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The Center for English as a Lingua Franca Journal

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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@tamagawa.ac.jp

Issue 6.0 Forewords:

Since the inauguration of the Center, we have been working hard to promote awareness of ELF, both through teaching and research. In this volume, we are pleased to have an invited article by Dr. Will Baker (University of Southampton), a prominent ELF scholar, followed by nine individual peer-reviewed articles. In the last part, we have a JSPS Kakenhi Project report and a 2019 FD & Research Report.

As we provide a campus-wide ELF program, CELF is better known as a teaching unit. However, CELF faculty members were also very active in publishing and presenting their research throughout 2019. Volume 6 of the CELF Journal is very special to me, because I will step down as the Director of CELF after 6 years' service.

I would like to thank all of you who have supported the world's first center for ELF for the last six years and wishing your continuing support. Last but not the least, I would like to express my sincere gratitude to the editors, Brett Milliner and Travis Cote for another wonderful job.

Masaki Oda, Ph.D.
Director
CELF

Having spoken with each of the contributors to this edition about their research and classroom practice, I can attest to their creativity and attention to the needs of students, as well as the constructive impact they have had at CELF.

We owe sincere thanks for the contribution of CELF Founding Director Professor Masaki Oda, whose extensive knowledge, diligence, and concern for people, have not only enhanced the experiences of his colleagues and students, but induced liberating change which will continue to be valued as the years progress. Oda-sensei, we deeply appreciation your efforts.

Paul McBride MEd (TESOL)
Associate Director
CELF

Contents

Exploring Intercultural and Transcultural Communication in ELT

英語教育における異文化・超文化コミュニケーションの探求

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ABSTRACT

In this article I argue that ELT needs to incorporate a more intercultural and transcultural approach to teaching about culture and language. I discuss three perspectives to understanding language and culture in communication: cross-cultural, intercultural and transcultural. While cross-cultural perspectives, with their focus on homogenous national level accounts of language and culture, have been criticised as stereotyped and essentialist, they are still the most prevalent in ELT. However, in order to better represent the fluidity of language and culture through ELF intercultural and transcultural perspectives need to be adopted more widely in pedagogy. One of the most fundamental implications of this is a re-evaluation of communicative competence in ELT. Competence needs to be expanded to intercultural communicative competence, and particularly intercultural awareness (ICA), to better recognise the intercultural dimension of English teaching and use. I conclude with some suggestions for pedagogic approaches and practices which incorporate intercultural and transcultural perspectives by utilizing ICA, with the overall aim of better preparing learners for the superdiversity of languages and cultures in ELF communication.

KEYWORDS: Intercultural and transcultural communication, Intercultural awareness, ELF, ELT

1. INTRODUCTION

This paper considers the relevance of intercultural communication and, most recently, transcultural communication research to ELT practices. It begins with a brief overview of different approaches to understanding intercultural interactions from traditional cross-cultural communication, to more critical intercultural communication and, finally, transcultural communication perspectives. Given the focus on 'successful' communication in ELT, and that this communication is typically intercultural and transcultural, intercultural and transcultural communication should be central to ELT. Linked to this is an expansion of communicative competence (e.g. Canale & Swain, 1980) to incorporate intercultural

communicative competence and awareness[1] (e.g. Baker, 2015a; Byram, 1997). Pedagogic implications are explored through approaches that place the intercultural dimension at the core of ELT. I argue that such approaches, in which the intercultural and transcultural aspects of communicating across and through linguistic and cultural boundaries are brought to the fore, better equip learners for the diverse reality of English as a global multilingua franca (Jenkins, 2015).

2. FROM CROSS-CULTURAL TO TRANSCULTURAL COMMUNICATION

Traditional approaches to culture in language teaching have often treated them from a cross-cultural perspective in which cultures are viewed as clearly delineated separable entities, typically at a national scale. These cultural characterisations are used to explain the behaviour of members of that culture as a homogeneous group (see for instance the influential work of Hofstede e.g. https://www.hofstede-insights.com/). So, for example, the culturally influenced behaviour of Japanese people will be identified in a particular area e.g., greetings. The equivalent behaviour in another cultural group will also be described, for example, British people. Then the behaviour of the two groups will be compared identifying similarities and differences, in this example, perhaps noting the differences between the use of bowing in Japan and shaking hands in the UK. While there is some value in this approach in highlighting the influence culture can have on communicative behaviour and also that differences exist between cultural groups, there are also a number of problems. Most obviously it compares the behaviour of groups of people in intracultural communication (i.e., communication within shared cultures) not intercultural communication (Scollon & Scollon, 2001). How people behave when they are communicating with someone who shares a cultural background and with someone who has a different cultural background are not the same. To return to the earlier example, if two people from Japan and the UK meet they will not presume greetings to be the same as when in their 'home' culture and will not necessarily expect to be greeted with a bow or a handshake. In other words, people are usually aware they are in an intercultural interaction and typically behave accordingly in a flexible manner. Therefore, cross-cultural approaches are limited by an overly static view of communication, assuming that characteristics of communicative behaviour can be identified from one situation and then generalised to many different situations across a large group of people. However, communication, and especially intercultural communication, is frequently characterised by flexibility and adaptation, making it difficult to identify 'fixed' patterns and suggesting we need to avoid overgeneralisation (e.g., Scollon & Scollon, 2001; Scollon, Scollon, & Jones, 2012). Indeed, cross-cultural approaches have been criticised as stereotyped and essentialist in assuming that people will behave in a particular way based on a national cultural characterisation (e.g., Baker, 2015a; Holliday, 2011; Piller, 2017; Zhu Hua, 2014). In reality, people are members of many different cultural groups, not just national cultures, and, moreover, we can expect a great deal of variety among national groups.

1 Use of terminology such as competence and awareness in relation to communication is a far from straightforward matter and there has been much debate on this which is beyond the scope of this paper. However, in specific reference to English and ELF see, for example, Widdowson (2012), Canagarajah (2013), Baker (2015a) and Lee and Canagarajah (2019).

Furthermore, the boundaries between cultures are blurred and constantly changing, making the link between a particular national culture and behaviour problematic (e.g., handshaking is not only a greeting in the UK and bowing is not unique to Japan). Nonetheless, despite the criticisms of cross-cultural approaches, they are still prevalent in ELT materials (see Gray, 2010; Baker, 2015b).

In contrast to cross-cultural perspectives, intercultural communication perspectives focus on people from different cultural backgrounds in interaction with each other (Scollon & Scollon, 2001). So instead of examining Japanese and British greetings, an intercultural perspective would look at what happens when a Japanese person and a British person greet each other. Thus, an important part of an intercultural communication perspective is not to make a priori assumptions about what happens in communication, but rather to adopt a flexible approach and observe what happens in interactions. Research has typically focused on discourse analysis of naturally occurring intercultural communication and examined how cultural references, practices and identities are constructed and negotiated in interaction (Jackson, 2012). There is also a recognition that people are members of many different cultural groupings such as ethnicity, religion, gender, generation, region, and occupation, to name a few (Scollon et al., 2012). This means that national cultures are seen as just one of many scales of culture that may, or may not, be relevant to interactions (Holliday, 2011). Furthermore, the boundaries between cultures are viewed as dynamic and blurred and even 'within' cultures a great deal of variety is expected. Intercultural communication approaches have frequently examined hybrid cultural practices mixing different cultures (e.g., Jackson, 2012). There is also an interest in the notion of third spaces in which cultural practices and identities are more fluid and not linked to any one cultural group but instead occupy a liminal in-between space (e.g., Baker, 2009; Kramsch & Uryu, 2012; MacDonald, 2019). Intercultural communication approaches have been very influential in ELT research and postgraduate level teacher education (e.g., Holliday, Hyde, & Kullman, 2017); however, they have had less influence on ELT materials and everyday classroom practices (Baker, 2015b).

The final and most recent perspective on language and culture in communication is transcultural communication (Baker, 2015a; 2020; Baker & Sangiamchit, 2019; Dovchin, Saltana, & Pennycook, 2016; Pennycook, 2007). Transcultural communication builds on intercultural communication approaches that examine how cultural references, practices and identities are constructed and negotiated in interaction. However, it also goes a step further in questioning the 'inter' aspects of intercultural communication and attempting to understand cultural practices that are not necessarily linked to any single identifiable culture and, hence, not in-between or 'inter' any cultures. Participants in transcultural communication are seen moving through and across cultural and linguistic boundaries and in the process transcending those boundaries. Therefore, cultural practices and representations can be constructed in situ and, unlike in intercultural communication, participants are not viewed as being 'in-between' any named cultures. In a recent research study Baker and Sangiamchit (2019, p. 481) provide the following example to illustrate transcultural communication.

Example 1: Mooncake
Private message exchange on Facebook between international students in UK - North (Thai) and Ling (Chinese) both female.

North
1. My lovely daughter
2. Thank you for your moon cake
3. It's really delicious
4. I gave P'Sa and P'Yui already
5. and I'll give P'Beau on this Sat

Ling
6. U r welcome, and the mid-autumn festival is this Sunday, enjoy~
7. Can u tell P'Sa, she can get her bag back now~

In this extract we see English used a lingua franca between two friends discussing the mid-autumn festival. Firstly, the subject of the conversation is transcultural with the mid-autumn festival and mooncake being originally associated with Chinese culture but also a familiar practice in Thailand (and other Asian cultures). Here though, both participants are based in the UK while the conversation occurs in the virtual space of a social networking site (SNS). Thus, we see the mid-autumn festival as a cultural practice that moves through multiple scales and spaces from the virtual and local to the global. Secondly, as with much ELF communication, the communication is multilingual or translingual with other languages present too. We have the use of 'P' (พี่), in lines 4 and 5, which translates as 'older sibling' in Thai. In Thai culture 'P' needs to be used when speaking to an older person in an informal situation in order to show respect. This term of address is also taken up by Ling in line 7; although, Ling is unfamiliar with Thai[2]. Moreover, in line 1 North refers to Ling as her 'daughter' following a Thai cultural practice of addressing a younger friend as a daughter or son; although, this time the language of the cultural practice is English rather than Thai. The transcultural dimension comes from the use of cultural practices, intimate terms of address ('P' and 'daughter'), linked to Thai culture but also used by a Chinese interlocutor and expressed through English and Thai. Furthermore, they are discussing a festival of Chinese origin (but now international) while geographically based in the UK in the virtual space of a SNS. Examples such as this highlight the complex links between culture and language in which they are not solely fixed to, nor in-between, any particular national scale culture. Given how new the transcultural approach is, it has not yet had a lot of impact on ELT practices, but as I will argue in this paper, it is highly relevant for global uses and users of English as a lingua franca.

