

All of these suggestions would provide the student with many opportunities to fill their learning portfolio with examples of their development as language learners. Such information will be valuable as a means of measuring the student's language production as well as demonstrating improvement over time.

It should be restated that learners should not be expected to take immediate ownership over their learning. Autonomy in learning requires time and guidance. The student's instructor or advisor should provide steady support and advice for the learner as they make slow and steady progress in their self-directed learning curriculum development (Reinders, 2010).

4.6 Self-Reflection

Self-reflection should be completed in the final phase of the self-directed learning process. During self-reflection, the learner should examine the overall learning experience by reflecting on the components of their curriculum and how they used the curriculum to improve their English language skills. The student should consider of all the information that was used to create the self-directed learning curriculum including; the self-report questionnaire, the materials that were used, how the learner used the materials, the study habits of the student, the time and location of studying, and any assistance that the student received in their learning process (Brown, 1995). This is done in order to identify the things that worked and things that didn't work in the self-directed learning process. Because learning never truly stops, the process is cyclical and can be repeated when the student establishes new goals and objectives, creates new learning materials, and finds new learning strategies to improve their self-directed learning experience (Reinders, 2010).

5. DISCUSSION

As previously stated, the handout containing Appendices A, B, & C are a prototype. The author has envisioned it as a guide to help motivated, Japanese university students take their first steps towards autonomy in their acquisition of English as a second language. The students should pursue their self-directed language studies on their own time, outside of the classroom. The students would need the help of a language advisor. Consultations between the student and the learning advisor would be informal and take place at a mutually accessible location. The student would become responsible for the direction and content of their English language learning. The consultations are the student's opportunity for discussion and feedback on the work they have produced from their studies.

There are several limitations to this concept which must also be addressed. The handout and its intended use are only conceptual at the time of writing. The application of the handout in a real learning environment is absolutely necessary in order to evaluate its effectiveness as a language learning tool. It is likely the handout will require some revisions as it is field-tested. The handout does not specify the ability

level of the intended language learner. However, language students who possess specific language competencies are more likely to be successful as self-directed learners. The language advisor would do well to be selective when encouraging students to pursue self-directed learning. Furthermore, language advisors must consider their own abilities and the resources that are available to help the learner. Without the support of a language department or self-access center, an individual advisor may find it difficult to secure the resources necessary to properly assist the learner.

Consultation with university teachers and language advisors who have experience with self-directed learning may greatly benefit the design and execution of this handout. Securing material and mental resources in preparation for implementation would greatly improve the quality of assistance given to the learner. Finding competent and willing participants for a field test of the handout will highlight areas of the handout which require improvement.

Many future research opportunities exist as this handout is used to guide students in self-directed language learning. Each student's experience should be documented to judge the effectiveness of the handout as well as demonstrate the improvement of the student's language skills. Formal measures of students' improvements through autonomous learning are lacking in the research literature (Reinders, 2008). Any means of documenting the progress of students' learning would be very useful for the self-directed learning community.

6. CONCLUSION

This paper was written as an explanation of the information contained in the self-directed learning handout, self-report questionnaire, and self-assessment can-do statements. These documents are designed to provide a motivated learner with some ideas about how they can take ownership of learning English in order to hone the language skills needed to participate in the academic and the post-academic English speaking world. If the language learner is not prepared to undertake these responsibilities, the learning process will not continue. It is recommended the learner consult with a language advisor as they undertake self-directed learning.

REFERENCES

Anderson, N. J. (2012). Metacognition: Awareness of Language Learning. In S. Mercer, S. Ryan, & M. Williams (Eds.) *Psychology for language learning: Insights from research, theory & practice* (pp. 169-187). Basingstoke: Palgrave MacMillan.

Arevart, S., & Nation, P. (1991). Fluency improvement in a second language. *RELC Journal, 22*(1), 84-94. doi 10.1177/003368829102200106

Benson, P. (2011). What's new in autonomy? *The Language Teacher, 35*(4), 15-18.

Brown, H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). White Plains, NY: Pearson Education.

Brown, J. D. (1995). *The elements of language curriculum: A system approach to program development*. Boston: Heinle.

Centre for Canadian Language Benchmarks (2013). Can-Do Statements. Retrieved from http://www.language.ca/index.cfm?Voir=sections&Id=17369&M=4038&Repertoire_No=2137991327.

Cohen, A. (2012). Strategies: The interface of styles, strategies, and motivation on tasks. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory & practice* (pp. 136–150). Basingstoke: Palgrave MacMillan.

Cohen, D., Oxford, R., & Chi, J. (n.d.). *Language Strategy Use Survey*. Retrieved from: http://carla.umn.edu/about/profiles/CohenPapers/Lg_Strat_Srvy.html.

Cotterall, S. (2000). Promoting learner autonomy through the curriculum: principles for designing language courses. *ELT Journal, 54*(2), 109-117. http://dx.doi.org/10.1093/elt/54.2.109

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and self-determination in human behavior*. New York, NY: Plenum press.

Du, F. (2013). Student perspectives of self-directed language learning: implications for teaching and research. *International Journal for Scholarship of Teaching and Learning, 7*(2), 1-16. http://doi.org/10.20429/ijsotl.2013.070224

Ellis, G., & Sinclair, B. (1989). *Learning to learn English: A course in learner training*. Cambridge: Cambridge University Press.

Griffiths, C. (2012). Learning styles: Traversing the quagmire. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory & practice* (pp. 151-168). Basingstoke: Palgrave MacMillan.

Luoma, S. (2013). Self-assessment. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd. doi: 10.1002/9781405198431. wbea1060

Mynard, J. (2011). The role of the learning advisor in promoting autonomy. *Learner Autonomy in Language Learning*. Retrieved from: http://ailarenla. org.lall.

Nunes, A. (2004). Portfolios in the EFL classroom: Disclosing an informed practice. *ELT Journal, 58*(4), 327-335.

Patterson, P., Cooks, D., & Lunyk-Child, O. (2002). A new perspective on competencies for self-directed learning. *Journal of Nursing Education, 41*(1), 25-31.

Pemberton, R., & Cooker, L. (2012). Self-directed Learning: Concepts, Practice, and a Novel Research Methodology. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory & practice* (pp. 74–89). Basingstoke: Palgrave MacMillan.

Reinders, H. (2008). The what, why, and how of language advising. *Mex:TESOL Journal, 32*(2), 13-22.

Reinders, H. (2010). Towards a classroom pedagogy for learner autonomy: A framework of independent language learning skills. *Australian Journal of Teacher Education, 35*(5), 39-55. doi: http://dx.doi.org/10.14221/ ajte.2010v35n5.4

Reinders, H., & White, C. (2016). 20 years of autonomy and technology: how far have we come and where to next? *Language Learning & Technology, 20*(2), 143-154. doi: http://lit.msu.edu/issues/june2016/reinderswhite.pdf

Smith, M. K. (2002). Malcolm Knowles, informal adult education, self-direction and andragogy. *The Encyclopedia of Informal Education*, pp.1-8. Retrieved from: www.infed.org/thinkers/et-knowl.htm.

Woodrow, L. (2012). Goal orientation: Three perspectives on motivation goal orientations. In S. Mercer, S. Ryan S., & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory & practice* (pp. 188–202). Basingstoke: Palgrave MacMillan.

APPENDIX A

Self-directed learning handout for English language learners

This handout is intended to help you take ownership of your language learning experience by guiding you in the creation of a self-directed language learning curriculum. It is recommended to discuss this learning process with an experienced advisor. This document is only intended to expose you, the learner, to learning opportunities by focusing your English language studies specifically for your academic or post-academic needs. Please consult with your teacher or language advisor as you proceed through your learning experience.

The items listed below should serve as a guide to help you take the steps necessary to identify language needs, set goals to meet those needs, identify materials to help you learn, identify strategies to make the most of your learning experience, and then assess your progress.

1) **Language Needs Analysis:** What activities do you currently perform while using English? What are you likely to use in the future? Circle all that apply:

Presentations   Listening   Email writing   Writing papers

Small talk   General Communication   Interviews   Reading

Self-report questionnaire: What is your comfort level of using English in the areas mentioned above? Are you comfortable making a presentation in English? Can you make small talk in English? Please fill out the attached self-report questionnaire (Appendix B). The questionnaire will highlight the skill areas in which you are proficient and those areas which require further English language practice. It should take approximately ten to fifteen minutes to complete the questionnaire. The areas in which require further practice will be used to form your learning goals.

2) **Goals and Objectives:** Now that your areas of need have been identified, it's your opportunity to create your own goals and objectives for learning.

Goals: Goals refer to general statements about what must be accomplished in order

to satisfy the language needs of a student. Your goals should reflect what you want to be able to do using English. Example goal: I want to improve my presentation skills.

Objectives: Objectives refer to the specific steps that a student must take in order to accomplish a goal. Each goal will require several objectives in order to accomplish the goal. Example: For the goal of improving presentation skills, objectives could be; organizing the presentation into an opening, body and closing; identifying the four parts of a presentation opening; identifying and choosing appropriate opening statements; etc.

Based on the results of the self-report questionnaire, what English language learning goals will you set for yourself? What objectives will help you reach these goals? Create learning goals for yourself to help you focus your English language studies. Several objectives should be listed for each learning goal. These goals and objectives will be the basis for your self-directed learning program.

3) **Materials**: Now that you have identified goals and objectives, it is necessary to select materials to assist your language learning needs. Many types of materials are suitable for English language study. If you are having difficulty finding materials or are unsure of what type would best suit your learning needs, talk to an English instructor for some advice.

Traditional types: textbooks, reference books, human resources, vocabulary lists, flash cards, etc.
Realia: graded readers, emails, reports, classroom assignments, magazines, newspapers, news reports, financial reports, etc.
Technology: internet sites, CD-ROMs, on-line tutor, language learning software, online chat room conversation groups, etc.

The materials you have selected can be used in the form they are found or they can be altered to meet your needs. An alternative is to create your own materials. Feel free to use the materials in the manner that will best help your learning style.

4) **Learner strategies**: Now that you have set your learning goals and selected learning materials, it's time to think about how you learn best and what kinds of learning strategies you could use to be a more efficient learner. What actions or behaviors can you use to increase your English language abilities?

One resource to help you identify your current learning strategies is a language use survey. This survey is designed to help you think about how you learn best and what are some possible new ways to approach language learning. The language

use survey can be found at http://www.carla.umn.edu/about/profiles/cohenpapers/lg_strat_srvy.html
The survey should take approximately fifteen to twenty minutes to complete.

5) **Self-assessment**: Over the course of your English language studies, it is important to chart your learning progress. As you practice English you will create practice works. It is highly recommended to collect your practice works into a learning portfolio. This will serve as a record of your learning progress. This collection will help you see how much you have progressed and which areas you should continue to focus your attention. The items listed below are practice items which will generate works for you portfolio. Looking at the progress you make through your practice works will demonstrate which areas you are improving in and which areas you should increase your focus in order to improve.

For writing practice: •Write a summary of an article of your choice.
•Write an original essay on a topic of your choice.
•Keep a learning diary in which you record new words, phrases, grammar or any other pieces of information to help promote your learning.

For listening practice: •Listen to a recording, write down what you hear, and check the transcript of the recording and compare it to your notes. A listening comprehension textbook may be helpful for this exercise.
•Visit the English learning website Voice of America and use the website's online news source with audio, video, and transcript to write down what you hear and verify its accuracy. http://m.learningenglish.voanews.com/
•Visit the website Breaking News English for free English lessons. The website offers content at seven different ability levels. Students may select the speed at which the recording is played. Written text is also available for students to check their listening accuracy. http://breakingnewsenglish.com/

For speaking practice: •Audio record a 4-3-2 activity to build fluency. Record yourself telling a story or piece of information for four minutes. Then tell the same story in three minutes. Finally, say the same story in two minutes. Audio record all three examples.
•Prepare a short presentation on a topic of your choice. Video record the presentation and review it. Make any corrections you desire to the presentation and then perform the presentation a second time.

•Engage in conversations with English speakers and record the conversations. Review the conversations or areas in which communication became difficult or in which communication broke down. Research the causes of the communication breakdown and ways to repair those breakdowns in the future.

For reading practice: •Extensive reading requires students to read material that is at or below the student's current reading level. Students will be able to read the material quickly and should not require the use of a dictionary. The website Extensive Reading Central, offers a wide variety of reading texts at different ability levels. The website also offers students vocabulary building activities. http://www.er-central.com/

•Intensive reading requires students to read materials at a level higher than their current reading level. Students will read slowly. Grammar and vocabulary will be difficult.

•Apply the SQ3R technique:
   1. Survey: Skim the text for an overview of main ideas.
   2. Question: The reader asks questions about what they will read about based on the survey of the material.
   3. Read: Read the text while looking for answers to the previously formed questions.
   4. Recite: After you read each section, tell yourself-out loud-what you have just read.
   5. Review: Write a summary of the most important information you have read.

6) **Self-reflection**: After you have spent the time and the energy to create your English learning curriculum, it is very important that you review the choices you made and the activities you practiced. Were your choices effective? Did you meet your learning goals? If yes, what helped the most? If not, what could have been done differently? Were you satisfied with your progress? How did you use your time to study? Where did you study? How often did you consult with an advisor about your language curriculum, progress, activities, or specific questions? Learning is an ongoing process. You are never done. It is now time to take what you have learned and begin the learning cycle again.

APPENDIX B

Self-report questionnaire for English language learners

Adapted from *Learning to learn English: A course in learner training*, (Ellis and Sinclair, 1989).

Adapted from *Teaching by Principles, An interactive approach to pedagogy*, (Brown, 2007).

Read the following statements. Consider your abilities to perform, in English, the tasks listed below. Give yourself a score for each task based on your current ability to complete each task. This questionnaire can be completed in approximately ten to fifteen minutes.

1	2	3	4	5
•Not able to complete the task	•A lot of difficulty completing the task	•Some difficulty completing the task	•Few difficulties completing the task	•No difficulties completing the task
•Errors are likely to stop communication	•Errors are likely to stop communication	•Errors are likely to disrupt communication	•Communication errors are minimal	•Communication is error free

Score	Email Writing	Score	Presentation
	Use an appropriate level of formality for your writing purpose		Identify the three major components of a presentation
	Clearly state why you are writing the email		In the opening of the presentation, provide an appropriate greeting, introduction, purpose statement, and outline of your speech.
	Create topic sentences for each paragraph		Organize the body of the presentation in a logical sequence
	Use transition words to guide the reader through the email		Provide supporting points for each main point in the body
	Write a concluding sentence		Use visual aids/PowerPoint to support your presentation
	Use appropriate vocabulary for the farewell		Provide a summary, conclusion, and future action statements in the closing
			Answer questions from the audience

Score	Writing Papers	Score	Reading
	Select a topic that is appropriate for the writing purpose		Choose reading materials that are at your level and fulfill your learning needs
	Create an outline before writing		Identify the purpose of the author's writing
	Write a thesis statement to give your paper focus		Skim the text for main ideas
	Organize the paper into an opening, body, and conclusion		Scan the text for specific information
	Paragraphs should include a topic sentence, supporting sentences, and a conclusion		Guess at meaning from the story
			Use the story to understand new vocabulary words

Score	Listening	Score	Small Talk
	Understand the type of speech you are listening to (a conversation, a speech, a news broadcast, etc.)		Introduce yourself to a new person
	Decide the speaker's purpose in speaking (persuade, request, affirm, deny, inform, etc.)		Ask questions with the appropriate level of formality
	Listen for the main idea and supporting ideas		Answer questions with the appropriate level of formality
	Guess at the meaning of unknown words or phrases		Ask logical follow up questions during a conversation
	Use the speaker's facial movements or body language to determine meaning		Politely end a conversation

Score	Interviews	Score	General Communication
	Describe your skills		Asking someone to repeat themselves
	Describe your qualifications		Restating what someone has said in your own words
	Describe your personal qualities		Asking about someone's schedule and availability
	Write a resume in English		Describe your schedule and availability
	Write a cover letter in English		Talk about daily routines
	Talk about your job history		Ask for or give directions to a location

Scores of 1 or 2 indicate areas where English language skills are lacking and should receive focused attention.

A score of 3 indicates further knowledge and practice is recommended.

Scores of 4 or 5 indicate ability to perform these tasks with confidence. Practicing these skills to maintain proficiency is recommended.

The results of this questionnaire should be used to create the learning goals and objectives for your self-directed learning curriculum.

APPENDIX C

Can-do statements for self-assessment of learning progress

Adapted from the Centre for Canadian Language Benchmarks, Can-Do Statements

Adapted from the Center for Advanced Research on Language Acquisition, University of

Minnesota, Language strategy use survey

Place a mark in the space to the left of the statements in which you can successfully complete the task written in the statement.

Email writing

___ I can use an appropriate level of formality to write an email for any purpose
___ I can write an appropriate greeting.
___ I can write an appropriate opening sentence.
___ I can create clear topic sentences for each paragraph.
___ I can use transition words to move from paragraph to paragraph.
___ I can write a concluding sentence.
___ I can use appropriate vocabulary to write the farewell.

Presentations

___ I can identify the three major components of a presentation
___ I can create an appropriate greeting, introduction, purpose statement, and outline in the opening of a presentation.
___ I can organize the main points of the body of the presentation into a logical order
___ I can provide supporting points for each main point in the body of the presentation.
___ I can use visual aids in my presentation.
___ I can provide a summary, conclusion, and future action statements in the closing.
___ I can answer questions from the audience in English.

Paper writing

___ I can write a short paragraph about a topic I am familiar with.
___ I can write a paper of three or more paragraphs on a topic I am familiar with.
___ I can write a paper that is more than one page long on a topic I am familiar with.
___ I can write using formal or informal vocabulary and phrases.
___ I can use books, journal articles, and internet resources to support my ideas.
___ I can use other people's writing to support the ideas in my paper.
___ I can cite the work of other people who have influenced my writing.

Listening

___ I can understand greetings and introductions.
___ I can follow simple instructions and directions.
___ I can understand requests and warnings.
___ I can ask for help and permission.
___ I can understand simple small talk and social conversation.
___ I can understand descriptions of people and objects.
___ I can understand events listed in the order they occurred.

Reading

___ I can understand simple social messages.
___ I can understand simple instructions with multiple steps.
___ I can understand information about everyday topics.
___ I can look for and find information written in simple charts, schedules, and forms.
___ I can understand social conversation including common idioms.
___ I can find information in dictionaries, encyclopedias, textbooks, and online.

Small talk

___ I can introduce myself to a new person.
___ I can exchange business cards if necessary.
___ I can ask questions with the appropriate level of formality.
___ I can answer questions with the appropriate level of formality.
___ I can ask logical follow up questions during a conversation.
___ I can use knowledge of a topic to continue a conversation.
___ I can politely end a conversation or excuse myself from a conversation.

General communication

___ I can ask someone to repeat themselves.
___ I can restate what someone has said in my own words.
___ I can ask about someone's schedule and availability.
___ I can describe my schedule and availability to others.
___ I can talk about my daily routine.
___ I can ask for or give directions to a location.

Interviews

___ I can describe my skills.
___ I can describe my qualifications.
___ I can describe my personal qualities.
___ I can write a resume in English.

___ I can write a cover letter in English.
___ I can answer questions about my job history.

After considering all of the statements listed above, you should now be able to see which areas of English you are able participate in with confidence and those areas which require further study and practice.

At this time please think about what activities and learning practices you have used to learn in English in the past. Which activities and learning practices helped you to improve your English learning? Which activities and learning practices did not help you to improve your English learning? What can you change to improve the activities that did help you learn English? It is recommended to seek the advice of a language instructor when considering these questions. As you answer these questions, you and your language advisor can begin creating an English learning curriculum that will help you achieve your English learning goals.

Fostering Students to State Opinions Comfortably Through a Speaking Activity

意見を発信する力を養成する スピーキングアクティビティ

Misaki Shirose, 白勢美咲
Tamagawa University, Center for English as a Lingua Franca, Japan
m.shirose@lab.tamagawa.ac.jp

ABSTRACT

In this article, a speaking activity which can be implemented in university-level English courses will be introduced. With three integral components (familiar topics, feedback and student-self assessment), this activity has especially been designed and is effective for low-intermediate university students to state their opinions comfortably, to build up their vocabulary and increase their confidence in language learning. After being assigned the activity, students became more confident and responsive in conveying their ideas in English.

KEYWORDS: Speaking, Confidence, Self-assessment

1. INTRODUCTION

In this article, I will introduce a speaking activity which can be easily implemented in low-intermediate level English courses. This activity benefits students by building vocabulary, providing an opportunity to express opinions comfortably, and fostering their confidence in language learning. The reason for creating this activity was that I noticed that discussion questions often accompanied by a particular reading passage were quite challenging for low-intermediate students; the questions require learners to understand the content, evaluate ideas and information while reading, and state their opinions based on their reading comprehension. In order to address this situation, I implemented a speaking activity, which would lighten the burden on students by providing enough scaffolding and familiar topics to them, consequently enhancing their confidence to carry out a discussion in English. Student self-assessment was also provided to raise students' consciousness and responsibility towards their language learning. The outcomes of the activity and assessment were remarkable; students became confident in giving their opinions as well as independent language learners.

2. RATIONALE

The aim of the activity is to foster students to state their opinions comfortably, to build up their vocabulary, and to construct confidence to carry out a discussion in English. The basic framework for this speaking activity was taken from Komatsubara's (2013) talk free-talk activity, in which junior high school students acquire their communication strategies by talking about a given topic freely, resulting in an increase of positive attitudes to communicate in English. I modified his activity with greater emphasis on fostering students to form their opinions clearly, hence building confidence, so that it serves as a bridge activity for students to successfully complete discussions on academic topics from the textbooks.

Significant focus is placed on how to build students' confidence in speaking in English. It seems that their reluctant attitude during speaking activities is often attributed to their insecurities and lack of experience to actively speak up in English. In Williams and Andrade (2009)'s study of EFL learner's anxiety and its causes, they confirm that activities that incorporate familiar topics prevent them from feeling anxiety in language learning. By talking about topics that relate to their personal experience, they are able to reduce their anxiety and hopefully feel the sense of achievement as they form their opinions. Thus, topics used in this activity gradually shift away from one's own relevant experience to more abstract and opinion type questions as the semester progresses. Each topic is accompanied with the opinion questions or open-ended questions which elicit their opinions with convincing reasons (Appendix A). What I emphasize during the task is the uniqueness and diversity in student responses, so that they will not adhere to right or wrong answers and present their opinions without hesitation.

Another component of this activity is student self-assessment. It offers an effective means of objectively reflecting on their progress and attitudes towards studying English, which enhances students' confidence. Cunningham (2011) suggests that self-assessment plays a significant role in raising students' consciousness and improving their attitude in their language learning. Baleghizadeh and Masoun (2013) also confirm that providing self-assessment on a regular basis increases their level of capability. Therefore, at the beginning of the semester and at the end of each month, students evaluate their progress and confidence in their speaking skills, the skills they want to improve, and what is essential to achieve them, on the scale provided on the worksheet (Appendix C), to engage them in the process of learning and stimulate their initiative in improving their English. The questions regarding their attitude and improvement are assessed by rating themselves, so that they can easily reflect on their progress every four weeks.

3. PROCEDURE

The activity is designed to be carried out during each lesson's warm-up session throughout the semester. First, I list the topic and the questions on the whiteboard, distribute the worksheet (Appendix B) and allocate 5 minutes for students to talk freely based on the topic. During the talk, I encourage the students to write down new words, which they looked up in a dictionary, in the "New Words and Expressions" section on the worksheet, and write their partner's answers in the "Your Partner's Response" section on the worksheet to promote note-taking skills. While monitoring the students, I provide prompts or light assistance where necessary.

Feedback is an integral part of this activity; students can build vocabulary and expand their perspectives by sharing their opinions as a class. After the talk, I collect the worksheets and compile common errors, useful expressions and interesting or thought-provoking ideas from their worksheets to share them in class. In the following week's class, after returning the worksheet to each student, I go through the errors, expressions and ideas on the whiteboard. I encourage students to write down any new or unfamiliar words that were brought up by other students in the "New Words & Expressions" section on the worksheet, so that they are able to refer back to their vocabulary list during the semester for continual revision. As an extension, writing a journal, making a presentation and debating could possibly be incorporated as a follow-up activity if time permits.

Student self-assessment also plays an important role in the activity. At the end of each month, I instruct students to evaluate their progress and confidence in their speaking skills on the scale provided on the worksheet (Appendix C). For the questions regarding to their efforts to improve their weaknesses in English, I allow students to answer in Japanese to prevent their responses from being misinterpreted due to their English proficiency. Additionally, I ask students to write any comments to the instructor, or to suggest topics they want to discuss in future classes.

4. CONCLUSION

This activity benefited students in three ways; stating their opinions comfortably, building vocabulary, and fostering their confidence. The primary focus is to improve student's skills to state one's opinion comfortably. Over the semester, students became more confident in organizing and forming their opinions and took more responsive roles during class conversations. According to the results of the Self-Assessment collected from 37 students, while the number of the students who answered "very comfortable" and "comfortable" with stating their opinions was 3 at the beginning of the semester, it increased to 16 at the end of the semester. On the contrary, the number of students who perceived themselves as "uncomfortable" and "very uncomfortable" decreased from 15 to 7. Students were also given the means to be able to expand their perspectives by sharing their opinions as a class while being exposed to new ideas by

fellow students. This extended their range of expressions and thoughts which could be employed during their future discussions.

By implementing this speaking activity, I perceived positive outcomes in my classes. I believe that the activity developed students' potentials to discuss on academic themes comfortably and promote them to become more confident and independent language learners.

REFERENCES

Baleghizadeh, S., & Masoun, A. (2013). The effect of self-assessment on EFL learners' self-efficacy. *TESL Canada Journal, 31*(1), 42-58. Retrieved from http://files.eric.ed.gov/fulltext/EJ1033761.pdf

Cunningham, N. (2011). Using self-assessments in a university academic English class in Japan. *Josai International University Bulletin, 19*(2), 43-68. Retrieved from http://www.jiu.ac.jp/book/bulletin/2010/human/Cunningham.pdf

Komatsubara, T. (2013). *Eigono jugyoo tanoshikusuru 10-punkanno obikatsudo*. [A 10-minute-activity that makes English lessons enjoyable]. Tokyo: Sanseido.

Williams, K. E., & Andrade, M. R. (2009). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Sophia Junior College Faculty Journal, 29*, 1-24. Retrieved from http://e-flt.nus.edu.sg/v5n22008/williams.pdf

APPENDIX A

Topics and Questions

Week 1
Topic: Traveling
Questions: Which countries do you want to go? Why do you want to go there? Do you think you would have a chance to go there in the future?

Week 2
Topic: University
Questions: Why did you decide to go to university? What do you want to learn while you are in university? Why do you want to learn it/them?

Week 3
Topic: Studying English
Questions: Why do we have to study English? What is your purpose of studying English?

Week 4
Topic: Theater
Questions: What is the best live theatrical performance you've ever seen? Why do you think it was the best performance?

Week 5
Topic: Smartphone
Questions: Do you always have your smartphone at your side? Why or why not? What are the side effects of smartphones?

Week 6
Topic: Giving advice
Questions: What are three pieces of advice you would give younger kids in junior high school? Why?

Week 7
Topic: Lifestyle
Questions: Which do you prefer, the city lifestyle or the country lifestyle? Support your answer with sufficient reasons.

Week 8
Topic: Amazing structure
Questions: What do you think is the most amazing structure in the world? Why?

Week 9
Topic: Inspiration
Questions: Who inspires you? What makes the person so special to you? How
        does he or she influence you?

Week 10
Topic: Money and Happiness
Questions: Can money buy you happiness? Why or why not? Support your
        answer.

Week 11
Topic: Invention 1
Questions: Think of a machine you would like to invent. Describe your idea.

Week 12
Topic: Invention 2
Questions: What do you think is the most important invention? How did it
        change our lives?

Week 13
Topic: Future
Questions: What do you want to do with your life? Where do you see yourself in
        10 years? Why do you think so?

APPENDIX B

Name:

	Topic & Your Partner's Response	New Words & Expressions
Week 1	Topic:	
Week 2	Topic:	
Week 3	Topic:	
Week 4	Topic:	
Week 5	Topic:	
Week 6	Topic:	
Week 7	Topic:	
Week 8	Topic:	
Week 9	Topic:	
Week 10	Topic:	
Week 11	Topic:	
Week 12	Topic:	
Week 13	Topic:	

APPENDIX C

Name:

	Is it enjoyable to speak in English? 5=Very enjoyable 4=Enjoyable 3=Moderately enjoyable 2=Not so enjoyable 1=Not at all	How comfortable are you with stating your opinion in English? 5=Very comfortable 4=Comfortable 3=Moderately comfortable 2=Not so comfortable 1=Not at all	How confident are you to speak in English? 5=Very confident 4=Confident 3=Moderately confident 2=Not so confident 1=Not at all	What skills(s) do you want to improve in the next four weeks? (You can also write your response in Japanese.)	What are you going to do to improve the skills(s)? (You can also write your response in Japanese.)
The beginning of the semester	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1		
October	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1		
November	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1		
December	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1		
The end of the semester	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1		

Write any comments or suggestions to the instructor.

Note: *This appendix was originally printed in landscape orientation.

Computer-assisted Language Tests for the English Classroom: Blackboard® Tests and Google Forms

英語教育現場におけるコンピュータ支援テスト： Blackboard® テストツールとGoogleフォームの活用法

Brett Milliner, ミリナー・ブレット
Tamagawa University, Center for English as a Lingua Franca, Japan
milliner@lit.tamagawa.ac.jp

Blair Barr, バアル・ブレア
Tamagawa University, Center for English as a Lingua Franca, Japan
blairbarr@lab.tamagawa.ac.jp

ABSTRACT

Computer-assisted language testing (CALT) offers language teachers the opportunity to transform the work they do in the language classroom. Apart from saving teachers time to mark and manage the grading process, the immediate feedback provided to students can have a powerful impact on their learning. In a review of Center for English as a Lingua Franca (CELF) teachers' use of the Blackboard content management system (CMS), however, Milliner & Cote (2016) identified that very few CELF teachers are making use of CALT. This article attempts to make a case for CALT and introduces two formats that teachers can adopt: (1) the Blackboard® CMS, and (2) Google Forms and Google Sheets with some helpful add-on applications.