3. INTERCULTURAL AND TRANSCULTURAL APPROACHES TO TEACHING LANGUAGE AND CULTURE

As discussed in the previous section culture and language (however the relationship

2 This information came from additional interviews (see Baker & Sangiamchit 2019)

is interpreted) are closely linked and this has important implications for language teaching. As Zhu Hua notes, "language is key to understanding culture, and culture is an indispensable part of studying language" (2014, p. 219). Language teaching will, thus, inevitably have a cultural dimension but where a language is not associated with one particular geographical or national entity, as is the case with English, what culture(s) is the language linked to and how should we decide on the cultural content and intercultural processes to include in the language classroom? One answer might be to attempt to teach language as culturally 'neutral' and not associated with any culture. However, this is problematic because it represents a misunderstanding of culture and language. While languages are not fixed in their links to any one particular named culture, there is always a cultural dimension to language since it is culture which gives language its meaning. An alternative is to choose a particular 'target culture' (e.g. the US or UK in the case of English). However, this is also a misrepresentation of how language is used and fails to represent the diversity of relationships between language and culture in which global languages can be linked to multiple cultures, as the Mooncake example showed. Focusing on one 'target' culture would also fail to properly prepare learners for the variety of cultural contexts in which they will encounter English outside the classroom. Another approach is to teach language as a means of representing local cultures (i.e., classroom, school, community, region) and/or the L1 'national' culture. Again, though, adopting this approach runs the risk of misrepresenting the complexity of connections between languages and cultures and not adequately preparing learners for how language is used outside classrooms. Given what we know about the fluidity of links between the English language and culture, most appropriate is to teach language as a means of intercultural and transcultural communication with no fixed cultural associations, but which can be linked to a range of different cultural scales, including local and 'target' cultures, as relevant to the learners and teaching context.

There have been a variety of pedagogic approaches in recent years which have incorporated a more critical and fluid view of culture and language (e.g. Kramsch, 2009; Liddicoat & Scarino, 2013; Zhu Hua, 2014). Many of them share a concern with developing three dimensions among learners in relation to intercultural communication. These are attitudes (affective dimension), skills (behavioural dimension) and knowledge and awareness (cognitive dimension). These three dimensions are dealt with most explicitly through intercultural communicative competence (ICC) (Byram, 1997; 2008) which has been highly influential in teaching culture. Importantly, ICC recognises that the majority of learners of second or additional languages are learning for intercultural communication. Thus, traditional conceptions of communicative competence are expanded to properly account for this intercultural dimension. This entails going beyond the focus on linguistic competence and a narrow account of the sociocultural aspects of communication and adding intercultural factors such as interpretation, negotiation, adaptation and reflection in intercultural communication. Central to ICC is critical cultural awareness which is "an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries" (Byram, 1997, p. 53).

Although ICC has been valuable in emphasising the intercultural in conceptions of competence and language teaching, the focus on that national scale of culture, i.e.,

"one's own and other cultures and countries" (Byram, 1997, p. 53) is problematic for ELF. There are no clear a priori links between a culture and country in ELF communication and the national scale is just one of many. Instead, a more fluid conception of competence or awareness of culture, communication and language is needed. An alternative notion which has its foundation in ICC, but is specifically developed for the fluid scenarios of ELF communication, is intercultural awareness (ICA). ICA is defined as "a conscious understanding of the role culturally based forms, practices and frames of reference can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in communication." (Baker, 2015a, p. 163). In ICA there is an emphasis on process and practice where negotiation and fluidity are central and hence knowledge, skills and attitudes are dynamic and context specific. This dynamism is crucial and must be part of pedagogy in order to prepare learners for the variable and complex links between languages and cultures in transcultural communication through ELF. How this complexity and fluidity can be meaningfully made part of classroom practices will be the focus of the next section.

4. IMPLICATIONS FOR CLASSROOM PRACTICES

In specific relation to ICA and classroom practices there are two strands which are applicable to classroom practices. The first is the three levels and 12 elements of the model of ICA (Figure 1) which offer a way for teachers and learners to identify different aspects of the development of ICA. While the three levels and 12 elements are not offered as a literal account of the development of ICA, linking learners' intercultural interactions and interpretations of culture and language to the different levels can be useful for both teachers and learners in gaining insights into their understanding of these issues (Baker, 2015a). They can also be used to measure how learners progress over a course of instruction (Abdzadeh, 2017; Yu & Maele, 2018), with the caveat that progression may not be linear.

Level 1 – Basic Cultural Awareness

An awareness of:

1. culture as a set of shared behaviours, beliefs, and values
2. the role culture and context play in any interpretation of meaning
3. our own culturally induced behaviour, values and beliefs and the ability to articulate this
4. others' culturally induced behaviour, values and beliefs and the ability to compare this with our own culturally induced behaviour, values and beliefs

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Level 2 – Advanced Cultural Awareness

An awareness of:

5. the relative nature of cultural norms

6. cultural understanding as provisional and open to revision
7. multiple voices or perspectives within any cultural grouping
8. individuals as members of many social groupings including cultural ones
9. common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures

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Level 3 – Intercultural Awareness

An awareness of:

10. culturally based frames of reference, forms and communicative practices as being related both to specific cultures and also as emergent and hybrid in intercultural communication
11. initial interaction in intercultural communication as possibly based on cultural stereotypes or generalisations but an ability to move beyond these through;
12. a capacity to negotiate and mediate between different emergent socioculturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication.

Figure 1. Twelve components of intercultural awareness (Baker, 2015a, p.164)

Alongside this model of ICA are also recommendations for classroom practices organised around five different strands (Baker, 2015a).

1. **Exploring the complexity of local cultures** including the different cultural identities present in the classroom and local communities
2. **Exploring cultural representations in language learning materials** such as textbooks, websites, assessment
3. **Exploring cultural representations in the media and arts** both online (websites, SNS) and in more 'traditional' mediums (novels, films)
4. **Making use of cultural informants** such as teachers, classmates, friends and family who have experience of other cultures and intercultural communication
5. **Engaging in intercultural/transcultural communication** both face to face and electronically and taking time to reflect on these experiences

This list is not exhaustive and is deliberately general in its suggestions since the details of what is included will be best decided in particular settings and are not generalizable. A crucial part of each of the areas outlined is that any representations of culture presented are treated in a critical manner as subjective and partial. This does not undermine their value, since all characterisations of specific language and culture connections are necessarily subjective and context specific. Overall, these five recommendations illustrate how culture can be integrated into the ELT classroom in a non-essentialist manner that recognises the complexity of connections between language, culture, and communication. Such an approach meshes well with other ELF informed

approaches to teaching English that also emphasise the necessity of critically questioning established norms. In particular, the need to raise awareness among learners and teachers of the variability of communication through ELF and the subsequent need for fluidity and adaptability in communicative practices has been a recurring theme (e.g., Dewey, 2012; Ishikawa, 2017; Sifakis et al., 2018; Suzuki, 2011) in pedagogic research and ELF.

5. CONCLUSION

In this paper, I have proposed that ELF use should be viewed as a fundamentally intercultural and transcultural process not tied to any particular 'target culture' but rather moving across and through multiple scales from the local to the global. In order to incorporate these complex and diverse cultural scales into ELT, teaching practices need to move away from essentialist cross-cultural views on language and culture and adopt intercultural and transcultural perspectives. Intercultural and transcultural perspectives also entail a re-thinking of one of the core principles of ELT, communicative competence, and expanding it beyond a narrow focus on linguistic forms. ICA is put forward as an alternative that incorporates the wider range of attitudes, skills and knowledge needed for intercultural and transcultural communication. In relation to classroom practices, the different levels of ICA provide a structure by which teachers and learners can explore their development of intercultural awareness. Utilizing ICA is one way to incorporate the non-essentialist pedagogic approaches that are needed to expose learners to the complexity and fluidity of connections between language and culture in their everyday environments both inside and outside the classroom.

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Cross-cultural Quizzes in the ELF Classroom

ELFクラスにおける異文化クイズ(の使用)について

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ABSTRACT

Learning a language is interlinked with learning culture. In ELF classrooms, cultural topics are important and inevitable because students interact with their non-Japanese instructors regularly and they both share similar or different views in class. It is said that lack of cultural knowledge or unfamiliarity with other people's cultures could affect the quality and exchange of communication and interaction in class (Merrouche, 2010). Hence, there is a need to integrate and discuss cultural topics in the classroom in order to increase intercultural understanding of one's own culture and other cultures that facilitates the process of building cultural connections and communication (Frank, 2013; Merrouche, 2010; Oxford, 1994). This paper details and explains the use of cross-cultural quizzes as interactive and practical classroom activities that are perceived to be interesting and highly engaging for language learners (Cullen & Sato, 2000) with the goal of increasing students' cultural interest, linguistic knowledge and learning, and intercultural communicative competence.

KEYWORDS: English language learning, Cultural awareness, Culture quizzes

1. INTRODUCTION

At Tamagawa University, English as a Lingua Franca (ELF) classes are composed mainly of Japanese students and non-Japanese instructors from different regions of the world. Students learn the varieties of English and are exposed to the cultures of their foreign instructors, and they share similar and different views on various topics in class. However, in some cases, lack of knowledge and unfamiliarity with Japanese culture and non-Japanese cultures could influence the quality of communication and interaction in class. It could also lead to "misunderstandings, communication breakdowns, or inappropriate language use" (Merrouche, 2010, p. 109).

As we embrace a globalized community, it is my personal goal for my students that they learn English not just as a language but also as a culture and tool to learning diverse cultures. Integrating culture in the classroom, therefore, is important and inevitable because it helps language learners develop cultural interest, knowledge, awareness and intercultural communicative competence as well as discover their own cultures while improving their language and communication skills (Dema & Moeller, 2012; Fantini &

Tirmizi, 2006; Frank, 2013; Merrouche, 2010; Nguyen, 2017).

Cullen and Sato (2000) suggest doing culture quizzes to "teach culture" in class because they are practical, fun, highly engaging, and interesting. Quizzes can be boring and nerve-wracking for students, but they are, in many ways, effective tools to assess learners' performance. They are also often used by teachers to improve students' knowledge on general information that bring about strong language learning outcomes (Ostrowska, 2015).

Cross-cultural Quizzes, in this paper, can be described as an interactive practical classroom activity that generally aims to stir up students' cultural interest and knowledge helping them acquire intercultural awareness, competence and understanding in the long run. These quizzes also aim to increase understanding between similarities and differences of Japanese and non-Japanese cultures, but not to compare which culture is superior or better.

2. CROSSING CULTURES THROUGH INTERACTIVE QUIZZES IN THE ELF CLASSROOM

2.1. Allotting a Special Kultura Day for Cross-cultural Quizzes

"Kultura Day" or "Culture Day" is a special day I allot once or twice in a semester for students to research more about their own culture, know more about my Filipino culture, and get interested in other foreign cultures. Students may have heard about the Filipinos and the Philippines, but they may be unfamiliar with them that could influence the exchange of communication and learning in the classroom.

2.2 Warming-up for the Quiz

For warm-up, learning an easy song that can be sung in the Japanese, English and Filipino languages often creates a cultural vibe in the classroom. Songs can be varied depending on the students' level. We learn the song for about 10 to 15 minutes and use it as a penalty song for the losing team in the quiz game. Many students report feeling that learning Filipino words for the first time is a mixture of fun and laughter because of difficulty in pronouncing the unfamiliar sounds.

2.3 Cross-cultural Quizzes in the ELF Classroom

Cross-cultural quizzes can be done in two ways to elicit both active participation and interaction amongst students. One is the paper-and-pencil quiz which can be done in pairs or small groups. Students write answers to a set of questions in pairs or groups depending on the size of the class. Members of the group take turns reading and asking the questions for communication skills practice. After answering the questions, the instructor and students check their answers together. After checking, students discuss their answers within the group and share their answers, opinions, discoveries and realizations on the topics.

Language phrases such as however, in contrast, but are avoided in the questions and statements in order to avoid making value judgements about either culture. Guide sentences are provided for low-level learners to use when responding to their partners/

groups. To ensure greater participation and interaction, the instructor walks around and facilitates each group while they are answering the quiz for about 30 minutes. Sample questions are shown in Appendix A.

The other style is interactive quiz games in which students are grouped in competing teams. Each team is given a box of candy/chocolate as their "treasure chest/ bank" and tries to avoid giving wrong answers and losing their treasures to the other team. The instructor acts as the Quizmaster and asks the students to compete in answering a set of questions (displayed on PowerPoint) within 20 seconds. Each team must discuss their answer before raising the lettercard answer. The team with the wrong answer must give a piece of candy to the team with the correct answer. If both teams are wrong, they must return the sweets to the Quizmaster. Afterward, students are asked to do follow-up tasks for discussion. For sample questions, see Appendix B. To incorporate a communicative approach, one question is for brief roleplay of a real-life situation that also touches on a cultural practice and asks the students to translate common Japanese expressions to English. See sample question 4 in Appendix B.

Quiz questions can vary, and they may include trivia or facts, geography, gestures, practices, beliefs, customs, food, traditional clothing, and other information that generates interest among the students. Questions are designed to incorporate elements of culture (perspectives, products and practice) and the cultural components: knowledge, awareness, skills and attitude (KASA) for intercultural communicative competence (Byram, Gribkova & Starkey 2002; Fantini & Tirmizi, 2006; Nguyen, 2017). See Appendices A and B.

3. BENEFITS, CHALLENGES AND RECOMMENDATION

There is no doubt that cross-cultural quizzes are fun, interesting and highly engaging as they tickle curiosity and stir up cultural interest and knowledge of both Japanese and non-Japanese cultures, familiar and unfamiliar, to the students. Some students have expressed interest in learning the Filipino language or traveling to the Philippines in the future. Others said that they would like to travel the world to know more about other countries such as Papua New Guinea, Nepal, Tibet and Myanmar.

Cross-cultural quizzes provide a good opportunity for students to explore similarities and differences of their own culture, their instructor's culture, and other non-Japanese cultures. It is also a good opportunity for students to express and discuss ideas, opinions and feelings; acquire knowledge of cultural topics; accept or reject new information; and perhaps even dispel stereotypes.

The quiz activity, in general, is interactive, participative, collaborative and communicative allowing language learners to be expressive. For teachers who avoid using paper, quizzes can also be made on digital web applications. For variation of quiz question content, teachers can allow students to come up with their own culture questions to be collected and included in a future activity. This also provides good practice for sentence construction skills.

It is worth noting that cross-cultural quizzes, initiate a basic, surface and factual level of cultural awareness and understanding, and students should be encouraged to go beyond this level. Showing only select pieces of culture might be problematic as it could lead

to negative generalizations and stereotypes (Frank, 2013; Oxford, 1994). Therefore, discussions and supplemental activities (cultural journals, diaries, cultural informants and observer activities) through different means (media and technology, first-hand experiences, visiting CELF tutor service for interviews, and so on) are highly recommended .

4. CONCLUSION

Based on my observations, cross-cultural quizzes are useful and facilitate getting students interested in learning their own Japanese culture and non-Japanese cultures and in understanding cultural similarities and differences. While doing this activity is fun, it needs supplemental discussions and follow-up cultural activities to deepen students' intercultural awareness, stir up their 'cultural antennas', and increase their intercultural communicative competence over time.

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APPENDIX A (Paper-and-pencil)

Sample Questions: (Paper-and-pencil Quiz) **Kultura Quiz Wiz**

Work as a group. Read the questions and/or statements aloud within your group. Take turns in reading the statements/questions. Circle the letter.
(Note: This can also be done in pairs).

After answering the questions/statements, do the follow-up questions. Take turns in asking questions.

	Questions/Statements	Choices	Follow-up Task for Discussion
knowledge	1. Tokyo is the capital city of Japan. What is the capital city of the Philippines? _____ is the capital city of the Philippines. *(Guide sentence.)*	a) Hanoi b) New Delhi c) Kuala Lumpur d) Manila	1) What countries can you find these places? 2) Have you ever been to/heard of the Philippines? 3) What do you think about it?
knowledge	2. In Japan, *kimono* is considered as a traditional and national wear/clothing. What is the traditional and national clothing of the Philippines? In the Philippines, _____ is known as a traditional and national clothing. *(Guide sentence.)*	a) qho and khira b) hanbok c) barong and baro't saya d) dhoti and sari *(See pictures of clothing at the back.)*	1) What countries can you see these traditional and national clothes? 2) Describe each.
attitude	3. In Japan, eating noodles with slurping sound is polite and common, and it could mean that slurping noodles could better savor the taste and smell of noodles (especially soba). In the Philippines, eating noodles with slurping sound could mean _____. *(Guide sentence.)*	a) rude and can be annoying b) cool, polite and fun c) hungry, so people should eat fast d) people do not like the food at all	1) What do you think about eating noodles silently? Share your thoughts. 2) If you go to the Philippines, how will you eat your noodles? *Share your thoughts.* *(Will you eat your noodles with slurping sound the way Japanese do or Filipinos do?) Share your thoughts.*
study awareness	4. Tipping in Japan is not common and not expected in certain services like restaurants. Tipping in the Philippines and in the US in certain services like restaurants is okay, common and acceptable.	a) True b) False c) Maybe d) No answer.	1) What do you think about tipping or giving tips? Share your thoughts. 2) Will you give tips if you go to the US or the Philippines? Share your thoughts.
skill	5. In Japan, a bow or slight bow is a common greeting gesture. In the Philippines, _____ is a common casual gesture to greet their friends and family members. This is also used in other countries like Italy and France, and even US, sometimes. *(Guide sentence.)*	a) *beso-beso (cheek-to-cheek)* b) fist bump c) sticking tongue out d) firm handshake *(See pictures of gestures at the back.)*	1) What will you do if someone greets you in *beso-beso*? Share your thoughts. 2) Do the gestures. What do you think about each gesture?
awareness	6. In Japan, people say "Itadakimasu" before eating their meals. Which of the following do most Filipinos do before eating their meals? Filipinos _____ before eating their meals. *(Guide sentence.)*	a) Say "Hello, food!" b) Pray c) Do nothing. d) Wave their hands.	1) What do you think about the Japanese' before-meal-practice? Share your thoughts. 2) What do you think about the Filipino's before-meal-practices? Share your thoughts.

APPENDIX B (Interactive Quiz Game)

Sample Questions (Interactive Quiz Game)

Work as a team. Discuss and answer the questions for 15 seconds (or 20 secs for beginner students).

	Questions (displayed on PPT)		Follow-up Tasks for Discussion (after answering the questions)
knowledge	1) In Japan, Konnichiwa is Hello. In the Philippines, _____ is "Hello" and also "How are you?" a) Olah! c) Kumusta! b) Halo! d) Kembali.		a) Say "*Kumusta!*" to your seatmates or teammates. b) What are the countries and/or nationalities that use these greetings? *Name the country/ies for each greeting.*
awareness	2) In Japan, eating noodles with slurping sound may be polite and common, and it could mean that slurping noodles could better savor the taste and smell of noodles (especially soba). in the Philippines, eating noodles with slurping sound could mean _____. a) rude and can be annoying b) cool, polite and fun c) hungry, so please eat fast d) customers do not like the food at all		a) What do you think about eating noodles without any sound? Share your thoughts. b) If you go to the Philippines, how will you eat your noodles? (*Will you make slurping sound when you eat your noodles the way Japanese do?)* Share your thoughts.
skill	3) In Japan, a bow or slight bow is a common greeting gesture. In the Philippines, _____ is an informal common gesture to greet their friends and family members. This is also used in other countries like Italy and France. a) *beso-beso* (cheek-to-cheek) b) fist bump c) sticking tongue out d) firm handshake		a) Do the gestures on the pictures with your seatmates/classmates. b) What do you think about each gesture? Share your thoughts. c) What country or nationality makes use of the sticking-of-tongue-out as a form of greeting? **Some questions can be assigned as homework.*
attitude	4) **Roleplay and translation question**: Observe and listen to the following conversation. (*Ask other students in the classroom to read and do a roleplay of the conversation.)* *Situation: Receiving a Call on the Train* Student A (Mike): Hello, Hiro? Student B (Hiro): (in a small voice) Oh, I'm sorry. I'm on a train now, 「電車を降りたら、すぐかけ直します」。 **Quiz Question:** In the conversation, translate the following line into English (20 seconds): …電車を降りたら、すぐかけ直します。 *(Write answer on the whiteboard. The first team with the best/ correct translation wins):* _____ Answer: *I will call back when I get off the train.*		In Japan, talking on the phone on the train is not a good manner. In the Philippines, talking on the phone (in minimal voice) is accepted, common and normal. a) What do you think about this behavior? Share your thoughts. b) If you are on a train in the Philippines, what will you do if your friend calls and talks to you on the phone? (*Will you talk to someone on the phone too?) Share your thoughts.* c) When foreigners talk on their phones while on train, what do you feel? Share your thoughts. **Some questions can be assigned as homework.*

Asynchronous Online Output Tasks to Increase Student Speaking Time

学生の発言時間を増やすための非同期 オンライン出力学習

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ABSTRACT

This paper introduces the transformative potential of asynchronous online output tasks through utilizing self-recorded videos uploaded on Seesaw® Class App, a learning management system. Based upon the initial learning outcomes of these tasks implemented inside and outside of the classroom, their potential to draw out more meaning-focused speaking output is discussed. Administrative and logistic issues are addressed and recommendations on how to better carry out the tasks and prepare for the challenges are presented. The conclusion is that asynchronous online output tasks promise to increase student speaking time even beyond the classroom and are in sync with the practicality of in-class traditional communicative activities.