KEYWORDS: CALL, Blackboard®, Google Forms, Computer-assisted language testing, CALT

1. INTRODUCTION

In the case of contemporary internet-connected language classrooms, the use of computer-assisted language tests (CALT) represents an efficient and effective way for teachers to manage assessment, homework, and other classroom tasks. However, evaluations of computer technology use in English classrooms both in the Center for English as a Lingua Franca (Milliner & Cote, 2016) and at other universities in Japan (Bracher, 2013) suggest that CALT are seldom used. This article promotes the use of CALT and will introduce two formats for their design and delivery: (1) the online test function available in the Blackboard CMS, and (2) the free services offered by Google: Forms and Sheets.

2. COMPUTER-ASSISTED LANGUAGE TESTS (CALT)

The authors define CALT as any test delivered via the internet to a personal computer or mobile device (e.g., a smartphone or tablet). Apart from test management, CALT also mark students' responses and provide feedback on their test performances (e.g., overall test scores, test item analysis and comparisons with other class members). In the next section, the authors will introduce the benefits and drawbacks of CALT.

2.1 Benefits of CALT

The use of CALT provides teachers with a range of opportunities to improve their effectiveness in the classroom. Firstly, in light of the growing trend towards formative assessment, where teachers conduct larger numbers of short, diagnostic-type tests, Ćukušić, Garača, and Jadrić, (2013) argued that this type of assessment can be more efficiently managed using CALT. CALT also create reports in real-time which allows teachers to more objectively and efficiently scrutinize the effects of their teaching (Ćukušić et al., 2013; Roever, 2001). For example, a teacher can use analytical tools such as item analysis to establish detailed summaries of individual and class responses (Wang, 2014). Moreover, when teachers change their homework tasks to an online test format, they can promote greater student accountability (Bracher, 2013; Roever, 2001; Suvorov & Hegelheimer, 2014) as it is easy to discern whether or not students have completed their assignments.

Another argument for utilizing CALT is that they remove barriers between teachers and students (Ćukušić, Garača, & Jadrić, 2013). Teachers can quickly identify students who need remedial attention (Wang, 2014). Students who are having problems sometimes prove difficult to identify in a large class, or language classes specifically, because of the various language abilities. Teachers who establish an intervention online, can offer support outside of class and provide support in a context that is more confidential for students.

Lastly, one of the strongest arguments for using CALT is that students can receive immediate feedback on their learning progress (Ćukušić et al., 2013; Roever, 2001; Vanderkleij, Eggen, Timmers, & Veldkamp, 2011; Wang, 2014). In the case of a class without CALT, students completing a homework assignment or take-home test would be required to wait until the upcoming class to receive feedback from their teacher, thereby potentially dampening motivation to focus on errors or refine study techniques. Moreover, students can retake a test to confirm their learning progress. Along with individual feedback, students can see how their performance compares with peers by using item analysis or overall average data (Wang, 2014). This factor can also have a motivating impact upon students (Vanderkleij et al., 2011). When students learn to use the feedback data more effectively for their learning, students are learning to (a) become less dependent on their teachers, and (b) become more self-directed or autonomous (Ćukušić et al., 2013; Wang, 2014). Also, as Ćukušić et al. (2013) noted, learning how to evaluate and respond to feedback can be a powerful

step in preparing students to engage in adult life and work settings.

2.2 Concerns of CALT

As was noted in the introduction, Milliner and Cote (2016) evaluated CELF teachers' usage of the Blackboard CMS, and found that even though a majority of teachers were using the Blackboard system, the online test function was used in only 21 out of 76 classes. In a survey of English teachers' use of internet-based tools at other Japanese Universities, Bracher (2013) found that only 26 out of the 100 respondents reported using CALT in their classes. Brasher (2013) also observed a drop in usage between teachers who responded in 2012 and those who responded in 2008.

There are a number of reasons why some language teachers are opting not to use CALT. A lack of understanding of the tools and functionality is one reason. Next, busy teachers may be choosing not to invest lesson planning time on creating a CALT when the questions and answers are already provided in the textbook or teacher's guide. The investment of time to: (a) learn how to make an online test, and (b) program test templates may also appear to be too great, particularly when teachers face unstable work circumstances and a revolving list of class allocations each semester (i.e., the test materials could not be reused in a later course).

The preparedness of students to use this online learning tool effectively is another concern. Eklund and Sinclair (2000) admit that while e-Learning tools represent an opportunity for students to learn more actively, students are also more likely to become lost, fail to use the navigational tools effectively, skip important parts, and choose visually stimulating content over material that may be more informative. As tertiary-level Japanese students are reported to have limited PC knowledge (Bracher, 2013; Lockley & Blyth, 2014) and digital literacy (Cote & Milliner, 2016; Gobel & Kano, 2014), one has to question whether they will be able to use this learning tool to its full potential. Moreover, to mediate this issue, language teachers will have to dedicate time towards training students and structuring CALT in a way that students can slowly learn how to use this learning tool effectively.

A final concern surrounds test security, or students sharing answers with their peers (Suvorov & Hegelheimer, 2014). Although making tests available online and providing students with feedback relating to their test performance are significant advantages of this approach, test security can be compromised. Students may complete tests together or take screenshots of the test and feedback data and later share it with their classmates or friends. While some tests use computer-adaptive test features (e.g., randomized questions and rotating a large bank of test questions) and stricter management of test settings, this issue has led Roever (2001) as well as Suvorov and Hegelheimer (2014) to caution against using CALT for higher stakes language testing.

In the following sections, the authors will introduce two approaches for delivering CALT: (1) Using the Blackboard CMS, and (2) Google Forms and Google Sheets with add-on applications. It is worthwhile noting here that if teachers

are interested in using a system that provides automated feedback, developments in technology still limit CALT to managing receptive learning tasks (Suvorov & Hegelheimer, 2014). Some examples of how CALT can be used in the English classroom include: collecting reading or listening test responses, managing vocabulary quizzes, completing a TOEIC® test or other standardised test practices, completing questions from a textbook, running an online poll, or managing action research or diagnostic instruments. Note, however, that manual grading tools are available in CALT that allow the teacher to give feedback on productive tasks such as writing, but the feedback is not immediate for students.

3. BLACKBOARD CALT

Creating a CALT in the Blackboard CMS involves a four-step process:

3.1 Create a test template in Microsoft Excel

Although teachers are able to manually create a test within the Blackboard system, it is recommended that teachers create a test answer template in Microsoft Excel (and save the file in a rich text format- rtf). In the case of a textbook or a textbook generated test for example, a template can be copied and edited to reflect the answers for a later test or chapter. Although a computer can only mark multiple choice (MC) or true/false (T/F) questions reliably, teachers can program their template to include other question types and manually mark students' work inside the system. As seen in the example below (Figure 1), a line of short-response (SR) questions (10-13) and fill in the blank (FIB) questions (14-18) were included in this test template along with multiple choice and true/false questions.
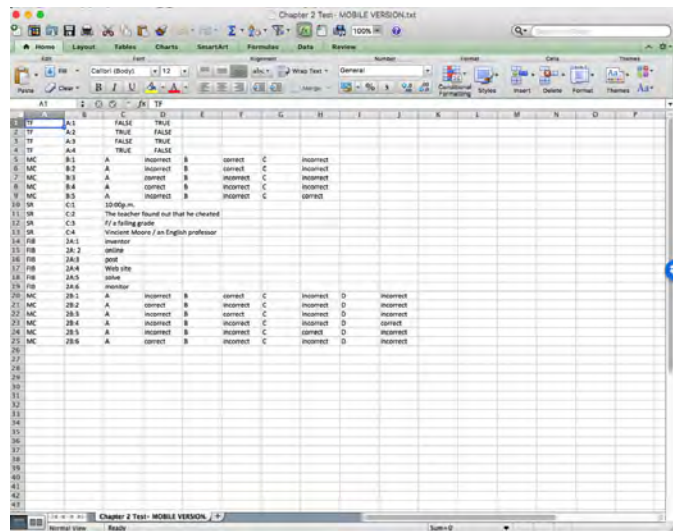
Figure 1. A test template created in Microsoft Excel.

3.2 Uploading the test template to Blackboard

Teachers then upload their Excel template to the Blackboard CMS. After uploading, teachers can consider a range of settings to manage the release of their tests (as seen in Figure 2). For example, teachers can: (1) set time-limits or due-dates for taking the test; (2) restrict the number of times students can repeat a test; (3) determine how much feedback students receive (e.g., display of correct answers or showing the class average); and (4) shape the way test questions are presented (e.g., random display of questions and time-limits for specific questions).
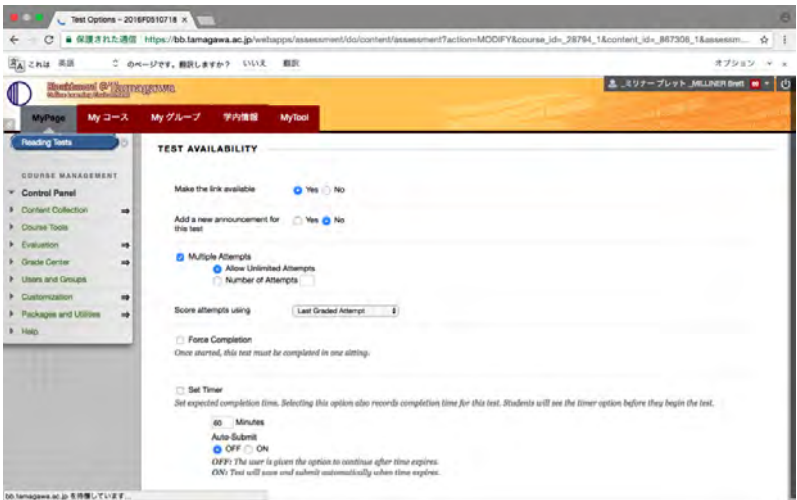

Figure 2. Blackboard test settings.

3.3 Release the test on Blackboard

Figure 3 below provides an example of how the test appears on a student's computer. After taking the test, students can: see their overall score, check results for individual questions and compare their results with the class average. One of the greatest advantages of the Blackboard test function is that teachers can funnel test scores to the Blackboard Grade Center. This saves time for the teacher, and students can immediately identify how a test score influences their overall grade for the class.
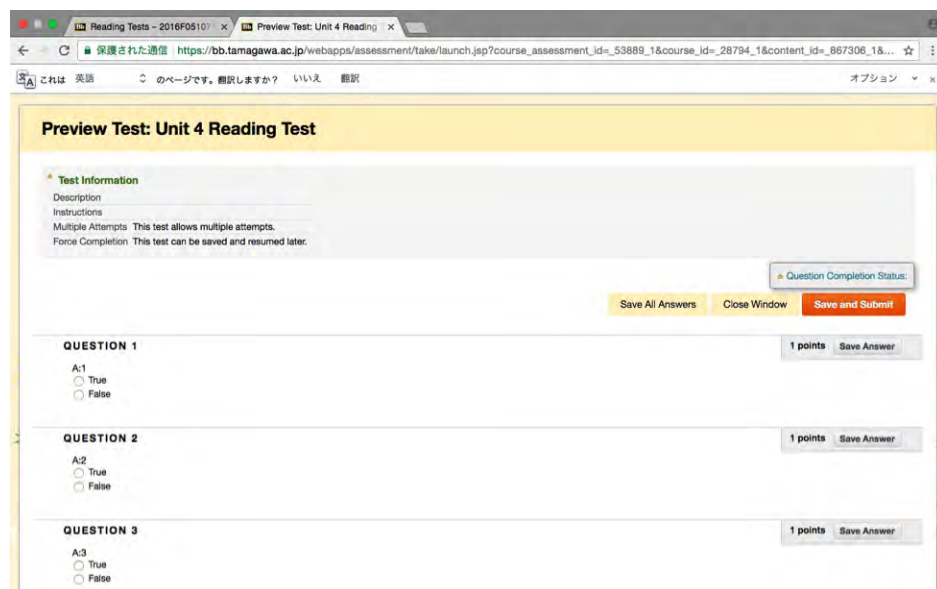
Figure 3. Preview of a test in a student's browser.

3.4 Analyse the test results

Blackboard generates a range of analytic data concerning test results. Figure 4 (below) illustrates the test statistics function (focusing on test-item analysis). This data informs teachers about weaknesses or areas where further instruction is required.
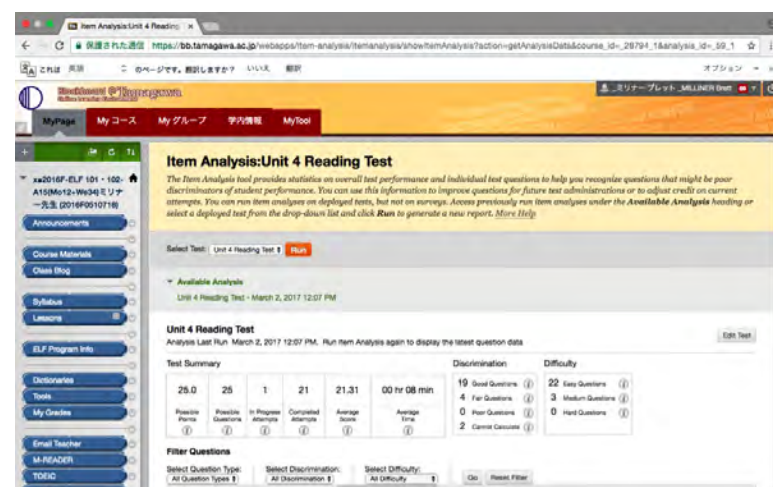

Figure 4. Example of test statistics.

4. GOOGLE FORMS TESTING

In order to create tests that provide learners with feedback, there are two Google applications that can be used in conjunction, Google Sheets and Google Forms. However, within Google Sheets two add-ons need to be enabled to simplify the process, *formCreator* by John McGowen - used to build test templates and generate forms rapidly; and *Flubaroo* by Dave Abouav of edCode.org - a tool that can rapidly calculate and deliver test results to students by email.

The process to build a digital test with Google tools can be broken into two stages, with an additional two stages for enabling graded feedback and viewing analytics.

4.1 Build a template using the formCreator add-on in Google Sheets

Using the formCreator add-on in Google Sheets, teachers can generate a setup sheet (Figure 5) that is used as a template for generating a Google Forms test. Similar to Blackboard tests, these templates can be reused for textbooks with repeating formats, or the templates can be readily copied and edited to reflect unique contents. The formCreator spreadsheet provides teachers with a quick and easy way to edit contents for a Google Form. Working directly in Google Forms can be a slow process to navigate as contents can be spread across a lengthy webpage. The formCreator add-on allows users to view the contents of the form in a condensed spreadsheet that is navigated with ease before creating the Google Form with a single click.

Figure 5. A template using formCreator in Google Sheets.

4.2 Finalize the Google Forms test

Once the Google Forms test is generated, teachers should link the response destination to a Google Sheets document. This will generate an additional tab in your Google Sheets document that will contain responses from the form in a spreadsheet.

Generally, if the template was set up correctly in the formCreator spreadsheet, the Google Forms test should be ready to distribute using a weblink. The form can be edited for style and color. In addition, teachers can add pictures and enable data validation for specific fields to set character limits or to require particular types of text such as email addresses.