KEYWORDS: Asynchronous learning, Meaning-focused output, Output tasks, Seesaw®

1. INTRODUCTION

Common experience as a language teacher would indicate that students who are either shy or unmotivated are an ongoing problem during speaking activities. Whether we are a novice or experienced teacher, time and time again, we desire classes where students actively participate and are willing to talk more in classroom discussions. Oftentimes we may carefully prepare speaking tasks in the classroom to elicit meaning-focused output which zeroes in on students' being able to communicate messages to others (Nation, 2013, p. 9). However, more often than not, with students who have low-level speaking proficiency (e.g., A1 to B1 level on the Common European Framework of Reference or CEFR), this may be an ideal that is not practical or easily implementable. A language teacher may utilize pair work, group work, and other methods of group dynamics to engage students in interaction, but students often give trite and short responses to discussion prompts. Finally, during in-class speaking activities, all students may be willing to speak more, but a language teacher can only monitor and guide a few students at a time and thus may miss giving feedback to some.

One strategy that may elicit more speaking opportunities for students is the use of asynchronous (i.e., not-real-time) online speaking tasks (Barbudo, 2019). According to Mayadas (1997), asynchronous tasks use "online learning resources to facilitate information sharing outside the constraints of time and place among a network of people," (p. 2) or simply put, online activities outside the classroom.

Asynchronous online tasks underscore the importance of output. Comprehensible output hypothesis suggests that students may notice gaps in their language during production tasks and turn to input for the needed linguistic resources to convey their messages (Swain & Lapkin, 1995). While comprehensible input has been recognized as valuable, one cannot discount the role of output in language learning. When a student becomes aware of the gaps in their language, they may be able to rectify their output so that they learn about the language anew. Leading researchers contend that a balanced English curriculum does not just place importance on arbitrary output, but a meaning-focused one. Doing this could make students "speak about things that they know a lot about but which stretch their language knowledge" and that a "quarter of a language course should be spent on it" (Nation, 2013, p. 9). Therefore, output is also as essential as input in increasing opportunities for students to speak and be able to self-assess it.

This paper will introduce the use of Seesaw, a learning management system that contains built-in features such as a video-recording function as a tool to produce meaning-focused output beyond the classroom. A classroom-tested protocol on how to implement meaning-focused output tasks efficiently will be highlighted. If properly conducted by the language teacher, from creating and assigning, to evaluating the speaking tasks, using the Seesaw Class App (web.seesaw.me) could be an extremely convenient and ecological way to increase student speaking time not just during face-to-face teacher-student interaction, but more importantly, outside the four walls of the classroom.

1.1 Selfie-videos for Language Learning

The asynchronous tasks were mainly performed by making selfie-videos. On the whole, selfie-videos can impact the lives of teens enormously (Katz & Crocker, 2015) as young people today normally enjoy creating their own videos and sharing them on social networking sites. Researchers at the University of California, Irvine, found that regularly taking selfies with a smartphone and sharing these with friends, can help make one happier (Solano, 2016). A common agreement among studies on using digital tools in learning, particularly selfie-videos, is that they change the academic environment, both directly and indirectly. As language teachers, we can take advantage of the power of digital tools in helping our students to communicate more.

Not surprisingly, selfie-videos have become extremely widespread recently because both asynchronous and synchronous online modes of communication dominate the lives of today's students (Barbudo, 2019). Content creation platforms such as Dubsmash, Musical.ly, Snapchat, Instagram stories, Facebook Live, Youtube Live, and the Japanese app TikTok, among a plethora of others, have allowed our students today to organically interact in the moment. Based on observable experiences in the English as a lingua franca (ELF) classroom, shy and inexpressive students often reveal their thinking on their own social media platforms because they exercise their agency and thus have a voice and feel

comfortable in their own bubble, unlike being inside the classroom.

The teacher can employ selfie-videos as a powerful digital tool to engage students in articulating their learning in the language classroom. A form of self-presentation action, taking selfie-videos allows one to establish his individuality, self-expression, and interests (Ehlin, 2014) because students can communicate more authentic and spontaneous self-reports. Consequently, when students are involved in creating their knowledge content, they will most likely be more motivated (Bruno, Pisanski, Sorokowska, & Sorokowski, 2018). Creating selfie-videos, as an experiential process, paves the way for students to speak more and enhance their learning.

As video production encourages visual, spatial, audio, and linguistic literacies (Morgan, 2013; Norton & Hathaway, 2010), student-produced videos can also help activate their language skills acquired during the language course (Pearson, 1990). In implementing asynchronous online tasks, we may want to see our students articulating vocabulary already taught previously. Called *productive retrieval*, this means "recalling the spoken or written word a learner wants to produce that could strengthen the form and the meaning" (Nation, 2013, p. 217). Selfie-videos can encourage productive retrieval by giving learners opportunities to recall what they need. When students face a camera, they are compelled to retrieve information and language, thus facilitating language production.

Since seeing oneself in videos is obviously reflective, selfie-videos also aid a student's metacognition (Solano, 2016). Roughly defined, metacognition refers to a heightened awareness of one's thought processes or the ability to think about his own thinking (Flavell, 1979). When students see themselves in their self-recorded videos, they can scrutinize their thoughts and assess their own learning. Simply put, self-assessment through selfie-videos enhances a student's reflective practice. A student becomes more engaged because he creates knowledge rather than merely consuming it.

With asynchronous output tasks integrated into the ELF classroom, there should be independent language learning experiences among students. These tasks lead to a student's second language acquisition while also promoting a learner's retrieval and retention of information. Consequently, "automaticity in recalling this information could be enhanced, resulting in enhanced fluency" (Ishihara & Cohen, 2014, p. 103).

1.2 Seesaw App

Consistent findings emanate across research on the efficacy of digital tools in the classroom. Learning management systems (LMS) are one such helpful digital resource. Language teachers leverage these digital platforms through smart devices to use, create, manipulate and share information inside and outside the classroom. In a similar manner, today's students use smart devices in class to take notes, access materials and applications, and for finding relevant information. The integration of computer-mediated communication in language education (LMS, in this case,) has long been recognized as a way to develop learner autonomy as it promotes reflective learning (Chang & Sun, 2009) and enhances academic engagement (Sinclair, 2009).

Seesaw, an example of an LMS, is a "new learning environment" the teacher can use to support teaching and learning (Bosch et al., 2017, p. 52). Seesaw is a digital portfolio where teachers and students can see, save, share, and respond to each other's

work anytime and anywhere as long as they are connected online.

Figure 1. Interface and functions of Seesaw class app

Students can share their work and their classmates can provide encouragement and constructive feedback. They can encourage their peers to do their best work, while language teachers can review any comments before they are posted to ensure that feedback is appropriate.

2. ASYNCHRONOUS TASKS OUTSIDE OF CLASS

2.1 Speaking Journal

Students regularly create short videos about a series of topics within the course to practice independent speaking outside of class. This task promotes speaking fluency and some class-tested examples are “Introduce Your Neighborhood” and “Back-to-University”.

2.2 Share Your Thinking Video

If getting spoken responses is difficult in class, this task can make students open up and share their opinions on numerous topics. Students are encouraged to use vocabulary that they just learned in class. The complexity of this task can be increased by asking them to express their ideas without memorizing or reading a script. Productive retrieval (Nation, 2013) is enforced as students may have the chance to recall previously learned linguistic features such as vocabulary and grammar.

2.3 Ecological Momentary Reflection

The author coined the term ecological momentary reflection (Barbudo, 2019) based on ecological momentary assessment (EMA), an approach widely used in clinical psychology. Interchangeably called experience sampling method, EMA was adopted in this paper as a framework to capture ecological momentary behaviors and states in context which are tracked over a period of time (Moskowitz & Young, 2006).

Students, through videos in asynchronous mode, provide feedback on the course content and instruction with their own learning. When applied appropriately in pedagogical

research, it can be a great method for capturing students' authentic behavior. Students reflect and learn about their own learning weekly, mid-semester, and at the end of the course. Their selfie-videos should be taken in a place where they are filming at the moment to capture more ecological responses (Rose, Sierschynski, Björling, & Elin, 2016), thus promoting more authenticity. In the case of this paper, through asynchronous output tasks, using selfie-videos can elicit student communication that is natural, immediate, and embedded within the lessons. This paper contends that the best reflections are done through speaking ecologically, thereby "momentary" and "ecologically valid," (Shiffman, Stone, & Hufford, 2008) or within the environment where learning is taking place.

Figure 2. A student shares his thinking asynchronously through an "ecological momentary" self-reflection video

2.4 Process Genre Video

We can supplement our teaching of genre approach in writing through asynchronous selfie-videos. Students can describe a certain process such as how to cook a simple meal by video-recording the real thing. There is so much creativity and authenticity in this task as students actively engage and are thus remarkably motivated.

2.5 Reading Fluency Video

A selfie-video summary of what students have read— be it a page, a scene, a chapter, or a whole book — can give insights on a student's reading fluency, comprehension, pronunciation, and speaking level. This task could be an extension or an alternative to regular book reports in the Extensive Reading program. Letting the students talk about what they are currently reading would give an instant assessment of not just a student's metalinguistic knowledge, but more practically, if the student understands his own reading.

2.6 Repeated Dialogic Practice

With purposeful repetition through video-recorded speaking practice, students can be encouraged to explicitly notice their mistakes so they can correct them in succeeding

performances. This task helps student pairs pay attention to the accuracy of their own language. Following the Noticing Hypothesis (Schmidt, 1990), this paper advocates language noticing as necessary for the acquisition of metalinguistic knowledge.

3. ADMINISTERING THE TASKS

3.1 Getting Started with Seesaw (help.seesaw.me)

A language teacher can first create his own account at app.seesaw.me and then create classes within his account. The next step is to instruct students to sign up using their Seesaw account and join the online class created by the teacher. Next, one should download the Seesaw Class App and select "I'm a teacher." Then, the teacher can create the class and give it a name and grade level. Seesaw will suggest a sign-in mode for the students based on their grade level.

The teacher must then approve access so the students can use the features of their Seesaw account. Students can sign in two ways: Class "Code Sign In" and "Email Sign In." For "Class Code Sign In," the teacher adds students' names by tapping "+ Students." Then, a class QR Code can be printed or projected on a screen. Students would have to tap "+ Students" then "Print student sign in." Students will choose "I'm a student" from the Seesaw Class App, then the blue "scan code" button. Finally, students can scan the class QR code. For "Email Sign In," students can tap "+ Students," and then type the class join code, which is automatically generated in the teacher's account. They will type it in, create student accounts, and then connect to the teacher's Seesaw class.