In a Google Form, teachers can generate a wide variety of question types,

including multiple choice questions, drop-down lists (Figure 6), checkboxes for multiple selections, scales, grids, short texts, and paragraph texts. However, the grading functions directly in the Google Forms site are currently limited to closed-response questions. Alternatively, teachers can perform more grading functions with the Flubaroo add-on in Google Sheets.
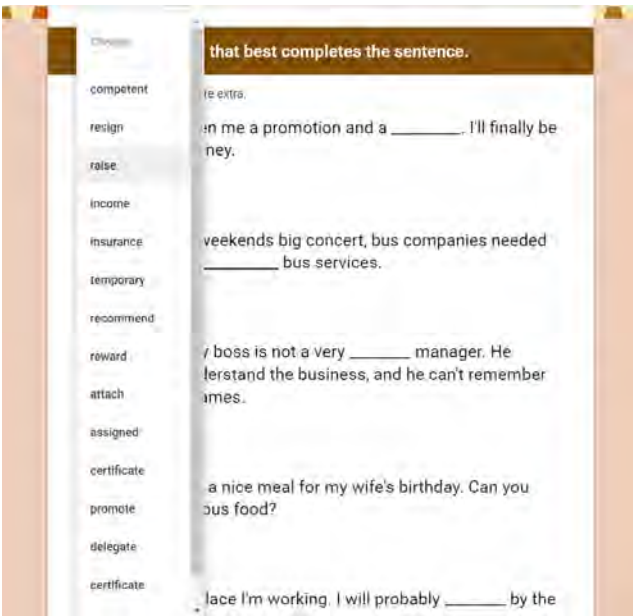

Figure 6. Example of a Google Form's test with drop-down choices.

4.3 Using Flubaroo Add-on

4.3.1 Grading and Feedback with Flubaroo

In order to create an answer key for Flubaroo, the teacher must complete the test one time with correct answers. Next, teachers should return to the linked Google Sheets document to enable Flubaroo for grading.

There are a number of options at this point, but two are particularly useful for grading tests. The first is to grade all tests at one time and then release all test results at the same time. Alternatively, Flubaroo can be automated to release results immediately upon the completion of individual tests.

4.3.2 Grading and sending independently with Flubaroo

At the end of a test, the teacher can choose to grade assignment using the Flubaroo add-on. Then, teachers must set the weight of each question and decide how they would like Flubaroo to grade each item (Figure 7). As a default, Flubaroo tries to detect identifying fields such as name, student number, and email, and then it assigns every other item for normal grading, which automatically grades answers correct if the contents are the same as the answer key. This option works well for closed-

response or spelling tests. In addition, teachers can also choose to skip questions or *grade by hand*. Next, teachers will be prompted to select the line with the answer key and then activate the grading. At this point, Flubaroo produces an additional tab in the Google Sheet with graded results (Figure 8).

Figure 7. Grading settings in Flubaroo.

Figure 8. Summary of test results with Flubarro.

The Flubaroo grades output not only contains individual scores and overall averages, but it also highlights low-scoring questions and low-scoring students (Figure 8). Note, however, that questions that are graded by hand will contain blank fields and incomplete grades at this point. Teachers, however, can insert additional columns next to the student output, and then assign point values for individual answers (Figure 9). These scores can be copied over to the Flubaroo grades sheet for the appropriate questions.

AM	AN	AO	AP
Where did you go on your score		What did you do on that v score	Y
I have been to Oki Nawa.	3	I have been to Fukushima	0 Y
I have ever been to Hawa	2	I went sightseeing.	3 Y
The best vacation is USA	2	I went to Disney land.	3 Y
"Shodoshima" is the best	2	I went to "olive park". Ther	3 Y
My best vacation is Kyoto Because,I love Kyoto.	2		Y / 0
I went to Osaka I ate mar	3	I went to Hokkaido for 4da	0 Y
I went on my best vacatic	2	I went to Okinawa.	0 Y
My best vacation ever is	2	I visited aquarium.	2 Y
I think best vacation is Ky Because kinkakuzi is very		I went to Kamakura. / I went to temple on there.	1 Y
Thailand	1	Swimed in the sea.	2 Y
I went on Okinawa.	2	I swam beautiful sea.	2 Y
I have been to Kyoto. It is	3	I eat delicious food.	2 y
I went to best vacation in	2	I climbed a mountain.	3 I
My best vacation is Hiros	2	I went to Miyajima and Ge	3 Y

Figure 9. Text responses in Google sheets with manual grading.

Once scores have been tabulated, Flubaroo can then be used to share results with students via email (Figure 10). The email output will always include a score, however, teachers can optionally include feedback that highlights students' incorrect answers, displays hand-graded scores, or provides students with 'correct answers' (or sample answers) from the answer key. One concern with using Flubaroo is that security settings connected to students' cellphone mailboxes may prevent them from receiving email reports. This problem can be overcome if students supply internet-based email addresses (e.g., Gmail or Hotmail).
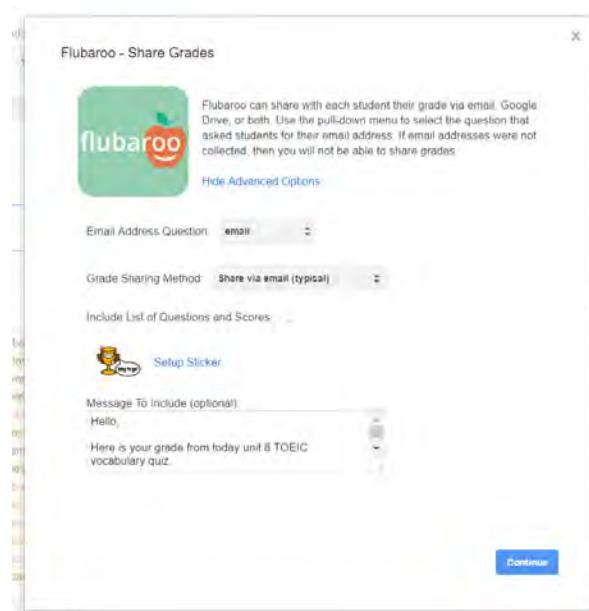

Figure 10. Sharing of grades through email with Flubaroo.

4.3.3 Automated grading and emailing of results

For homework assignments, teachers may also choose to provide learners with instant feedback. However, this option is only accurate with closed-response or spelling tests. The setup is nearly identical to that used in grading after a test, but teachers should select from the advanced options to enable autograding. At this point, teachers select the grading scales, choose the answer key, and finalize the mail settings. Once this is completed, students can receive immediate feedback in their email upon the completion of the test, enabling learners to consider errors while maintaining engagement.

5. Using Flubaroo and Google Forms as analytical tools

As with Flubaroo in the previous section, the output for the scores also includes a breakdown of each question so teachers can see what percentage of the students guessed each item correctly (Figure 8). This is a very helpful tool for guiding teachers to identifying reviewable contents. However, there are a couple of weaknesses with this display. For one, the Flubaroo output does not readily display which distractors led to errors. In addition, the output can embarrass learners with its clearly highlighted low scorers.

As a solution to the two problems above, we return to Google Forms to view the summary of responses without isolating individually identifiable responses. For closed-response questions, the answers are displayed in a clearly labeled pie chart (Figure 11). These can be shared with the class. Then, learners can discuss the correct answers while also considering why specific errors occurred. For text-based answers, the answers appear in a list that can be shared with the class (Figure 12). In this case, learners could be asked to look through the list for errors, and then be encouraged to correct the errors before reporting back to the class. From experience, learners seem to engage with these activities because the feedback is quick, and the data is based on real contents generated by the learners themselves.

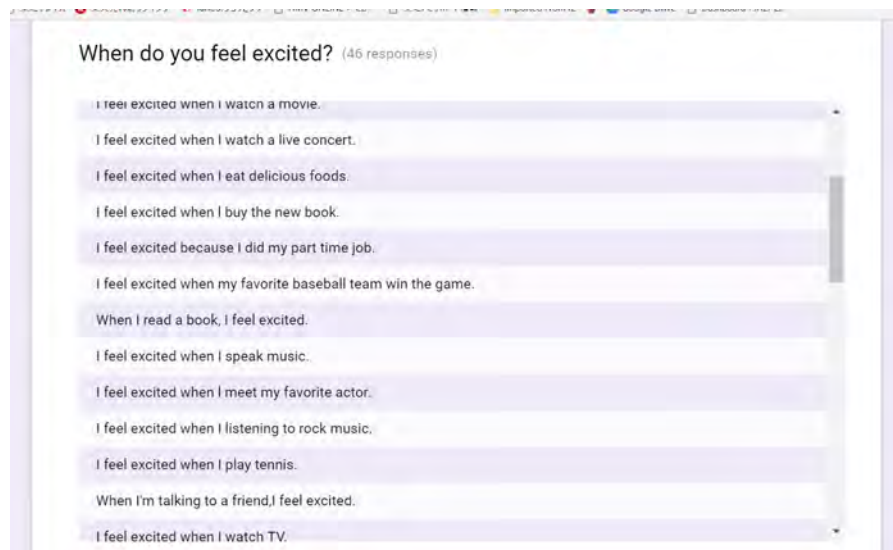*Figure 11*. Summary of test results displayed in Google Forms.

Figure 12. Summary of text input in Google Forms.

5. CONCLUSION

The use of CALT represents an opportunity for teachers to more efficiently and effectively manage homework and assessment items in their English classes. The level of feedback and the efficiency of delivery to students can be a catalyst for students exercising greater ownership and reflection on their learning. This paper introduced two formats for managing online testing: (1) the test function available in Blackboard, and (2) the free service, Google Forms and related add-ons. The authors hope that this paper will embolden more teachers to try out these tools for themselves. The authors are also looking forward to investigating student perceptions of CALT and measuring students' use of metacognitive strategies after receiving instant test feedback.

REFERENCES

Bracher, J. (2013). A survey of online teaching by native-speaker English instructors at Japanese universities. *The JALT CALL Journal, 9*(3), 221-239.

Cote, T., & Milliner, B. (2016). Japanese university students' self-assessment and digital literacy test results. In S. Papadima-Sophocleous, L. Bradley & S. Thouësny (Eds.), *CALL communities and culture – short papers from EUROCALL 2016* (pp. 125-131). Research-publishing.net. https://doi.org/10.14705/rpnet.2016.eurocall2016.549

Ćukušić, M., Garača, Z., & Jadrić, M. (2013). Online self-assessment and students' success in higher education institutions. *Computers & Education, 72*, 100-109.

Eklund, J., & Sinclair, K. (2000). An empirical appraisal of the the adaptive interfaces for instructional systems. *Educational Technology & Society, 3*, 165-177.

Gobel, P., & Kano, M. (2014). Mobile natives, Japanese university student's use of digital technology. In J. B. Son (Ed.), *Computer-Assisted Language Learning: Learners, Teachers and Tools* (pp. 21-46). Newcastle upon Tyne: Cambridge Scholars Publishing.

Milliner, B., & Cote, T. (2016). Adoption and application of CMS: Crucial steps for an effective e-learning component. *International Journal of Computer Assisted Language Learning and Teaching, 6*(3), 54-67.

Roever, C. (2001). Web-based language testing. *Language Learning & Technology, 5*(2), 34-37. Retrieved from http://llt.msu.edu/vol5num2/roever/

Suvoruv, R., & Hegelheimer, V. (2014). Computer assisted language testing. In J. Kunnan (Ed.), *The Companion to Language Assessment* (pp. 593-613), Malden MA: Wiley-Blackwell. doi: 10.1002/9781118411360.wbcla083

Vanderkleij, F. M., Eggen, T. J. H. M., Timmers, C. F., & Veldkamp, C. (2011). Effects of feedback in a computer-based assessment for learning. *Computers & Education, 58*, 263-272. doi:10.1016/j.compedu.2011.07.020

Wang, T. (2013). Developing an assessment-centered e-Learning system for improving student learning effectiveness. *Computers & Education, 73*, 189-203.

New Learning and Teaching Modalities: The Reinvented Learning Spaces at ELF Study Hall 2015, Tamagawa University

ELF Study Hall における新たな学修環境に関する考察と評価

Yuri Jody Yujobo，祐乗坊由利ジョディー
yujobo@lit.tamagawa.ac.jp

Jesse Hsu, スー・ジェシー
hsujesse@lab.tamagawa.ac.jp

Rasami Chaikul, チャイクル・ラサミ
rasami.chaikul@lab.tamagawa.ac.jp

Andrew Leichsenring, レイクセンリング・アンドリュー
andrew@lit.tamagawa.ac.jp

Tamagawa University, Center for English as a Lingua Franca, Japan

ABSTRACT

There has been a wellspring of interest in recent years in the quality and character of learning spaces and their overall impact on teaching and learning processes. As the trend of academic institutions, from primary to tertiary, introducing new learning environments that blend innovation, technology, and flexibility continues, research that evaluates and enhances their post-occupancy use becomes increasingly critical. This article provides a brief overview of the newly constructed learning spaces at the ELF Study Hall and describes their influence on language teaching and learning based on surveys administered to 1610 students and 29 teachers and personal observation of the spaces. There appears to be a significant link between student satisfaction with the learning spaces, especially with various attributes of the new facilities, and a perceived impact on language learning. This preliminary report is meant to guide future investigation on how new learning spaces influence pedagogical choices and learner experience in an ELF-informed language program setting.

KEYWORDS: Active learning, Learning spaces, Learner experience, Student perceptions, ELF pedagogy

1. THE NEW LEARNING SPACES

This article provides a brief overview of the new learning spaces in the ELF Study Hall 2015 building of Tamagawa University and some initial impressions of how the spaces enhanced ELF-informed language pedagogy and learning. Extensively renovated to support innovative language teaching and learning, the building houses the Center for English as a Lingua Franca (CELF) which administrates the campus-wide English as a Lingua Franca (ELF) program at Tamagawa University. The spaces were opened in April 2016 after almost a year of planning with input from a small team which included the CELF director and faculty members, interior designers, and university administrative staff. The discussions focused on creating an environment for optimal learning through classroom ambience, furniture, and equipment. The pre-renovation lecture-style classrooms did not match the collaborative nature of ELF classes, inhibiting teachers from moving beyond teacher-centered pedagogies. The team placed a high value on creating learning spaces that had not only modern and welcoming aesthetics, but moreover, had a high degree of flexibility that supported a wide range of classroom learning configurations. This involved focused deliberation on the selection of various classroom components and attributes, including aesthetic considerations (layout possibilities, temperature, sitting ergonomics, acoustics, whiteboard projection visibility, color schemes, and curtains), classroom furniture (i.e., desks, chairs, and whiteboards), audio-visual equipment (projectors, audio-visual consoles, and Wi-Fi Equipment).

Prior to the renovation, the classrooms were larger lecture-style halls which had regimented rows of desks and chairs that were immovable—an aesthetic of the Post-World War II era which emphasized rigid functionalism and encouraged passive learning through restricting the mobility of both students and the teacher. When engaged in group work activities, chairs could only be oriented towards the front of the classroom, impeding students from facing each other, while long tables prevented teachers from easily approaching students. The classroom, built to accommodate over 50 students (see Figure 1), was overly expansive for the language classes that averaged around 24 students. In short, both students and teachers were physically and socially constrained from freely entering into modalities of teaching and learning processes, apart from those associated with a teacher-fronted lecture.

1.1 New Classrooms

Twenty-one large lecture classrooms (up to 80m²) that were previously used by ELF were renovated into multi-department use classrooms and the stationed tables were replaced with long moveable tables and colorful chairs. However, these rooms are no longer used for ELF classes.
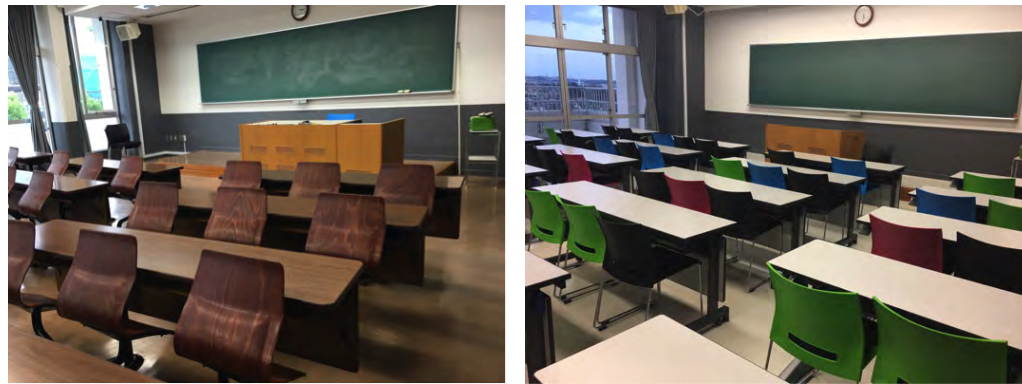
Figure 1. Before and after (Multi-department use classroom).

Instead, faculty office spaces were converted into 22 smaller classrooms of 38m^2 and 8 classrooms of 49m^2 and specifically designed for ELF classes. The new rooms were equipped with the ergonomic-friendly movable chairs and desks which are conducive for interactive learning, wireless internet capability, expansive whiteboards, and ultra short throw projectors.

Figure 2. New ELF classrooms.

1.2 New Media Classroom

A more expansive learning space (80m^2) called the New Media Classroom is envisioned to support more intensive collaborations; it features four wide screen monitors that permit various projection possibilities, round tables that are scalable to various group sizes, and portable white boards for group work. Teachers noted that the room's spaciousness and large circular tables facilitated presentation preparation, speaking assessment, student collaboration, active learning, and project learning, while the multiple video-monitors enhanced on-task behavior.

Figure 3. New media classroom.

1.3 ELF Lounge

In addition to classroom renovation, a new area for student learning and relaxation was created. The ELF Lounge includes a "Self-Study Zone" that has booths for small group or individual work, a "Tutor Zone" for tutor sessions for individual learning needs, and an Active Learning Zone that encourages various learning configurations. The Active Learning Zone can also be converted into event space for seminars, presentations, and for informal community activities. In this past semester, it has been used for faculty development, the university festival, and other events. Also, teachers have utilized the space for class presentations and various workshops for students.
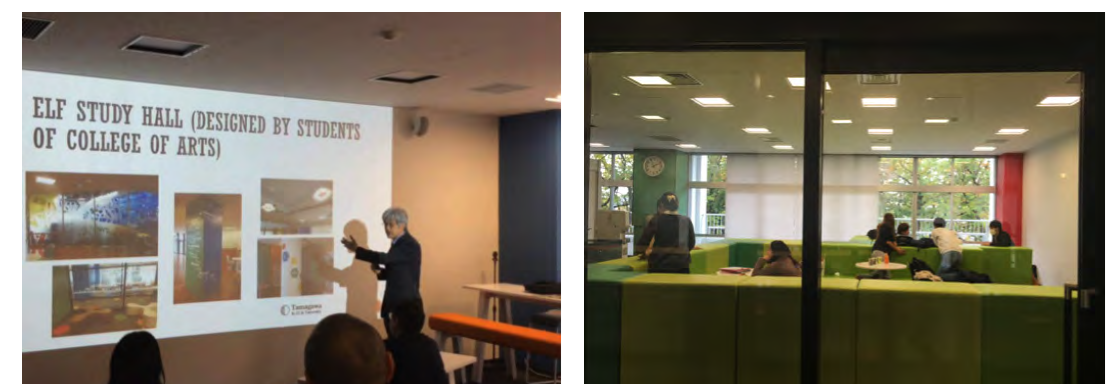

Figure 4. New ELF Lounge.

Figure 4 (continued). New ELF Lounge.

2. NEW LEARNING SPACES AND THEIR INFLUENCE ON LEARNING

Byers (2015) stated that "it is commonly claimed that teachers' utilisation of space makes a difference to pedagogy, and therefore, must impact on student learning outcome" (Joint Information Systems Committee, 2006, as cited in Byers, 2015, p. 34). At the same time, how teachers can organize and orchestrate the learning that occurs in a space is contingent on any given space's unique physical and technological affordances and constraints. In the case of our newly renovated building, the new learning spaces allowed for a wider range of learning activities than previously was possible. This seems to be reflected in the surveys results—most students and teachers found that the new spaces impacted learning. More than 93% of the 724 students surveyed thought that the ELF Lounge and Active Learning Zone has impact on their English learning (Table 1). Another survey revealed that over 60% of 1589 students felt that the new classroom size and flexible seating possibilities impacted their learning (Table 2). Similarly, 63% of 43 ELF teachers who completed a survey mentioned that these attributes were supportive of their teaching. In terms of how teachers' current classroom practices, collaborative active learning approaches (group work, pair work, and project-based learning) were largely favored over whole-class lecture approach which align with the new classrooms' affordances for group engagement (Table 3). The new classrooms were often found to stimulate pedagogical changes with some teachers reporting that they are considering more collaborative pedagogical approaches. Taken together, the survey responses, observations, and anecdotal evidence all appear to indicate that the new classrooms positively influenced student learning while also expanding teacher's pedagogical repertoires; and that the ELF Lounge showed moderate use which affirms the need for strategies to increase student awareness of this learning space. We recognize that these tentative findings show only broad trends in relation to the new learning spaces but still suggest that the new learning spaces are well received by students and teachers alike.

Table 1

Student survey results for impacts of ELF Learning space

	High Impact	Impact	Some Impact	Low Impact	No Impact	Total	Weighted Average
Learning space	25.14% 182	42.27% 306	25.97% 188	5.11% 37	1.52% 11	724	2.16

Table 2

Student survey results for impacts of size and chair formation on learning

	High Impact	Impact	Some Impact	Low Impact	No Impact	Total	Weighted Average
Classroom size	24.61% 391	37.19% 591	24.92% 396	10.89% 173	2.39% 28	1,589	2.29
Classroom chairs	25.36% 403	40.59% 645	24.10% 383	8.62% 137	1.32% 21	1,589	2.20

Table 3

Teacher survey results for classroom approaches

	5 Highly Valued	4	3	2	1 Least Valued
Whole-class lecture	20.7%	24.1%	34.5%	13.8%	6.9%
Group work	75.9%	24.1%	0	0	0
Pair work	72.4%	24.1%	3.4%	0	0
Project based learning	62.1%	34.5%	3.4%	0	0
Learning Management System	24.1%	37.9%	24.1%	6.9%	6.9%

3. A LOOK FORWARD

This initial report serves as a stepping stone for future in-depth research articulating the relationship between the new learning spaces, learning experience, and pedagogy within the ELF paradigm. In other words, how do the affordances of the new learning spaces support ELF-informed curriculum and pedagogical approaches? There is a need for a more detailed understanding of the relationship between specific attributes of the learning environments (i.e., aesthetics, furniture, technology, and etc.) and pedagogy. We hope to establish a baseline understanding through more data sources. The new learning spaces are an important step for providing ELF students with state-of-art facilities that support learning and teaching innovation. We agree with Yang,

Becrik-Gerber and Mino's assessment that "student satisfaction and performance in higher education classrooms continues to be a critical initiative among educators and researchers" (2013, p. 171), but how this is realized in the ELF classroom remains relatively unknown and the focus of future research. More scholarly attention needs to be devoted to examining how learning spaces can be better designed and utilised for ELF teaching and learning.

REFERENCES

Byers, T. (2015, June 5). The empirical evaluation of the transition from traditional to New Generation Learning Spaces on teaching and learning. In W. Imms, B. Cleveland, H. Mitcheltree, & K. Fisher (Eds.), *TERRAINS 2015 Mapping learning environment evaluation across the design and education landscape: An international symposium for research higher degree students. Paper presented at TERRAIN 2015, Melbourne School of Design, University of Melbourne* (pp. 32-41). Victoria, Australia: University of Melbourne LEaRN .

Yang, Z., Becerik-Gerber, B., & Mino, L. (2013). A study on student perceptions of higher education classrooms: Impact of classroom attributes on student satisfaction and performance. *Building and Environment, 70*, 171-188. doi: http://dx.doi.org/10.1016/j.buildenv.2013.08.030

M-Reader in the Center for English as a Lingua Franca

ELFセンターにおけるM-Readerの使用

Kensaku Ishimaki, 石巻・賢作
Tamagawa University, Center for English as a Lingua Franca, Japan
k-ishimaki@lab.tamagawa.ac.jp

Brett Milliner, ミリナー・ブレット
Tamagawa University, Center for English as a Lingua Franca, Japan
milliner@lit.tamagawa.ac.jp

ABSTRACT

M-reader (www.mreader.org) is a free internet site which is helping Center for English as a Lingua Franca (CELF) teachers to manage extensive reading (ER) more effectively in their courses. In short, teachers are using this system to verify whether students have read and understood a graded reader book or not. This is achieved by students taking online quizzes designed to test their understanding of a book's plot and characters, rather than how well they remember the book. Through the M-Reader system, teachers and students can easily track the number of books and the number of words read. In this paper, the authors briefly introduce M-reader, and report on students' and teachers' utilisation of the program in their ELF classes. The authors hope that this article can be a reference for English language teachers and program administrators who are interested in using M-reader as well as provide an insight into how teachers are incorporating extensive reading into their ELF syllabus.

KEYWORDS: M-reader, Extensive Reading, ELF
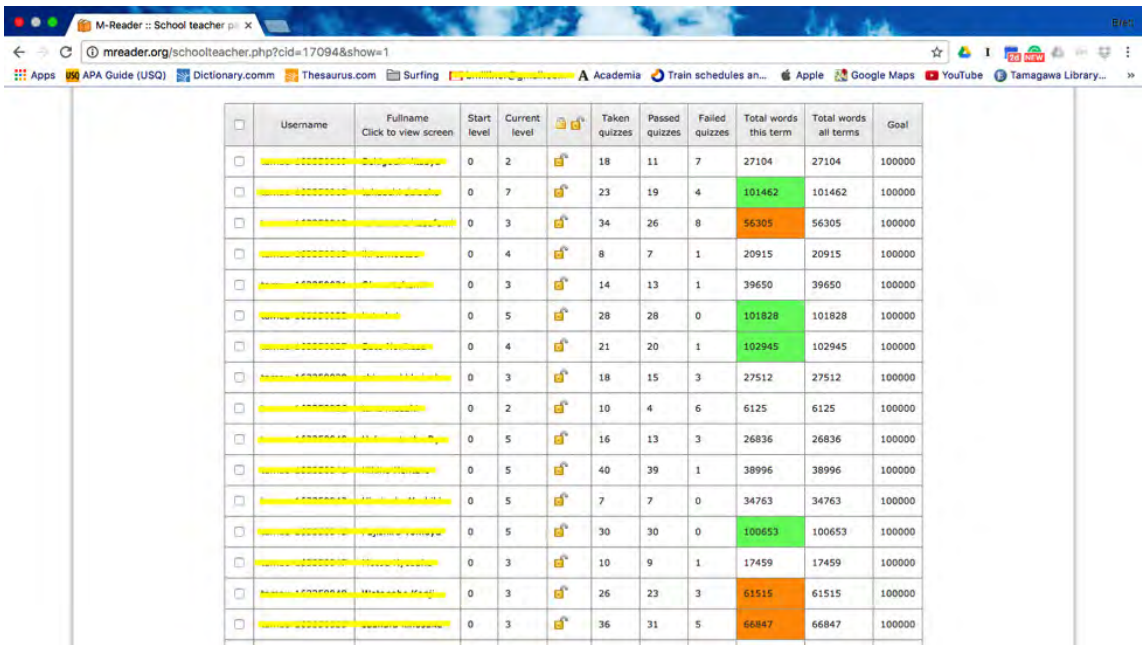
1. EXTENSIVE READING & M-READER

1.1 Extensive Reading

The popularity of extensive reading (ER) components in English language programs throughout Japan are a reflection of the growing body of research advocating the benefits of this approach. Most ER programs share a common purpose: that learners read large quantities of self-selected, simplified texts in an environment which

promotes the enjoyment of reading in a foreign language (Day & Bamford, 1998; Renandya, 2007). Contemporary research (e.g., Beglar Hunt & Kite, 2012; Jeon & Day, 2015) has demonstrated ER's superiority over other approaches (e.g., intensive reading) for reading skill development and claimed that it should be part of all language learning programs (Nakanishi, 2015).

1.2 M-Reader

M-Reader is a free internet site designed to help teachers to verify whether students have read and understood a graded reader book. The site uses online quizzes designed to test reader's understanding of plot and characters. When students pass a quiz, the book and the total number of words in that book are added to the student's M-Reader records (as displayed in Figure 1 below).

Figure 1. An example of M-Reader's class summary page for teachers.

Both teachers and students can view information on the number of books and the number of words read. This data makes it easier for teachers to monitor reading progress and it provides a standardised system of measurement (words read) which can be used to evaluate and motivate students to read in larger quantities. On the students' side, M-Reader can help them monitor their ER progress, and it promotes greater accountability (Rob & Kano, 2013). For a detailed description of the M-Reader system and how to use it, please visit the website (http://mreader.org/) or read McBride & Milliner (2016).

2. ER IN CELF COURSES

Although it is not a required course component, CELF teachers are recommended to incorporate ER into their syllabus. Should teachers choose to incorporate ER, they are asked to dedicate no more than 10% of total grades to ER; and dedicate only 5% from reading or listening and speaking assessment. In CELF classes, one can observe teachers using a variety of systems to manage and evaluate ER. For example, teachers use book reports, ER logs and book presentations to evaluate student work and make students accountable for their reading. Moreover, how much reading is required of students differs between each class.

In the next sections, the authors report on ten teachers and 359 students' usage of the M-Reader system.

2.1 CELF teachers' incorporation of M-Reader

Following fall semester 2016, the ten CELF teachers using M-Reader completed an online questionnaire asking about their implementation of M-Reader. Table 1 (below) provides a summary of their responses. In this summary, one can observe a large difference between word targets set by each teacher. For example, to achieve 10%, students in one 300-level class were set a target of 45,000 words while in another it was 150,000. There were also variations in how ER effort was rewarded and whether teachers allowed ER during class time. When asked to reflect on using M-Reader, most teachers had very positive remarks. Many appreciated how it helped them manage ER. A couple of teachers noted how this system encouraged students to read more. For example, "In one of my classes students really took to M-Reader and getting very high word counts almost became a competition." In relation to students reading more, another teacher highlighted the need for curriculum leaders to discuss how ER can be more effectively implemented.

> I think ER is great, but I just wish there was more teachers doing ER properly, i.e. reading a lot of words. Many students are getting off too easy with few books (i.e. four or five books that only take minutes to read), or they are getting extensive projects on easy books (effectively turning extensive reading into intensive reading for those students). I want the students to get something out of it, and I generally found the students who did it right were doing well in other aspects of the class as well.

Another concern raised by teachers was students trying to cheat the system. One issue was related to students colluding to answer quiz questions. Even though book discussions and the sharing of interesting titles among classmates ought to be encouraged, it should be considered cheating when one student answers a quiz on behalf of another. To prevent such a case, a setting within M-Reader, which allowed students to take a quiz every 12 hours was implemented to prevent students from

asking others to take multiple quizzes on their behalf (and to promote constant reading). Some teachers also used M-Reader's "check for cheating" function to identify cases where students had (a) taken the same quiz at a similar time, or (b) taken multiple tests in common. Moreover, making this capability known to students seemed effective as a deterrent measure.