It is worthwhile to prepare a preliminary model selfie-video task that students can do inside the class during the first few days of introducing the app to them. This will orient the students with the Seesaw Class App functions. Right from the outset, a teacher may start doing a short self-introduction video together in class to familiarize students with the app. This will somehow decrease the usual awkwardness that students feel when making their own videos. Here, it cannot be emphasized enough to make sure the students understand and know how to get connected in the Seesaw class to avoid major frustrations later.

3.2 How to Create and Assign Activities (help.seesaw.me)

Creating tasks in each class is free and sharing them is easy. Tap the green button, then select the "Browse Activity Library." Tap the "My Library" tab and "Create New Activity" to make a new activity. The Seesaw Activity Library hosts numerous activities that a teacher can easily customize. To customize an activity prompt made by other teachers, the teacher fills in the details of the task: activity name, student instructions which can include examples and voice instructions, and students tagged to the task. The activity created can be previewed and then the "Share" tab can be tapped next to publish the activity. Students, on the other hand, will tap the "Activities" tab to see new activities.

All student responses and videos will be stored with their names under the activity. The teacher can see who has responded to an activity by tapping the response banner.

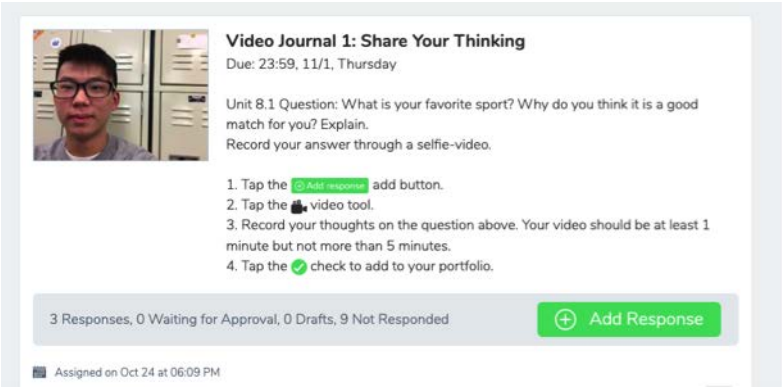

Figure 3. A sample speaking task assigned to the whole class in which students have to respond asynchronously on Seesaw Class App

3.3 Challenges

The first consideration that teachers deal with is the reluctant attitude of the students when they are first instructed to take selfie-videos. To prepare for this, it is strongly recommended that students make short selfie-videos or photographs inside the class during the teacher's orientation of the Seesaw Class App. Although some students can be extremely undemonstrative and timid, a language teacher should first convince students about the importance of seeing oneself when practicing speaking through selfie-videos. The teacher should orient the students well in setting up their Seesaw accounts. The teacher could also spend sufficient class time to help students become familiar with the Seesaw Class App features first before giving any task instructions.

If left unnoticed by the teacher, recording can lead to bias and the students will only report speeches that are somewhat well-prepared and less authentic videos. Some students tend to memorize their spoken reflections, for example. While fluency may be encouraged here, it could lead to rote memorization and not automaticity.

Also, there are ethical and privacy issues abound when using online videos, hence careful reminders and caution should be observed by teachers and students alike. Teachers ought to emphasize that videos should not be downloaded or exported elsewhere, whether online or in other forms of exhibition. As in the case of this paper, the author did not allow students to download the videos but made the videos accessible and viewable on the Seesaw Class App only.

Finally, it would be helpful if teachers remind students to be respectful in giving their comments, as this format could be abused. The primary responsibility of the teacher is to foster positive, constructive comments that could benefit all in the class.

4. INITIAL LEARNING OUTCOMES

Based on the classroom experiences of the author, and self-reports and surveys of students, asynchronous online output tasks were helpful in developing a positive attitude towards lessons. They were also a practical way of practicing individual speaking fluency and vocabulary outside the classroom. These tasks could inform the teacher's pedagogic decisions, especially in formative assessments.

Students reported that the Seesaw Class App was intuitive and similar to their private social media accounts. The commenting feature of the app is a great addition to monitor students' language and interaction. It serves as an informal evaluation tool where the students can receive helpful comments from classmates which benefit both themselves and their peers (Ozogul & Sullivan, 2009). Teacher feedback in the form of likes and comments shows students that someone is appreciating their work. The teacher's comments have demonstrated an increased enthusiasm among students and improved attitudes towards producing more meaningful speaking output.

Having mentioned the learning outcomes, this paper was limited to observational findings. Future studies on speaking fluency and complexity and a more in-depth analysis of the linguistic features of students' discourse should be conducted.

5. CONCLUSION

Increasing opportunities for students to practice comprehensible output can be a challenge for teachers in the classroom. Asynchronous activities introduced in this paper would serve as suggestions to better equip our students with ways to reinforce their communicative skills. Through using Seesaw, students are provided space for immediate feedback from their peers and their teacher. Also, asynchronous tasks promise to increase student speaking time beyond the classroom and may provide teachers a tool to elicit more opportunities for speaking output. Further, asynchronous tasks also boost the student's positive self-image and can pave a way to better language acquisition. While they serve as successful extension activities of the lessons, output tasks are in sync with the practicality of in-class traditional communicative activities.

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The Effect of Positive Psychology in SLA: From Fixed Mindset to Growth Mindset

第二言語習得におけるポジティブ心理学：フィックスト・マインドセットからグロース・マインドセットへ

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ABSTRACT

Falout (2016) contends that students can often lose self-confidence, subjective control, motivation, and meaning in their learning when they are in certain educational contexts, particularly where language education is compulsory. Japanese students are considered by Falout (2016) to be at high risk of encountering such environments. As a step towards overcoming such difficulties, this paper investigates the effectiveness of a program of positive psychological instruction to assist students in developing self-regulation and academic perseverance.

KEYWORDS: Positive psychology, Perseverance, Growth mindset

1. INTRODUCTION

In recent years, many researchers and educators have started to cast a spotlight on positive psychology. In 2014, the first international conference on Psychology of Language Learning was held in Graz, Austria and in 2016, a book titled "Positive Psychology in SLA" was published. Followed by much research focusing on the psychology of language learning, Oxford (2016) claims the beginning of the "EMPATHICS" vision in the psychology of well-being for language learners. Emotion and empathy, meaning and motivation, perseverance, agency and autonomy, time, hardiness and habits of mind, intelligences, character strengths, and self-factors are the components of the EMPATHICS vision. All the factors are related to each other in a complex manner. In this paper, one of the components, perseverance, is the focus to search for a solution for helping learners achieve progress. The background of this research is that, through research on autonomous learning, the author has learned that students' psychological state greatly influences autonomous learning and teachers could train students to be more autonomous by teaching them explicitly, yet, they cannot guarantee that their students will continue to be autonomous after a semester. What students need after a semester is "perseverance" to continue to be an autonomous learner. Therefore, the author incorporated the theory of

positive psychology into her class activities to investigate the factors for perseverance. These activities were developed by the author on the premise that Dweck's (2016) mindset theory would help students become more autonomous and have grit in learning English. Dweck, a psychologist, explains the concept as:

> Those with the growth mindset, you believe you can develop yourself, then you're open to accurate information about your current abilities, even if it's unflattering. What's more, if you're oriented towards learning, as they are, you need accurate information about your current abilities in order to learn effectively. (Dweck, 2016, p. 11)

Dweck (2016) claims that successful people have a "growth mindset" and others have a "fixed mindset", yet anyone can change their mindset once they adopt the "growth mindset". In this paper, the author will introduce the method she used in her class and explore the practical implementation of positive psychology in English classes. There are two questions this research focuses on:

1. How effective is the Growth Mindset (GM) training to improve academic perseverance?
2. Does academic perseverance correlate to English test scores?

2. LITERATURE REVIEW

The importance of perseverance for language learners is often discussed by SLA researchers, however, the definition of perseverance differs depending on the researchers. Gardner (2001) claims that persistence (closely related to perseverance) is one of the three key factors in language learning motivation together with enjoyment and desire to achieve a goal. As mentioned above, Oxford's (2016) EMPATHICS vision includes perseverance. She argues that there are three elements in perseverance: resilience, hope, and optimism. Oxford's definition of perseverance includes the elements of optimism whereas Gardner sees persistence (perseverance) as a trait of continuity. Duckworth, a psychologist who claims grit is important in learning, states that perseverance seems to be a key factor in determining long-term success (Duckworth, 2016). Duckworth (2016) explains that grit has two components: passion and perseverance. She developed the grit scale which contains ten 5-point Likert questions to show how gritty you are. The score on passion and perseverance are proportional to each other. According to her study, most people score a bit higher on perseverance than passion and the results show that passion and perseverance are not exactly the same. She explains her own score in her book, which was perseverance 5.0 and passion 4.6, and analyzes that "strange as it sounds, staying focused on consistent goals over time is more of a struggle for me than working hard

and bouncing back from setbacks" (p. 57). Whether or not language learners continue their study might be affected by their optimistic characteristics which are the result of a complex web of psychological states common to human beings. Therefore, it is not easy to clearly define the term perseverance. For this paper, the author defines perseverance as a student's ability to maintain continuity in learning even when they face difficulties.

3. METHOD

This investigation was conducted over two semesters at a Japanese university. The first semester started in October 2017 and ended in January 2018. The second semester was from April 2018 to July 2018. The participants during the first semester were 67 first-year and second-year Japanese university students and the participants during the second period were 69 first-year and second-year students. At the beginning of each semester, students were asked to fill out a questionnaire. The questionnaire was created based on Van Blerkom's (1996) survey questions to investigate academic perseverance. The questionnaire utilized a 5-point Likert scale and consisted of 17 questions (Appendix A). During the semester, students were exposed to materials that provide information about Growth Mindset (GM). Also, they completed a couple of self-reflection sheets to further comprehend the benefits of GM and encourage them to apply the theory to themselves. At the end of the semester, students filled out the same questionnaire in order that they might be compared with the results from the first questionnaire. Also, the participants were asked to provide written feedback regarding the GM training, which will be explained in the next section, at the end of each semester. Both questionnaires and the written feedback were anonymous and they were not graded assignments. The second semester participants of this investigation took the TOEIC IP Listening and Reading test as part of their regular curriculum. To further comprehend the results of the questionnaire, the correlation between their TOEIC score and the result of the questionnaire were analyzed. Participants were provided bilingual consent forms along with both questionnaires and also one regarding the use of their score. Only the results of those who consented were analyzed in this study.

4. MATERIALS

The author incorporated many motivational and influential materials in class, to raise students' awareness on academic perseverance (the GM training), and she investigated the effects of such training on students' perseverance. Materials used in this study are categorized into two types: input activities and output activities. As for the introduction of GM, a video from a TED Talk was shown to the participants. "Grit: The power of passion and perseverance" by psychologist Angela Duckworth. In her video, she mentions that one of the keys to improving perseverance is to have GM. For the second input activity, the concept of Carol Dweck's GM was introduced in class. Followed by 5-weekly activities where participants were asked to reflect on their own experiences with perseverance and focusing on their goals. The worksheets for these activities were devised based on Feldman's (2017) workbook for grit. The author arranged some questions to suit Japanese

university students and translated them into Japanese so as to provide full comprehension for all the participants.