A final concern relates to students reading books based on popular movie titles. Although the authors recognise the potential of watching movies to reinforce comprehension of the story when they do read the book before or after watching the movie, the drawback is, however, that students can often pass the quiz without reading the book and earn massive word counts without much effort. One measure a teacher took to appease both sides was setting a rule that movie books would be counted after students reached a specific word target. Teachers concerned about movie quizzes are able to ask M-Reader administrators to close tests relating to popular movie titles or simply establish a verbal rule that no movie books would be counted.

Table 1
How CELF teachers incorporated M-Reader (N=10)

Teacher	Class Level(s)	Word Target (to get maximum points)	ER Points	Reading in class (30 classes)
1	100 300	100=100,000 300=150,000	10% 10%	✓ 28/30
2	300	300=45,000	10% & bonus Reading & Writing points	X
3	100	100=300,000	10%	✓ 7/30
4	100 200	100=15,000 200=20,000	5%	X
5	200	200=80,000	5% Used a bonus to overall grade	✓ 15/30
6	200	200=80,000	10%	X
7	100 200 300	100=40,000 200=60,000 300=100,000	10%	X
8	300 400	300=45,000 400=45,000	10%	✓ 25/30
9	200	200=20,000	6% used as a bonus score	✓ 15/30
10	300	300=5 books	5%	X

Note: *The ELF levels correlate with CEFR levels: 100-A2, 200-A1, 300-B1, 400-B2

2.2 CELF student's utilisation of M-Reader

M-Reader user logs were analysed to uncover how much reading students did. Table 2 (below) presents a summary of reading engagement across the different ELF class levels.

Table 2
Summary of M-Reader log data for ELF students (N=359)

Class level	Number of students	Average word count	Average passed quizzes	Word targets	Average words/ target	Range	Standard Deviation
100	132	31666	13	15000-100000	68%	0-110589	29387.12
200	103	35086	10	20000-60000	126%	0-119250	24659.05
300	105	50077	7	40000-100000	109%	0-165368	39000.59
400	19	45701	3	45000	102%	11376-71796	14500.78
Total	359	38775	9.91	15000-100000	99%	0-165368	31196.62

2.2.1 Overall words read

Most students reached their class' word targets. As illustrated in Table 2, the highest word counts achieved at each of the ELF levels were: 110,589 for 100 levels, 119,250 for 200, 165,368 for 300, and, 71,796 for 400. Although these participants and many others showed an extraordinary amount of effort, many students appeared to have stopped reading once they reached their word targets. Each class also had one or two students who did not participate at all. In some cases, it was due to students withdrawing, while in others it was because students waited until the very end of the semester to do their reading.

2.2.2 Average Passed Quizzes

As the level of the course increased, the average passed quizzes figures decreased. This decrease can be explained by higher-level graded readers having a larger word count. Therefore, one can observe higher-level students taking fewer quizzes to reach their reading target.

4. CONCLUSIONS

In this paper, the authors reported on students' and teachers' utilisation of M-Reader in their ELF classes. Overall, the majority of students displayed legitimate engagement with M-reader, and met their teacher's expectations. The variety of amounts read by students may reflect that some students are more interested in ER than others. As a result, teachers need to be mindful of this issue when setting reading targets and rewarding student work. Teachers also have to carefully train and monitor their students using this system so that access becomes seamless and regular reading becomes pleasurable.

REFERENCES

Beglar, D., Hunt, A., & Kite, Y. (2012). The effect of pleasure reading on Japanese university EFL learners' reading rates. *Language Learning, 62*(3), 665-703. doi:10.1111/j.1467-9922.2011.00651.x

Day, R. R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. New York: Cambridge University Press.

Jeon, E., & Day, R. (2015). The effectiveness of core ER principles. *Reading in a Foreign Language, 27*(2), 302-307.

McBride, P., & Milliner, B. (2016). Introduction to M-Reader: An online extensive reading aid for schools. *The English Teacher, 45*(2), 96-105.

Nakanishi, T. (2015). A meta-analysis of extensive reading research. *TESOL Quarterly, 49*(1), 6-37.

Renandya, W. A. (2007). The power of extensive reading. *RELC Journal, 38*(2), 133-149.

Robb, T., & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language, 25*(2), 234-247.

Report of the Center for English as a Lingua Franca Tutor Service

ELFセンターでの学修支援制度 (Tutor Service) に関する報告

Travis Cote, コーテ·トラヴィス
College of Tourism and Hospitality Management, Tamagawa University, Japan
travis@bus.tamagawa.ac.jp

Blagoja Dimoski, ディモスキ·ブラゴヤ
Center for English as a Lingua Franca, Tamagawa University, Japan
bdimoski@lit.tamagawa.ac.jp

Andrew Leichsenring, レイクセンリング ・アンドリュー
Center for English as a Lingua Franca, Tamagawa University, Japan
andrew@lit.tamagawa.ac.jp

1. INTRODUCTION

The Center for English as a lingua franca (CELF) tutor service was launched in April 2013 in conjunction with the new ELF curriculum. The tutor service was conceived as a valuable resource for Tamagawa ELF students to access English and receive support for their language studies. The tutor service was originally staffed by both full-time and part-time instructors[1] who came from a wide range of cultural backgrounds allowing the students an opportunity to engage with a variety of English speakers, both native and non-native. During the 2016-2017 academic year, there were 22 part-time instructors serving as tutors. Since its inception, the tutor service has been managed by a subcommittee of full-time associate and assistant professors who oversee scheduling, bookings and data collection on how the service is used. Tutor services are available from 9:00 to 17:00 on weekdays. Each tutor is responsible for two, 50-minute tutorial periods each week. There are three 'appointments' during one tutor period, and in the 2016 fall semester, there were 141 appointment slots available per week. Students can reserve appointments by signing up directly, or be referred to the tutor service by their teachers. The tutor service is promoted to students as an opportunity to receive support for: review of exams/quizzes, presentation practice, TOEIC preparation, textbook support, extensive reading support, Blackboard®

---

1   As of 2014, the tutor service has been staffed by part-time instructors only.

instruction, grammar study, listening and speaking practice, and e-learning support.

2. CELF TUTOR SERVICE DATA

The CELF employs two methods of primary data collection to maintain and refine the tutor service; 1) a tutor service log and 2) an end-of-semester student questionnaire. The tutor service log, which is an online form used to record basic information about the student and the purpose of each tutor session, is completed by tutors each day. The end-of-term student questionnaire is a larger, more comprehensive and detailed survey about the entire ELF program. The questionnaire contains items related to the tutor service, enabling students to provide feedback, and leave comments and/or suggestions concerning the tutor service.

2.1 Tutor Service Log
Using a simple, 10-item form on Survey Monkey (www.surveymonkey.com), the tutors are responsible for recording basic information about individual students who use the tutor service. The information includes the day and time of the tutor visit, year of the student, department the student belongs to, and the student's concern. Table 1 (below) summarizes the 2016-2017 use of the tutor service by department.

Table 1
Summary of tutor visits by ELF students in the 2016-2017 academic year.

College	Total Number of Students Spring	Total Number of Students Fall	% of ELF Population	Tutor Visits Spring	Tutor Visits Fall
Humanities	377	284	16%	113	146
Liberal Arts	344	195	13%	195	35
Business Adm.	283	281	13%	152	90
Tourism	232	136	8%	84	25
College of Arts	225	210	10%	130	46
Education	371	139	12%	195	131
Engineering	54	262	8%	13	30
Agriculture	344	490	20%	141	110
Total	2230	1997	100%	1023	613

The role of the tutor is to provide extra academic support and language practice. As mentioned above, some of the reasons students might reserve a tutor appointment include review of exams, presentation practice, TOEIC preparation, extensive reading support, listening and speaking practice, or help with process writing. Table 2 (below) provides a summary of the reasons ELF students sought tutor support, given as a percentage of the total number of visits concerning that particular area or concern. The number one reason students visited the tutors, during both the spring and fall semesters, was to engage in listening and speaking practice (57.3% and 53.4%, respectively). The second most popular reason, again during both semesters, was process writing support (22% and 27.7%, respectively).

Table 2
Reasons for tutor assistance and percentage of visits concerning those reasons.

Reason for Tutor Visit	Spring 2016-2017	Fall 2016-2017
Presentation Practice	1.9%	2.5%
Writing/Process Writing	22%	27.7%
TOEIC Study	6.3%	0.78%
Listening & Speaking Practice	57.3%	53.4%
Extensive Reading Support	1.3%	0.63%
Textbook Support	0.47%	0.47%
Grammar Review	0.57%	0.63%
Review of Exams/Quizzes	0.47%	0.16%
Pronunciation Practice	1.42%	0.47%
Other	8.05%	13.15%

2.2 End-of-Semester Student Questionnaires: 2016-2017
The Student Questionnaire for the 2016-2017 academic year provided the tutor coordinators with information about frequency of use, to what extent the students perceived the service to be beneficial to their learning, and level of satisfaction with the tutor schedule. Combining spring and fall semester questionnaire data, a total of 3,420 responses were collected and Table 3 (below) summarizes the frequency of use based on that yearly total. Approximately one-third (33.98%) of the students who completed the CELF Student Questionnaire used the tutor service one or more times during the year. However, of great concern to the tutor service coordinators, and for reasons that require further investigation, two-thirds (66.02%) of the above mentioned students did not use the tutor service during that academic year.

Table 3
How many times did you use the tutor service during the academic year?

	Spring (n=1,816)	Fall (n=1,604)	Yearly Total (n=3,420)	Yearly Average (%)
7 times or more	31 (1.71%)	39 (2.43%)	70	2.07%
4-6	112 (6.17%)	75 (4.67%)	187	5.42%
1-3	447 (24.61%)	455 (28.37%)	902	26.49%
0	1,226 (67.51%)	1,035 (64.53%)	2,261	66.02%

In response to a different item on the questionnaire, whether students felt the tutor service was useful for learning, over 80% (spring and fall semesters combined) either agreed or strongly agreed (see Table 4) with that statement, while approximately fifteen percent (14.88%) were neutral. A little over three percent (3.37%) of students did not believe the tutor service was useful for learning.

Table 4
The tutor service was useful for my learning.

	Spring (n=590)	Fall (n=569)	Yearly Total (n=1,159)	Yearly Average (%)
Strongly agree	187 (31.69%)	163 (28.65%)	350	30.17%
Agree	306 (51.86%)	292 (51.32%)	598	51.59%
Neutral	77 (13.05%)	95 (16.7%)	172	14.88%
Disagree	17 (2.88%)	17 (2.99%)	34	2.94%
Strongly disagree	3 (0.51%)	2 (0.35%)	5	0.43%

As for the tutor schedule, Table 5 (below) shows that more than sixty percent (61.78%) of the students who used the tutor service in the 2016-2017 academic year believed the schedule was convenient. For almost a quarter of the students (24.31%), the tutor schedule was neither convenient nor inconvenient and unfortunately, almost fourteen percent (13.94%) of the students indicated that the schedule was inconvenient for them.

Table 5
The tutor service schedule was convenient for me.

	Spring (n=590)	Fall (n=569)	Yearly Total (n=1,159)	Yearly Average (%)
Strongly agree	107 (18.14%)	133 (23.37%)	240	20.78%
Agree	235 (39.83%)	240 (42.18%)	475	41%
Neutral	150 (25.42%)	132 (23.2%)	282	24.31%
Disagree	78 (13.22%)	54 (9.49%)	132	11.36%
Strongly disagree	20 (3.39%)	10 (1.76%)	30	2.58%

3. CONCLUSION

The CELF Tutor Service at Tamagawa University has been serving the various academic and language-learning needs of Tamagawa ELF students since 2013. Staffed by a diverse mix of language instructors who claim a variety of different cultural backgrounds, Tamagawa ELF students have a unique opportunity to engage and interact with English language users, both native and non-native, in a shared environment. As noted in Table 1, there is a broad cross-section of users of the tutor service from the various colleges and departments which is a positive development as the ELF program extends campus-wide. It is important to recognize that the number of tutor service users who are attending ELF classes can be grown substantially and this should be a future objective for the Center to consider.

Looking ahead, the CELF and the Tutor Service coordinators need to ensure that the ELF students continue accessing the service by promoting it as a valuable learner resource outside of the classroom and reconsider the tutor service schedule and operating times. As was observed during the 2016-2017 academic year, many students are using the tutor service to obtain assistance and guidance with process writing (see Table 2). To that end, the tutor coordinators are exploring the creation of a Writing Center within the Tutor Service to assist students with the process of essay and other forms of academic or informal writing, which it is hoped will also make the tutor schedule more accessible to students.

Report on Faculty Development and Research at the Center for English as a Lingua Franca

ELFセンター2016FDと研究活動レポート

Brett Milliner, ミリナー・ブレット
Tamagawa University, Center for English as a Lingua Franca, Japan
milliner@lit.tamagawa.ac.jp

Blagoja Dimoski, ディモスキ・ブラゴヤ
Tamagawa University, Center for English as a Lingua Franca, Japan
bdimoski@lit.tamagawa.ac.jp

ABSTRACT

In the Center for English as a Lingua Franca (CELF), we believe that the success of our English as a Lingua Franca (ELF) program will depend largely on the quality of our teaching. In this report, we describe the different faculty training and development initiatives aimed at promoting effective instruction in our ELF classes and share some of the center's research achievements in the 2016 academic year.

KEYWORDS: ELF, Faculty development, ELF teacher training, ELF research

1. INTRODUCTION

A unique feature of the Center for English as a Lingua Franca (CELF) is our hiring policy whereby teachers need not be native English speakers. As a result, a very diverse group of 51 teachers was assembled to teach English classes in this campus-wide program. This diversity represents a valuable resource for faculty development as all teachers bring different cultural, educational, and language learning backgrounds (e.g., Ukraine, Brazil, Korea, The Philippines, China, Ireland and Germany). We hoped that the different faculty development lectures and workshops staged throughout the 2016 academic year would provide a platform for CELF teachers to share ideas and advance the work they do in the classroom. This paper reports on these faculty development events and the academic achievements of the CELF in 2016.

2. THE 2015 ELF FORUM

The CELF staged an ELF Forum on Thursday, September 15th, 2016. This year's theme was reading and writing in ELF. The event featured two guest speakers, Dr. Robert Waring from Notre Dame Seishin Women's University and Dr. Yoji Kudo from the College of Humanities, Tamagawa University. Dr. Waring made an impassioned case for students engaging in extensive reading to increase students' exposure to English. Dr. Waring also illustrated how extensive reading contributes to students' acquisition of new vocabulary, grammar and reading fluency. Dr. Kudo presented his research on Japanese high school students' English writing proficiency. The talk was concluded with Dr. Kudo sharing some ideas for creating more effective writing tasks, using rubrics for writing assessment and promoting student's metacognitive skills during process writing tasks. CELF faculty made a further seven presentations. A description of all talks is presented in Table 1 below. The event was attended by roughly 50 guests including Tamagawa University graduate students, CELF teachers and educators from other universities in Tokyo.

Table 1

Summary of speakers and presentation titles at the 2016 ELF Fourm.

| Title	Author
The application of extensive reading in ELF contexts	Dr. Robert Waring
Approaches for teaching and assessment of English writing	Dr. Yoji Kudo
The Center for English as a Lingua Franca report	Brett Milliner, Paul McBride & Blagoja Dimoski
An exploration of Japanese learner perceptions: The making of a good teacher	Andrew Leichsenring & Blagoja Dimoski
Reflections from Cambodia	Blagoja Dimoski, Jody Yujobo, Tricia Okada, Mitsuko Imai & Dr. Ethel Ogane
A case study of implementing extensive reading using M-Reader	Kensaku Ishimaki
Teaching critical literacy in the ELF context: Challenges and possibilities	Rasami Chaikul
Access reading fun with extensive reading level checkers	Brett Milliner
Reflections upon working with Japanese written English in academic contexts and recommendations for improving instruction in the future	Dr. Simon Potter
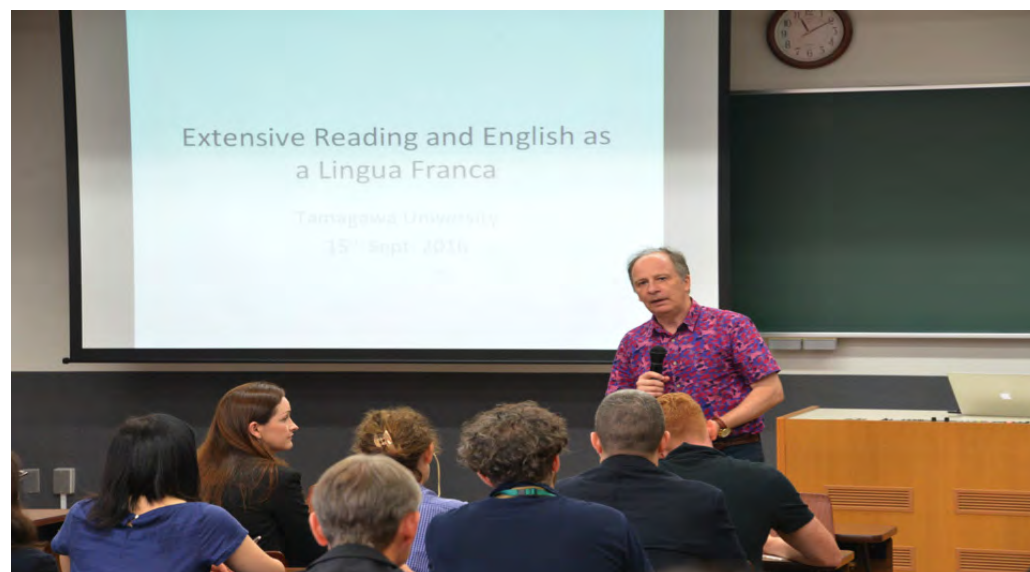
Figure 1. Dr. Robert Waring speaking at the ELF Forum (September 15, 2016).

Figure 2. Teachers touring the new ELF Study Hall during the ELF orientation.

3. LOCAL ELF WORKSHOPS & TRAINING FOR CELF TEACHERS

Throughout the academic year, the CELF staged a number of informal training and workshop events for teachers. Each event was held at the end of the workday between 17:00 and 19:00. A short report for each event is provided below.

3.1 ELF Teacher Orientation

Two weeks prior to the commencement of 2016 classes, an ELF faculty orientation was staged on March 28th. Along with a general briefing about class management and operations, teachers had opportunities to discuss a range of issues concerning the ELF curriculum including:

- The Blackboard content management system
- ELF
- Assessment
- Extensive Reading
- Process Writing
- Textbooks

After the two-hour program, teachers were divided into smaller groups to tour the refurbished ELF Study Hall building.
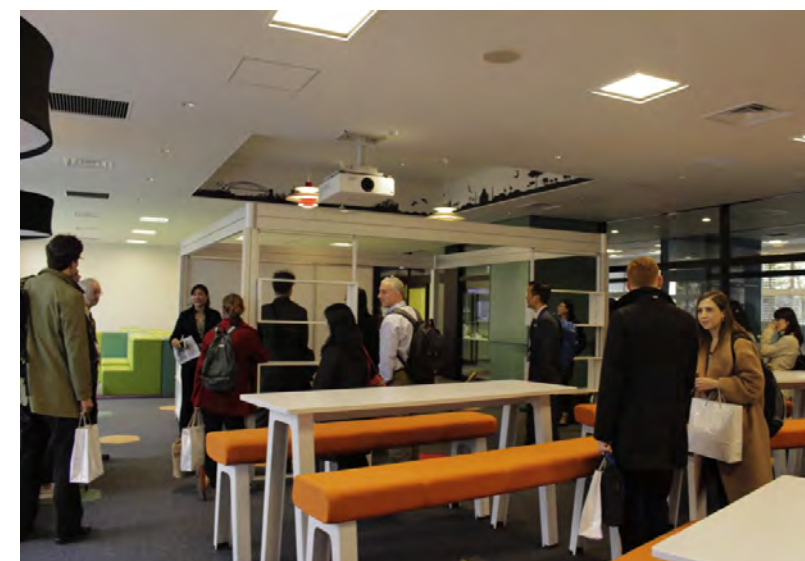
3.2 Blackboard CMS Training

All teaching resources and administrative information for CELF classes are hosted on the university Blackboard course management system (CMS) and the CELF's teachers are recognised as the heaviest user group on the campus (Milliner & Cote, 2016). To train faculty for actively utilizing the system to manage classroom assignments, student assessment and blended learning, the CELF staged four workshops. The spring semester training sessions on April 18 and 19 focused on basic Blackboard functions and the fall semester training (October 17 and 18) looked at grade management using Blackboard's Grade Center tool. In 2016, Milliner and Cote published their findings from a technology acceptance model analysis of CELF teacher's perceptions of the Blackboard system. This analysis of 29 CELF teachers revealed that most have a positive perception of the Blackboard system and that teacher's perceptions of Blackboard's usefulness most directly influences their willingness to use it in their ELF classes. Findings from this review have and will continue to shape how Blackboard training sessions are designed. That is to say, workshop sessions will aim to clearly demonstrate how Blackboard can augment day-to-day teaching and provide practical examples of how Blackboard is used by CELF teachers.

3.3 ELF Pedagogy Workshops

Continuing the center's work raising awareness and understanding of ELF-informed pedagogy, a variety of ELF pedagogy workshops were staged in 2016.

3.3.1 ELF Speaking Activities Workshop - May 16th and 17th, 2016

Presented by Blagoja Dimoski, a workshop on communication strategies,

including confirmation, clarification, circumlocution and paraphrasing, as well as pro-active listening comprehension was staged. The usefulness of training students in using these strategies and practices for ELF communication was discussed before Dimoski shared his resources and classroom tasks for training and evaluating students. These teaching resources and presentation slides relating to this training were also made available for teachers within the CELF teacher's Blackboard Group.
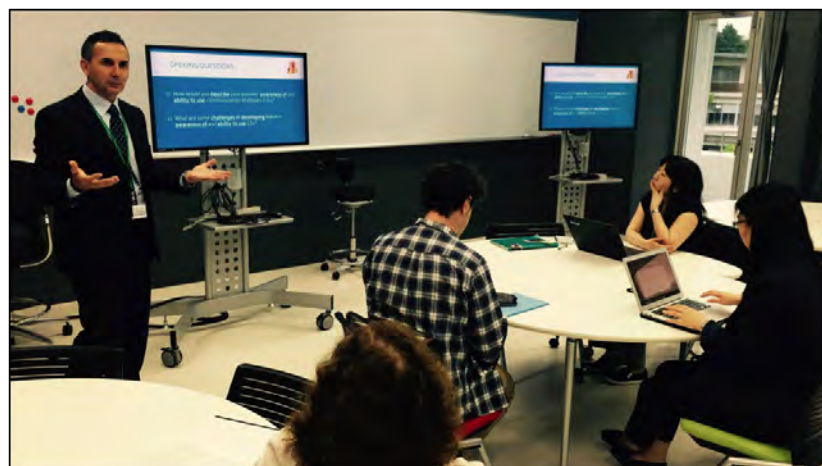

Figure 3. Blagoja Dimoski leading an ELF speaking strategies workshop (May, 2016).

3.3.2 ELF Assessment Workshop - June 13th and 14th, 2016

Paul McBride, Blagoja Dimoski and Brett Milliner led a lecture and discussion event concerning assessment for ELF classes. Issues covered in these sessions included overall assessment in ELF classes, how to conduct speaking assessments, and the scheduling of course assessments throughout the semester.

3.4 Guest Speakers

The center was able to welcome a couple of prominent scholars in the field of language education in 2016.

3.4.1 Dr. Paul Kei Matsuda, Arizona State University University - A conversation on writing assessment - June 27th, 2016

Dr. Matsuda's lecture was attended by members of the CELF, teachers from Tamagawa University's upper division and graduate students. In his talk, Dr. Matsuda shared his experiences assessing writing with English students in American universities along with a detailed critique of the CELF's writing assessment rubric. This talk was also recorded and made available along with presentation slides on the CELF teachers' Blackboard page.
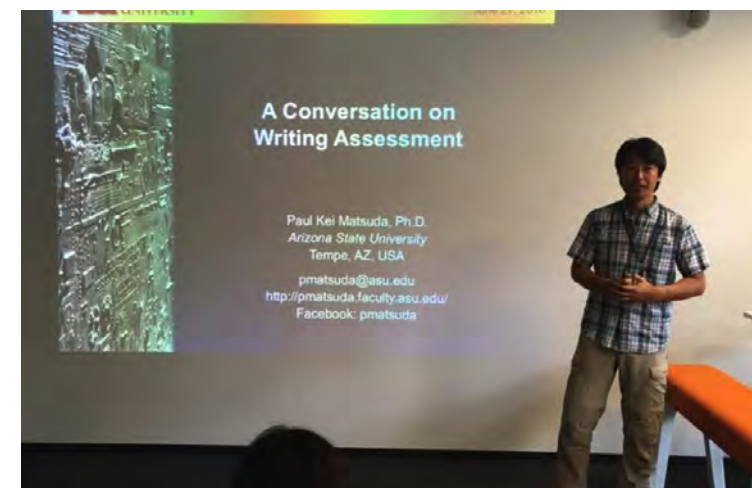
Figure 4. Dr. Matsuda's lecture (June 27th, 2016).

3.4.2 Dr. Yoji Kudo, Tamagawa University - Approaches for teaching and assessment of English writing - November 28th, 2016

Dr. Yoji Kudo from the College of Humanities was invited to repeat his talk from the ELF Forum (in English). This time, however, Dr. Kudo spoke to a small group of CELF teachers which created an active discussion on assessment approaches and writing task design.

Figure 5. Dr. Kudo's lecture (November 28th, 2016).

3.4.3 Standardised English Testing Lecture - December 12th, 2016

Kensaku Ishimaki, an Eiken test editor, presented an insider's account of five of the most popular standardised English proficiency tests in Japan, namely: TOEIC, TOEFL, EIKEN, IELTS and TEAP. Kensaku also created an excellent comparative table (see Appendix A) which was made available to CELF teachers.

3.4.4 Dr. Christopher Hall, York St. John University - Cognitive perspectives of ELF - December 14th, 2016

Dr. Christopher Hall shared a preview to his upcoming chapter in The Routledge Handbook of ELF (2017).

Figure 7. Dr. Hall's lecture (December 14th, 2016).

3.5 Collaborations with Academic Organisations

The center collaborated with two prominent Japanese academic associations focusing on English language education, Japan Association of College English Teachers (JACET) and the Japan Association of Language Teachers (JALT) to host a number of events in 2016.

3.5.1 1st JACET ELF Special interest group (SIG) meeting - April 23rd, 2016

The CELF was proud to host the first meeting of the JACET ELF SIG. This event featured a tour of the new ELF Study Hall and a presentation from the CELF's director Dr. Masaki Oda. Dr Oda's presentation was titled: CELF Reflection: A Journey to the establishment of a university ELF program.

3.5.2 JALT CALL & the Brain - June 3rd, 4th & 5th, 2016

The CELF hosted the annual conference for JALT CALL and JALT Brain SIGs. Attended by close to 250 guests from Japan and around the world, the event featured presentations on technology use in the language classroom and neuro English language teaching. Five members from CELF faculty also gave presentations during the event.

3.5.3 YOJALT tech@ Tamagawa - January 22nd, 2017.

In collaboration with Yokohama JALT, the CELF co-sponsored a my-share style event focusing on technology use in the English language classroom. The event attracted 15 teachers from the Tokyo area with several CELF faculty members, both full and part-time, making presentations.

4. CELF RESEARCH ACHIEVEMENTS

The CELF faculty has also been very active in research activities in 2016. Focusing on ELF and a range of other fields connected with English language teaching, the following sections report on this engagement.

4.1 Academic Presentations

In the 2016-2017 academic year, full-time faculty of the CELF made numerous presentations, both domestic and international, ranging from plenary to poster presentations and on various themes. In total, 24 presentations were made in Japan, while 23 were made abroad. The following sections provide specific details of the 47 presentations.

4.1.1 Domestic Presentations

The 24 domestic presentations were made by full-time faculty of the CELF at conferences, forums, and symposiums (see Table 2). Notably among them, a keynote address was made by the CELF's director, Dr. Masaki Oda at the JATLaC Symposium in Tokyo. In addition, Brett Milliner and Travis Cote were invited to give a presentation at JBUG 6: Blackboard Japan User Meet. Included in Table 2 below, are presentations made at the ELF Forum held at Tamagawa University, as well as other presentations that were made by full-time faculty at various locations around Japan.

Table 2
ELF faculty's domestic presentations (n=24).

Location	Title & Event	Author
Tokyo	Presentation CELF Reflection: A journey to the establishment of a university ELF program *JACET ELF SIG Meeting*	Masaki Oda
Tokyo	Invited Presentation Blackboard® adoption and application in the ELF program *JBUG 6: Blackboard Japan User Meet*	Brett Milliner & Travis Cote
Tokyo	Presentation Extensive reading on smartphones: A report on student engagement and perceptions *JALT CALL 2016*	Brett Milliner
Tokyo	Presentation An investigation of digital literacy: Preparing Japanese university freshmen for study abroad *JALT CALL 2016*	Brett Milliner & Travis Cote
Tokyo	Presentation Using a course management system for small talking *JALT CALL 2016*	Ethel Ogane
Tokyo	Presentation Language and education dilemmas of minorities in Thailand *JALP (The 17th Conference of Japanese Association for Language Policy)*	Rasami Chaikul
Tokyo	Presentation Report on indigenous rights: Self-determination, language and education *JACET Language Policy Meeting*	Rasami Chaikul
Tokyo	Keynote Address 大学英語教育プログラムを変える ーELFプログラムの挑戦ー *JATLaC Symposium*	Masaki Oda
Sapporo	Symposium Presentation ELF (English as a lingua franca) as a catalyst for re-thinking English education *The 55th JACET International Conference*	Paul McBride
Sapporo	Poster Presentation ELF (English as a Lingua Franca) *The 55th JACET International Conference*	Paul McBride
Sapporo	Presentation Native vs. non-native dichotomy in university ELT: A Further direction for administrators *The 55th JACET International Conference*	Masaki Oda
Tokyo	Colloquium (Kakenhi) Referent introduction and maintenance in bilingual narratives: Is there a cross-linguistic influence? Colloquium: "The development of the socially non-dominant language: Bilingual narrative analysis from multiple perspectives" *PacSLRF2016*	Yuri Jody Yujobo, Satomi Mishina-Mori, Hideyuki Taura & Mika Akagi
Tokyo	Presentation Teacher training from the perspective of assessment literacy *JACET Kanto 10th Anniversary Convention*	Taiko Tsuchihira, Yuji Nakamura, Kei Miyazaki & Rasami Chaikul
Tokyo	Presentation An exploration of Japanese learner perceptions : The making of a good teacher *The ELF Teachers Forum*	Andrew Leichsenring & Blagoja Dimoski
Tokyo	Presentation Reflections from Cambodia *The ELF Teachers Forum*	Ethel Ogane, Yuri Jody Yujobo, Mitsuko Imai, Tricia Okada & Blagoja Dimoski
Tokyo	Presentation Access reading fun with extensive reading level checkers *The ELF Teachers Forum*	Brett Milliner
Tokyo	Presentation Teaching critical literacy in the ELF context: Challenges and possibilities *The ELF Teachers Forum*	Rasami Chaikul
Tokyo	Presentation 大学英語教育のグローカライゼーション ーELFプログラムの挑戦 *JACET Kanto*	Masaki Oda
Kyushu University, Fukuoka	Presentation The gender performance and migration experience of transpinay entertainers in Japan *The 89th Annual Meeting of the Japan Sociological Society*	Tricia Okada

Nagoya	Presentation EFL to ELF: Transforming language teacher identity *JALT 2016*	Shoko Kojima, Corazon Kato, Alison Stewart & Tricia Okada
Nagoya	Presentation ELF: Small talking and communication strategies *JALT 2016*	Ethel Ogane
Nagoya	Presentation A workbook project for motivation & autonomy *JALT 2016*	Mitsuko Imai
Tokyo	Presentation Online resources for extensive listening *YOJALT tech@Tamagawa 2017*	Brett Milliner
Kobe	Presentation Positive teacher attributes through the eyes of the learner: In Japan and a wider Asian context *The Asian Conference on Education and International Development 2017*	Andrew Leichsenring

4.1.2 International Presentations

A total of 23 international presentations were made in the 2016-2017 academic year. In addition to the regular presentations and poster presentations made by the full-time faculty of the CELF that are listed below (see Table 3), Dr. Masaki Oda made two plenary talks, one in Malaysia and one in Singapore. He was also invited to make a presentation in Malaysia, a lecture in America, and a workshop in Singapore.