5. RESULTS

The questionnaire data from both the first and second semester participants were analyzed. Table 1 shows the results of the pre-test and post-test questionnaire on perseverance. The data shows that there is a slight decrease in academic perseverance in both post-tests. During the first semester, the post-test questionnaire was conducted during the last week of the semester when students had to complete a lot of big assignments and assessments. The author's inferential observation is that they had a lot of anxiety concerning whether or not they could really make it through the semester, and this may have negatively influenced their responses compared to the beginning of the semester when they were still optimistic about classes. To eliminate the possibility of negative responses because of students' anxiety at the end of the semester, during the second semester the post-test questionnaire was conducted three weeks before the end of the course. However, the results were the same as the first semester showing a slight decrease in academic perseverance.

Table 1
Pre-test/Post-test Questionnaire Results (first semester)

	Pre-test			Post-test	
	n	M (SD)		n	M (SD)
Academic perseverance	67	2.89 (0.3)		67	2.77 (0.4)
Pre-test/Post-test Questionnaire Results (second semester)					
	Pre-test			Post-test	
	n	M (SD)		n	M (SD)
Academic perseverance	41	2.99 (0.3)		41	2.88 (0.4)

To further investigate if the GM training affected students to any degree, students were asked to give feedback on what they learned from the GM training materials. There were a couple of mixed feelings (positive and negative) comments but most of the reflections were positive. The mixed feeling feedback shows that some participants were still skeptical about the possibility of developing their own GM. Dweck (2016) calls this situation 'mixed mindset'. They express the importance of having grit but they still believe that a GM (or grit) are inborn characteristics. Here are the examples of mixed mindsets in this research (Comments from students were not modified):

> *"I learned that efforts and grit are very important. But I think that efforts are not all. I think that not only effort but also IQ and talent are important. From now on, I will believe that the ability to learn can change with effort."*
> *"I think grit is a talent, however, I believe we will be able to have grit as long as we are conscious about the concept."*

Even though the academic perseverance scale shows a decrease in both semesters, many wrote positive comments on GM training:

> *"This story is very interest. I give a good result if I change mind. I know grow mindset is important."*
> *"I think that grit is very important. And, I learn that gritty and talent are different. Also, Growth mindset is great idea. But from now on, I don't know that how to raise growth mindset. So, I want to study about grit. I learn gritty to watch the video."*
> *"I listen this video. I am impressed. I often give up. but give up is not good. To hear her story, I think that it was important to never give up."*
> *"The video which I watched had a good effect on me. I changed the mind about English. When I watched the videos, I became positive. I thought I wanted to use English actively and improve my English. So it is very good to be exposed to those inspiring videos in class."*
> *"I remember that TED's grit movie. I was encouraged by the movie, and I knew (learned) about grit first time. Sometimes I think it is hard to go to school and get classes. But I try to come to school and bring homeworks. It is simple thing for everyone, but I'm lazy…"*

Considering the fact that many participants gave positive feedback on the GM training, the result shows that it affected their ways of thinking towards English learning in a positive way. Nevertheless, if having perseverance is not connected to their English grades, students might not show interest in having the GM training. Therefore, in this study, the author also wanted to find out if academic perseverance has a correlation with academic performance. The correlation between academic perseverance and TOEIC score was investigated using Pearson's product-moment correlation coefficient. As shown in Figure 1, there is a slight positive relationship between their academic perseverance and their TOEIC score (r=.31), indicating that having perseverance may be a key to improving their English skills.

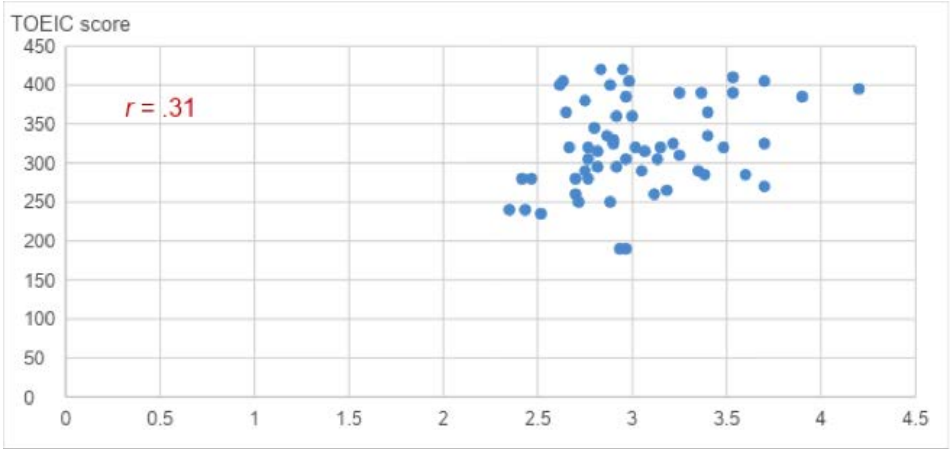

Figure 1. Correlation of Academic perseverance with TOEIC score. (Valid responses: n = 59).

6. DISCUSSION

As shown in the results section, exposing students to materials to enhance GM did not affect the participants' academic perseverance scale points in a positive way within a four-month semester. However, despite the fact that their points went down at the end of the semester, most of them gave positive feedback to what they learned in class. Even though the questionnaire was conducted a little earlier during the second period, it was still given to the participants toward the end of the semester, so they could have been feeling the pressure for upcoming assessments. Yet, their feedback to GM training was positive and they expressed their desire to continue pursuing a GM. This shows that it might be too premature to conclude that explicit training of GM does not affect students' academic perseverance. To investigate if GM training will improve students' perseverance, a longitudinal study is necessary. The data shows a slight correlation of academic perseverance to TOEIC scores (r= .31), which indicates that if teachers can enhance students' perseverance, they could help their students improve their English proficiency as a result.

7. CONCLUSION

To conclude, the author wants to denote these three points below. For research question 1 concerning how effective the (GM) training is in improving academic perseverance, the author believes:

1. In general, Japanese university students may show lower academic perseverance toward the end of a semester.
2. Students' reactions to Growth Mindset appear are positive, and they express their desire to change their mindset through the training.

Research question 2, asked whether academic perseverance correlates with English test scores or not, and this study observed:

3. A slight correlation between academic perseverance and TOEIC scores. By improving academic perseverance, they might be able to improve their English skills as well.

From the results of this study, the author concludes that although students' perseverance rate decreased at the end of the semester, it might be beneficial for language teachers to foster students' perseverance in their classes.

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APPENDIX A (Questionnaire for Academic Perseverance)

このアンケートは学生の学習意識を調査するもので、成績とは一切関係ありません。また、個人情報が研究以外の目的で使われることはありません。
氏名：_____ / 日付_____, 2018
Part I
A) This is not at all descriptive of me.
自分には全く当てはまらない
B) This describes my behavior on rare occasions.
稀に当てはまる
C) This describes my behavior about half of the time.
半分くらい当てはまる
D) This describes my typical behavior.
ほぼ当てはまる
E) This is extremely descriptive of me.
完全に当てはまる

1. Once I start an assignment, I am highly motivated and work continuously on it until it is completed. 一度、何か課題を始めたら、やる気が高まり、最後までやり遂げる方だ。
2. I have a severe problem with procrastination. 私は何でも後回しにしてしまう癖がある。

3. At home, I was always very good about completing chores without delay. 家では、雑用（洗濯・掃除など日常のすべきこと）は後回しにせずきっちり行うのが上手い。
4. I can remember times in my life when I never seemed to be able to complete tasks that I started. 今まで、やり始めた課題が終わらないのではないかと感じたことが何度かある。
5. The most difficult thing for me is getting started on an assignment. Once I start, I find it relatively easy to complete. 一番難しいのは、何かの課題を始めることで、始めてしまえば、割とやり遂げるのは簡単だと思う。
6. In college, I always make it a habit of reading text assignments before class. 大学では、授業の前にリーディングのテキスト課題を読むことを習慣付けている。
7. If given a choice between working on an assignment and watching television, I often choose to watch television. 課題をするか、テレビを見るかという選択だったら、よくテレビを見る方を選ぶ。
8. When I have an assignment to complete, I often remember other assignments, chores, tasks, etc. that seem more important. 課題を終わらせなければならない状況で、もっと重要な他の課題や雑用や宿題などをよく思い出す。
9. I consider myself a highly organized person. 自分自身は、とても計画的な人間だと思う。
10. I find it very easy to motivate myself to complete a task. 何かの仕事をやる遂げるためのやる気を出すのは簡単だと思う。
11. I tend to cram for exams. テスト勉強は詰め込み（一夜漬け）が多い。
12. When preparing for exams, I typically spread out my studying over several days. テスト勉強をする時、資料や教科書類を机に何日も出しっぱなしにすることが多い。
13. When a term assignment is assigned, I begin working on it soon after it is made. 大きな課題が出された時、すぐにそれに取り掛かる。
14. I usually start term assignments a week or two before they are due. 大きな課題は締め切りの1週間から2週間前に始める。
15. I tend to think of myself as lazy.　私は怠け者な方だと思う。
16. I could complete assignments much more easily if I didn’t have so many other important things going on in my life. 自分の生活の中でこんなにも多くの重要なことが起こっていなければ、もっと楽に宿題や課題が行える。
17. I have difficulty setting priorities, deciding what needs to be accomplished first. 優先順位を決めるのが苦手で、何を先に終わらせるべきか決め兼ねる。

A Moot Point: How Group Debate Can Engage and Motivate Japanese University English Students

論点：日本の大学英語におけるグループディベートと学生への影響について

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ABSTRACT

This paper will outline the numerous benefits of utilizing a debate task in the Japanese university classroom. All four of the key skills (speaking, listening, reading and writing) can be improved through the use of debate. A key point is that it places student-centred learning and critical thinking at the fore. The debate task presented in this article differs greatly from much of the existing literature, which is often highly structured and aimed towards native speakers, particularly North American high school students. As the teacher, our role is to introduce the task and make it very clear that this is not a competition, nor should learners rely too heavily on reading pre-prepared notes, but make it clear that they will receive a favourable grade for how they facilitate and encourage group debate and discussion. These accommodation skills are crucial for an authentic ELF environment, as non-native speaker intelligibility should have primacy of place in the classroom (Jenkins, 2000). This paper will clarify how the debate task can be successfully performed and offers student feedback that highlights the applicability of the task to the Japanese university classroom. The final part of the article presents classroom based research which demonstrates the great number of benefits and some issues and ways in which the task could be improved in the future.