Table 3
ELF faculty's international presentations (n=23).

Location	Title & Event	Author
Singapore	Poster Presentation Enhancing learner autonomy through making workbook project *CELC Symposium 2016, National University University of Singapore*	Mitsuko Imai
Singapore	Poster Presentation Project based learning and its efficacy to increase ELF language awareness *CELC Symposium 2016, National University of Singapore*	Yuri Jody Yujobo
Ipoh, Malaysia	Plenary Talk Comparing apples with oranges?: A critical approach to ELT in mass media *MELTA International Conference*	Masaki Oda

Bangi, Malaysia	Invited Presentation Experience, beliefs and the making of a university ELF program: (C)ELF reflection *Special Lecture, Universiti Kebangsaan Malaysia*	Masaki Oda
Vladivostok, Russia	Presentation Rethinking learning spaces: Global HR development through active-learning *Asia TEFL 2016*	Yuri Jody Yujobo
Vladivostok, Russia	Presentation "Ideological inhibitors to excellence in ELT" *Asia TEFL 2016*	Paul McBride
Vladivostok, Russia	Presentation Beyond NES-NNES dichotomy: Teaching English as a lingua franca in Asia *Asia TEFL 2016*	Masaki Oda
Lleida, Spain	Presentation Neoliberalism as latent in multilingualism, and manifest in ELT *ELF9 (The 9th International Conference of English as a Lingua Franca)*	Paul McBride
Phitsanulok, Thailand	Presentation Enhancing classroom management and promoting learning strategies with student nameplates *Global Educators Network (GEN): TEFL International Conference 2016*	Blagoja Dimoski
Limassol, Cyprus	Presentation Tertiary ELF teachers' digital literacy: Is CALL training still needed? *EUROCALL 2016*	Brett Milliner, Travis Cote & Ethel Ogane
Limassol, Cyprus	Presentation Preparing Japanese students' digital literacy for study abroad: How much CALL training is needed? *EUROCALL 2016*	Travis Cote & Brett Milliner
Gwangju, Korea	Presentation The Discourse of ELT 'in' Applied Linguistics: A diachronic approach *The Third AILA East-Asia and 2016 ALAK-GETA Joint International Conference*	Masaki Oda
Arizona, USA	Presentation Gender performance and migration experience *Trans*studies: An International Transdisciplinary Conference on Gender, Embodiment, And Sexuality*	Tricia Okada

Sydney, Australia	Presentation Understanding urban agriculture as pedagogy: the multimodality of edible verge gardens *ASFLA 2016*	Jesse Hsu
Hong Kong	Presentation Japanese learner perceptions on the making of a good teacher *11th Symposium on Teaching English at Tertiary Level*	Andrew Leichsenring & Blagoja Dimoski
Hong Kong	Presentation Strengthening active learning and 21st century skills in Japanese tertiary education *11th Symposium on Teaching English at Tertiary Level*	Yuri Jody Yujobo
Cambridge, UK	Presentation (online) One year of extensive reading on smartphones: A reflection *OLLReN 2016*	Brett Milliner
Hilo, Hawaii, USA	Presentation Multicultural education: International understanding program in formal education *Hawaii TESOL*	Rasami Chaikul
Hilo, Hawaii, USA	Poster Presentation Paradigm shift in higher education: English as a lingua franca *Hawaii TESOL*	Rasami Chaikul
Dubai	Presentation Learner perceptions of good teacher attributes: Japan and other Asian contexts *The IAFOR International Conference on Language Learning 2017*	Blagoja Dimoski & Andrew Leichsenring
Vermont, USA	Invited Lecture Beyond NES-NNES dichotomy: Teaching English as a lingua franca at a Japanese university *St. Michael's College*	Masaki Oda
Singapore	Plenary Talk Putting perspectives into practice: Creating an ELF program at a University *The 52nd RELC International Conference*	Masaki Oda
Singapore	Invited Workshop Conflict resolution in university English language program administration *The 52nd RELC International Conference*	Masaki Oda

5. Publications

Journal articles and book chapters written by the full-time faculty appeared in a variety of academic publications. The topics and themes of these publications were diverse, addressing particular areas related to classroom pedagogy, reflexive praxis, and research. Almost all of the publications, consisting of 12 articles and two book chapters, were peer-reviewed. Table 4 below lists the 14 publications along with their references and author information.

Table 4
ELF faculty's publications (n=14).

Peer-Reviewed	Reference	Author
	Paper Milliner, B., & Dimoski, B. (2016). A report on faculty development and research inside the Center for English as a Lingua Franca. *The Center for English as a Lingua Franca Journal, 2* (1), 49-67.	Brett Milliner & Blagoja Dimoski
✓	Paper Yujobo, Y.J., Ogane, E., Okada, T., Milliner, B., Sato, T., & Dimoski, B. (2016). Efficacy of promoting awareness in ELF communicative strategies through PBL. *The Center for English as a Lingua Franca Journal, 2* (1), 1-17.	Yuri Jody Yujobo, Ethel Ogane, Tricia Okada, Brett Milliner, Takanori Sato & Blagoja Dimoski
✓	Paper Dimoski, B. (2016). A proactive ELF-aware approach to listening comprehension. *The Center for English as a Lingua Franca Journal, 2* (2), 24-38.	Blagoja Dimoski
✓	Paper Milliner, B. (2016). Implementing a mobile-based extensive reading component: A report on student engagement and perceptions, In M. Iguchi, & L. Yoffe (Eds.), *JACET Summer Seminar Proceedings No.14* (pp.41-49). Tokyo: JACET.	Brett Milliner
✓	Paper Milliner, B. (2016). The Google accreditation process for language teachers. *The Language Teacher, 40* (3), 22-24.	Brett Milliner

✓	Chapter Tanaka H., Ogane E., Sugiyama, A., Okuyama, K., & Kawamata, T. (2016). Lingua Franca for Asian Children. In Kawamata T., Tanaka H., Ogane, E. (Eds.), *English as Lingua Franca and East Asian Young Learners* (pp. 9-32) Tokyo: International Studies Department, Meisei University.	Hiromasa Tanaka, Ethel Ogane, Aya Sugiyama, Kurumi Okuyama & Takanori Kawamata
✓	Paper Milliner, B., & Cote, T. (2016). Adoption and application of the CMS: Crucial steps for an effective e-learning component. *International Journal of Computer Assisted Language Learning and Teaching, 6* (3), 53-65.	Brett Milliner & Travis Cote
	Paper Milliner, B., & Cote, T. (2015). Reflections on Japanese university study abroad students' digital literacy: Is more ICT training needed? 玉川大学の教師教育リサーチセンター 年報 第6号, 99-109.	Brett Milliner & Travis Cote
✓	Paper McBride, P. (2016). An Overview Perspective on Teaching ELF: Principles and Practices. *Waseda Working Papers in ELF, 5,* 186-197.	Paul McBride
✓	Paper McBride, P. & Milliner, B. (2016). Introduction to M-Reader: An Online Extensive Reading Aid for Schools. *The English Teacher, 45* (2), 96-105.	Paul McBride & Brett Milliner
✓	Paper Cote, T., & Milliner, B. (2016). Japanese university students' self-assessment and digital literacy test results. In S. Papadima-Sophocleous, L. Bradley & S. Thouësny (Eds.), *CALL communities and culture – short papers from EUROCALL 2016* (pp. 125-131). Research-publishing. net. https://doi.org/10.14705/rpnet.2016.eurocall2016.549	Travis Cote & Brett Milliner
	Paper Mishina-Mori, S., & Yujobo, Y. J. (2017). Referent introduction and maintenance in bilingual narratives: Is there a cross-linguistic influence? In M. Hirakawa, J. Mathews, K. Snape, & M. Umeda (Eds.), Proceedings of PacSLRF 2016, (pp. 145-149). Hiroshima: Japan Second Language Association.	Satomi Mishina-Mori & Yuri Jody Yujobo
✓	Book Chapter Oda, M. (2017). Reflecting on my flightpath. In G. Barkhuizen (Ed.), *Reflections on Language Teacher Identity Research* (pp. 222-227). New York: Routledge	Masaki Oda

✓	Paper Dimoski, B., Yujobo, Y. J., & Imai, M. (2016). Exploring the Effectiveness of Communication Strategies Through Pro-Active Listening in ELF-Informed Pedagogy. *Language Education in Asia, 7*(2), 67-87.	Blagoja Dimoski, Yuri Jody Yujobo & Mitsuko Imai

5.1 Contributions to academic societies & grants received

In addition to the presentations and publications given above, full-time faculty members of the CELF contributed their time and expertise to several domestic and international academic societies. Table 5 below lists the academic societies and the active roles that members of the full-time faculty play in those societies.

Table 5
Contributions to academic societies & grants received.

Society	Position	Name
Asia TEFL	Vice President for Membership	Masaki Oda
JACET	Director of Academic Exchanges	Masaki Oda
Journal of Language and Identity in Education	Editorial Board Member	Masaki Oda
Critical Inquiry of Language Studies	Reviewer	Masaki Oda
Asian Englishes	Reviewer	Masaki Oda
AILA Language Policy Research Network	Advisory Committee Member	Masaki Oda
TEFLIN Journal	Reviewer	Masaki Oda
JACET Kanto Journal	Journal Editor	Paul McBride
JACET ELF SIG	Contributor to SIG Website	Paul McBride
JACET Kanto Journal	Journal Editor	Mitsuko Imai
JALT Yokohama	Publications Chair	Travis Cote
JALT CALL 2016	Conference Co-Chair	Travis Cote
Accents Asia Journal	Issue Co-Editor	Travis Cote
JALT Yokohama	Treasurer	Brett Milliner
JALT CALL	Treasurer	Brett Milliner
JALT Journal	Reviewer	Brett Milliner
JALT Yokohama	Publications Chair	Brett Milliner
JALT CALL 2016	Conference Co-Chair	Brett Milliner
Accents Asia Journal	Issue Co-Editor	Brett Milliner

YOJALT Tech@ Tamagawa 2017	Event Chair	Brett Milliner
日本学術振興会科研費 基盤研究 28年度～30年	Grants-in-Aid for Scientific Research Recipient for 2016-2018 「同時バイリンガルのナラティヴにおける言語間相互作用の研究」	Satomi Mori (Rikkyo University) & Yuri Jody Yujobo

6.0 CONCLUDING REMARKS AND PLANS FOR 2017

In this report, we have described the different faculty development lectures and workshops staged throughout the 2016 academic year. We hope that these initiatives have helped our diverse faculty share ideas and grow as teaching professionals. The CELF is also very proud of the many academic achievements in 2016.

In 2017, we are planning a review of the ELF curriculum, increasing the promotion of active learning, blended-learning and more informed ELF teaching practices. Similar to 2016, we are also looking forward to welcoming distinguished teachers and scholars to share their knowledge and insights with CELF faculty.

REFERENCES

Hall, C. J. (2017). Cognitive perspectives on English as a Lingua Franca. In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook of English as a Lingua Franca*. London: Taylor and Francis Ltd.

Ishimaki, K. (2016). *ELF workshop: Understanding standardised English testing* [PowerPoint slides]. Retrieved from https://drive.google.com/file/d/0ByNesYnVJwQ2RVFRWmRkQ1pIY0U/view?usp=sharing

Milliner, B., & Cote, T. (2015). Adoption and application of a CMS: Crucial steps for an effective e-learning component. *International Journal of Computer-Assisted Language Learning and Teaching, 6*(3), 54-67. doi:10.4018/IJCALLT.2016070104

APPENDIX A (see next page)

Summary of standardised English tests in Japan (Ishimaki, 2016)

	TEST Fee	Target Examinees	Recognised by	Skills	CEFR Levels	Scale	Times per year (Japan)	Testsites (Japan)	Population in Japan	Population in the world	Origin	Organisation
TOEIC	¥5,725	Businesspeople Students	Companies, Universities (Mainly in Japan, Korea)	RL (SW)	A1 - C1	Total 10 - 990 Lis 5 - 485 Rd 5 - 485	10	80 cities	2.55 million (2015)	7 million (2014)	US JP	ETS IIBC (JP)
TOEFL (iBT)	$230 USD (¥26,000)	Int'l Students (Applicants for study-abroad)	Universities (US, CA, AUS)	RLSW	(A2) B1-C1	0 - 120 (30 per Skill)	30-40		80,000	(0.72 million)	US	ETS CIEE (JP)
IELTS (iBT)	¥25,380	Int'l Students (Applicants for study-abroad) General learners	UK Government Academic Organisations (UK, US, CA, AUS)	RLSW	(A2) B1-C1 (C2)	1.0 - 9.0 each skill and Total	Over 30	14 cities	31,000 (2014)	2.5 million (2014)	UK	British Council IDP (AUS) Cambridge English Language Assessment (UK) EIKEN
EIKEN	¥2,500 - ¥8,400	Businesspeople Students (General learners)	Japanese schools (Senior & Junior High), Universities, Int'l Universities (US, UK, AUS)	RLW+S	A1 - C1	CSE Score (0) - 850 per skill	3	230 cities 400+ sites	3.22 million (2015)	-	JP	EIKEN
TEAP	RLWS ¥15,000 RLW ¥10,000 RL ¥6,000	2nd & 3rd Year Highschool Students, University Admission Candidates	Japanese Universities (Sophia, Rikkyo, Dokkyo)	RL(+W+S)	A2 - B2	Score (20-100 per skill) and CEFR Band	3	12 cities	13,850 (2016)	-	JP	EIKEN