KEYWORDS: Debate, Speaking task, Motivation, ELF, Fluency

1. INTRODUCTION

Through my 5 years experience of teaching in universities in the Tokyo area I feel the number one obstacle to a genuine and holistic improvement in our students' level of English is that their previous experience of the subject has not been connected to their real lives. It seems to me that the average Japanese learner has an acceptable level of grammar and vocabulary relative to their level, however, they lack the opportunity to apply this knowledge in any meaningful or practical way. They do not make use of it in authentic real life situations (Thornbury, 2005). In general it could be said that throughout

the average learner's academic encounters with English the focus has been on reading, rote learning and teaching more 'testable' skills, with classes often held in Japanese and with little opportunity to actually speak English. Subsequently, developing speaking skills and practicing authentic fluency building tasks have been given precious little attention (Flowerdew & Lindsay, 2005). As such many learners lack the ability to instigate and sustain conversation in English, especially for a prolonged period of time (Brice, 1992). As Rivers makes clear, 'Japanese English proficiency achievements are consistently among the lowest in Asia' (2011, p. 115). A tradition of rote learning, lack of student-centered activities and a paucity of opportunities to practice communication skills inside and outside the classroom have been cited as barriers to improving students speaking and fluency skills (Aclan & Aziz, 2015). This paper aims to share the positive experiences I have had using a group debate task and how it can provide a successful platform for student-centred learning which helps students to negotiate for meaning by placing a primacy on intelligibility and fluency. I feel it also impacts all four of the main skills and crucially helps to develop critical thinking. As Akerman and Neale state in their comprehensive survey of debate as an educational tool, 'students' perceptions provide strong evidence that taking part in debate activities leads to improvements in their communication and argumentation skills, including improved English when it is not their first language' (2011, p. 5).

For me, while I am an English teacher per se, I harbour ambitions to improve learners' soft skills such as critical thinking and attempt to broaden their world view by encouraging the development of English as a vehicle through which they can experience new cultures and ideas by traveling or studying abroad. As Rear points out, 'students from Asian backgrounds are said to have particular difficulty in adapting to the demands of the Western academic tradition, with educational background and insufficient language skills commonly cited as the most significant factors' (2016, p. 51). Improving learners' English ability is of vital importance to me, however, doing this while simultaneously making demands of their logic, persuasive techniques and critical thinking are of exponential benefit for all. While technological advancement and nonverbal communication increase unabated, it still remains pertinent that 'oral communication is often cited by employers, alumni, professional organizations, and accrediting agencies as an important skill for recent college graduates entering the workforce' (Carroll, 2014, p. 1). When the above situation is taken into account I feel encouraging debate tasks, such as the one elaborated upon in the article, will help to develop these much sought after soft skills. As acknowledged in the literature, most of the resources on teaching debate are aimed at native-speakers, in particular, American high school students (Stewart & Pleisch, 1998) and, as a consequence, 'there are few published debate materials for non-native speakers' (Krieger, 2005, p. 6). I feel very strongly that the debate task outlined in this paper can improve students' English in a learner-centred, communicative fashion. It can also play a role in developing learner autonomy, critical thinking and preparing young adults to face the challenges of the 21st century globalised workplace (Aclan, Aziz, & Valdez, 2016). This paper not only outlines how to implement the debate task in the ELF classroom, but it also considers student feedback in the form of a ten-question SurveyMonkey form. For consolidated pedagogical improvements to take place and enrich our field it is essential that we gather evidence to support our claims, and that some of this evidence should

originate from the learners themselves (Goodwin, 2003).

This article is organized into the following sections: the literature review will seek to justify the necessity of this paper and how it can address the lack of practical classroom content regarding the implementation of student debate, especially in a Japanese ELF (English as a Lingua Franca) context. Secondly, how to implement the debate task will be explained to ensure readers will have a clear and concise picture of how to carry out the task in their classroom. Next, the SurveyMonkey questionnaire will be introduced and some key findings will be discussed before the paper finishes with some overall conclusions.

2. LITERATURE REVIEW

As a key part of the Tamagawa CELF curriculum we utilize two textbooks, one which focuses on teaching TOEIC and the other which mainly concentrates on reading and vocabulary acquisition. While these resources are a fundamental part of our day-to-day job, I feel a lot more should be done to connect the classroom to the students' real lives and give them an increased sense of ownership and autonomy over their English and overall educational development. There are many ways in which I attempt to do this and I feel the debate task outlined in the paper is one of the more successful and sustained examples. To prepare thoroughly for the debate learners must choose a topic, research individually and practice as a team. As such, this process promotes active learning and gives a real sense of responsibility over the choices the learners have made (Akerman & Neale, 2011). Learners must also question and justify their own opinions and through the process of working with their teammates and practicing with their counterparts, who hold an opposing opinion, they become aware of a plurality of thought within the classroom. As such, 'debate can compensate for the limitation of the traditional classroom by shifting the focus of conversational control to students' (Amiri, Othman, & Jahedi, 2017, p. 121). The crucial part of the debate task is that it is student-centred and it promotes student-student interactions (Zare & Othman, 2013). Personally, my preferred style of teaching is where I am not the most important person in the classroom, where I can play the role of a facilitator rather than a lecturer. The benefit of the debate task is the overall philosophy that is espoused, where students are not considered 'vessels waiting to be filled with instruction' but, 'they bring to class theories, attitudes, skills and habits that shape the success or failure of the activities they will pursue there' (Goodwin, 2003, p. 157).

It is clear that research shows debating has a positive impact on student's spoken communication skills (Carroll, 2014), however, if implemented in an effective fashion, I feel it can make a positive impact on all four of the key skills. As Zare and Othman explain, debate 'can promote and foster efficient and successful listening, reading and also writing' (2013, p. 1510). This is due to the importance of critical reading and taking clear, usable notes during the preparation stage. During practice and the debate itself critical listening is essential as it is vital to respond appropriately to group members rather than simply reading a pre-prepared script. Learners will have to adjust, accommodate and work as a team as they negotiate for meaning. This places a primacy on intelligibility rather than specifically on form or comparing their language to that of a native speaker. As Aclan and

Aziz identify, these aspects of the debate task 'makes it a perfect pedagogical tool because it integrates reading, speaking and listening' (2015, p. 9). Critical reading and writing skills can also be consolidated through a post-task writing assignment which would further build on the ideas developed during the debate and help to establish the learners' independent stance. It is widely acknowledged that critical thinking is a crucial skill in the modern workplace (Akerman & Neale, 2011) and its development should be a key goal for educators in both a first and second language context (Rear, 2010). While they still, at times, have an important role to play in the classroom, it could be said that, 'traditional teaching techniques like textbooks, lectures, and tests with right answers insulate students from the open questions and competing answers that so often drive our own interest in our subjects (Goodwin, 2003, p. 162). I feel it is important to respect our learners and treat them like adults. To most of life's important questions, there is very seldom a single black and white answer and I feel our activities in the classroom and the overall philosophy of our curriculum should reflect this. The debate task presented in this article reflects this philosophy very well. It activates all four of the key skills and encourages critical thinking in a learner-centred motivational fashion.

3. DEBATE TASK

Effective group communication and fluency building is the very raison d'être of the debate task. However, this can often be impeded by too much teacher-led instruction and the relatively low level of the learners who may struggle to make their opinions lucid in their L2. An important way to combat this and to build confidence and familiarity with the task is optional, but strongly recommended stand-alone 90 min lesson. I would often do this earlier in the semester so learners can practice and understand the concept before the more rigorous assessed debate starts later in the term. It allows the class to understand how the debate works, reduces the necessity for lengthy teacher explanation and gives a practical demonstration of how important preparation and practice are in the real assessment.

Depending on the number of students in the class the debate requires 4-6 people in a group. At least two students will be 'for' and two 'against' the particular topic. Initially, I will give some examples of both formal and more casual debate topics (e.g., legal drinking age should be 20 or 18, Ghibli movies are better than Disney etc.), provide some brainstorming time, elicit ideas and write some of the workable topics on the board. The students will then vote for the topics they want to choose and whether they will be 'for' or 'against'. For example, in a 16 student class, there would be four groups, with different topics, comprised of two students being 'for' and two 'against'. In this condensed version of the fully assessed debate, the learners only have one class to work in their small groups (of 'for' or 'against') to research and make notes before joining their counterparts to attempt the debate in the final 10 minutes of the class. In this case, the debates will take place simultaneously as to not put too much pressure on them if there is some silence or they have to revert to their L1 on occasions. However, the final assessed debates will take place in the middle of the classroom and as such there will be an element of pressure to perform in front of an audience. At the end of this introductory debate class it is the teacher's role to be positive and stress that through asking questions, helping each other

and preparing and practicing thoroughly they will be able to conduct the real debate all in English for 15-20 minutes.

Most debate tasks in the literature are highly structured and often allocate specific roles to individual students with time limits to state your opinion and prepare a rebuttal etc. However, this specific version emphasises student interaction and encourages a natural flow to the discussion. In this sense I agree very much with Stewart and Pleisch when they advise that the 'introduction and conclusion, usually lengthy monologues, are de-emphasized in order to allow more time for the…team members to participate actively' (1998, p. 1). Even through the practice stage, which in the full assessed debate can be allocated a 90 minute class for research and rehearsal, the focus should be on listening, responding and encouragement, rather than memorization and recitation. This allocation of class time is essential as a study by Fauzan clarifies, 'by practicing speaking in the debate practice, they improved their fluency as well as their confidence' (2016, p. 56). It also provides a perfect platform to aid the learners with some example prompts, questions and also how to open and close the debate to support and scaffold the class. It is essential to convey the idea that they should not rely on a pre-prepared script and they will receive a favourable grade if they rotate the speaker regularly, always finish their point with a question, resist the temptation to speak too much, especially with regards to making multiple points at once, and support the more reticent learners. It is important to deemphasize the competitive element and stress that it is through preparation, practice and supporting each other that they will be able to conduct a natural, fluent 15-20 minute debate in English and consequently merit a favourable grade. As Carroll explains, 'the goal of the exercise is to enhance oral communication skills as opposed to mastering competitive debating technique' (2014, p. 7). Finally, there is time for the audience to ask questions at the end of the debate and this can also be considered as part of the grading criteria. This encourages active listening from the audience and provides further opportunities for output and criticality by the debate participants.

4. METHODOLOGY

To gain a deeper insight into how the group debate task is received by students I thought it would be beneficial to do a post-task survey asking learners a variety of questions to find out some of the positive and negative aspects of the task by collecting some feedback and comments. I wrote ten questions using the SurveyMonkey (https://www.surveymonkey.com/) application and asked six classes of lower-intermediate level learners to complete the questionnaire. The questionnaire was optional and anonymous and in no way connected to their grade. The six classes were comprised of between 14-22 learners and overall I received 89 completed surveys. The ten questions were as follows: (Q1) Are you a man or a woman?; (Q2) How old are you? (Q3) What topic did you choose for the group debate?; (Q4) Was it fun?; (Q5) Was 15 minutes for each debate the right amount of time?; (Q6) Did you think your topic and questions worked well for the debate?; (Q7) Did you enjoy other class members debates?; (Q8) Did the debate help you get to know your classmates better?; (Q9) Do you feel the debate helped improve your English communication skills?; and, (Q10) Please try to make some final comments. The average time to complete the

questionnaire was 12 minutes and many students chose to make additional comments. In the next section I will discuss each question in turn and highlight some interesting findings and results.

5. FINDINGS AND RESULTS

For the first question there was a roughly even split in the gender of the respondents, 44 (49.44%) people were male and 45 (50.56%) female. As the classes I conducted the survey with were predominately first-year university students enrolled in a compulsory English language class the vast majority of their ages were between 18-19, however, there were some second-year students who were 20 years old (11 in total) and also one student who was 21. The diversity of the topics they chose was interesting and I feel this highlights the learner autonomy the task provides. While some topics could perhaps be described as predictable or rudimentary e.g., 'summer vs. winter', 'iPhone vs. Android', a great majority were critical and often provocative e.g., 'living with family or alone', 'getting married or staying single', 'private or public high school', 'is it better to be a man or a woman', '24-hour city life (e.g., convenience stores, trains, etc.) is good or bad' etc. Question 4 generated a very positive response, as can be seen from Table 1 below, with only 1 person feeling that the task was boring and also only 1 person out of 89 people stating that it was 'not fun'. While it is impossible to say who, this single student seems to have been a higher level learner who lived in America for an extensive period. While they were significantly higher than other members of the debate group, it was slightly disappointing that they did not find some enjoyment from supporting the other members of the group, which they actually did very successfully. The question also provided some interesting comments with many people finding the task to be enjoyable and a good opportunity to learn from other members of the class e.g., 'every member of my group talked a lot', 'many people speaking together is fun and useful about my English skills'. The comments also highlight the relative difficulty of the task and, while some learners were understandably apprehensive about debating in front of an audience, the sense of success many of the learners felt was palpable. For example, 'it was hard to prepare but I had a sense of achievement!!'; 'I was very nervous, but I could speak my opinion. I was happy'; 'when I couldn't come up with nice ideas, the other members helped me. So, I could relax and keep talking. That helped me gained confidence'. This is very pleasing and I think, for the majority of learners, achieving something in English that they may struggle even in their L1 gives a great sense of confidence and a realization that they can apply their English skills to real-life authentic situations.

Table 1
Question 4: Was it fun?

It was boring	Not fun	Medium	Yes, quite fun	Yes, very fun!	Total
1	1	18	44	25	89
1.12%	1.12%	20.22%	49.44%	28.09%	

Question 5 indicated that the vast majority of learners felt 15 minutes was appropriate with 72 (82.76%) people agreeing that this was the optimum length of the debate. As I timed the assessments, however, many groups did, in fact, speak for 20 minutes. Ultimately, I feel it should be up to the discretion of the teacher to be responsive to the individual classroom environment and allow some flexibility concerning the timing of the debate. In addition, I certainly would not use a visible timer as I feel this may inhibit the group and make them more conscious that this is an assessment. A key feature of the task is fluency and I would like learners to immerse themselves in the debate, relax, and improvise as much as possible. Questions 6 and 7 both received very positive feedback and the comments indicated a very high level of engagement with the task (as you can see from Tables 2 & 3 below). For question 6 it is evident that many students worked hard to prepare for the debate and I feel the comments reflect an increased sense of motivation to study English, such as: 'yes. I think more deeply', 'because our debate was activated so much. I understood that going to European countries is very useful to study English'; 'I could speak a lot and helping others the debate made me think more deeply about my topic. So this experience is useful to teach other people'; 'I have been working hard on the topic'. Question 7 also suggests that listening to other groups was very beneficial for the majority of the audience. For example: 'I could be relaxed to listen the debate. It was very fun!'; 'especially, the last team's debate was great!! It was easy to listen what they are saying and they didn't get too nervous'; 'all groups use easy English, so I could understand easier. Also, their topics were interesting and simple', 'because teacher make comfortable atmosphere'. However, there were some learners who, perhaps understandably, felt it was difficult to follow other groups' debate: 'I could not understand English sometimes'; 'sometimes I couldn't understand content of debate'. This is similar to Zare and Othman's findings that some learners, 'considered that listening to other students debating has not been an active and educational activity' (2013, p. 1507-8). While the question and answer time at the end of the debate is useful to encourage active listening, it is true that many students did not volunteer to ask questions. Perhaps when conducting this debate again in the future I will more actively encourage post-debate questions by emphasising that it will have a positive impact on their grade, or have them take notes on another group's debate to write a summary for homework.

Table 2
Question 6: Did you think your topic and questions worked well for the Debate?

Not at all	Not really	Medium	Yes, quite well	Yes, very well	Total
3	2	26	30	27	88
3.41%	2.27%	29.55%	34.09%	30.68%	

Table 3
Question 7: Did you enjoy other class members' debates?

Not at all	Not really	Medium	Yes, quite interesting	Yes, very interesting	Total
2	2	14	38	32	88
2.27%	2.27%	15.91%	43.18%	36.36%	

I was very pleased with the overwhelmingly positive response to the last three questions. It would seem a crucial element of the fluency building process to try to make the in-class learning atmosphere as welcoming and supportive as possible. I feel it is important to encourage class interaction and for learners to build trust and friendship and I feel this is reflected very well by the results in Table 4. Some comments were also very positive and encapsulate the spirit of the debate task well: 'to help each other, I get to know them better'; 'because we talk a lot to prepare'; 'we talk a lot outside the class for the debate'; 'I could understand the feeling of my friends through the debate'. This would seem a resounding success and hopefully, through the forming of these class ties, the debate task will help cultivate a more positive class atmosphere to conduct improved fluency and teamwork activities throughout the rest of the semester. While it is difficult for learners to judge if their English communication skills have improved with any degree of accuracy, the, albeit slightly anecdotal, results of question 9 are still extremely pleasing. These very positive comments reflect these findings well: 'I can improve my vocabulary'; 'I practice very much'; 'I could get a little confidence. So I want to speak more'; 'because no script, no dictionary, it was very good practice to think quickly in English, because it was practical learning'; 'normally, I don't talk in English, but I talked very much in English in this debate'. Unfortunately, there is not enough space in this article to list too many of the comments generated in question 10. Here is a small sample of the comments which demonstrate how positively the debate task was received by Japanese university students: 'I tried to speak a lot. It was so fun!!'; 'the debate was very interesting and I had fun working on it. I think I did very good on the fact that I didn't speak too much and our group spoke equally'; 'it makes me feel better and I think it was important for me to improve my English skills'; 'the Debate improves my English skills! In the future, I want to help foreign tourist!', 'first I think debate is so hard, but I was able to enjoy debate. I feel my English growing'; 'I enjoy this class very much!! I'm looking forward to the second class and I strive to improve the skills of English more!'

Table 4
Question 8: Did the Debate help you get to know your classmates better?

Not at all	Not really	Medium	Yes, a little	Yes, very much	Total
0	2	17	40	30	89
0%	2.25%	19.10%	44.94%	33.71%	

Table 5
Question 9: Do you feel the Debate helped improve your English communication skills?

Not at all	Not really	Medium	Yes, a little	Yes, very much	Total
1	1	17	37	33	89
1.12%	1.12%	19.10%	41.57%	37.08%	

6. CONCLUSION

As demonstrated throughout this paper and highlighted in the student comments above, I feel debate is an extremely fruitful activity for language learning as it activates all four of the key skills and, if implemented appropriately, develops a great sense of achievement and intrinsic motivation among learners. I feel that the development of intrinsic motivation, cultivating your own language learning goals and building a vision of the person you want to become is crucial for successful SLA (Dörnyei, 2003; Dörnyei & Kubanyiova, 2014). In Japan, most university English classes only last for one year and, in some cases, it could be the last formal English lessons our learners ever have. Therefore, the development of an intrinsic desire to continue to learn and use English as a lingua franca both inside and outside of the classroom is a crucial element of our job. As such I feel the debate task described in this paper can certainly contribute towards this goal. I hope that this article can go some way to bolstering these claims and add to the continuing development of the ELF debate field.

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Effectiveness of Explicit Instruction in Reading Strategies for Beginner-level Students

初級レベルの学習者に対する リーディング・ストラテジー指導の効果について

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ABSTRACT

This study focuses on Japanese EFL college students at the beginner's level and investigates the students' perceptions of the effectiveness of explicit instruction in reading strategies. It examines the following three research questions: (1) How does the way the students read English change due to explicit instruction in reading strategies?; (2) How does the students' fluency in reading change due to explicit instruction in reading strategies?; and (3) Do there appear to be any other benefits of explicit instruction in reading strategies? The participants were 12 college students who took an elective course titled, Academic Reading. While reading the textbook, the students were given explicit instruction in reading strategies for three months. More specifically, scanning, annotation, skimming, taking notes, and summarizing were introduced during the course, and the students were encouraged to repeatedly use these reading strategies and to monitor their use. In order to investigate any changes in their use of strategies and their reading fluency, the same open-ended questionnaire was conducted three times during the course, and the students' answers were analyzed. The results of this study suggest that explicit instruction in reading strategies is effective in developing Japanese EFL students' English reading skills. The students reported that their ability to find the necessary information in the texts and to understand the gist had greatly improved. The students also reported a noticeable change in their reading speed. It was also found that explicit instruction in reading strategies can motivate and encourage beginner-level students to read English texts.

KEYWORDS: Reading strategies, Strategy instruction, Beginner-level students

1. INTRODUCTION

In the teaching of English reading, comprehension questions such as T/F questions, pronominal questions, and multiple-choice items are often included in reading textbooks. In fact, according to a survey by Benesse Educational Research and Development Institute (2015), 86.5% of senior high school teachers in Japan answered that they "often" or

"sometimes" use comprehension questions. In other words, Japanese college students are already familiar with comprehension questions when doing English reading.

However, the fact that students are familiar with comprehension questions does not always mean that they effectively utilize the skills associated with these questions and understand the reading materials. Especially for students at the beginner's level, conversations such as the following are frequent:

Teacher: Question No. 1. Is it True or False?
Student X: False.
Teacher: Good. Why do you think so?
Student X: Huh?

Teacher: Fill in the blank. What is your answer, (a), (b), (c), or (d)?
Student Y: (b)
Teacher: OK. Where do you find this information in the textbook?
Student Y: Eh…where?

From these students' responses, it can be assumed that beginner-level students may often answer comprehension questions without understanding or even reading the text. Nation (2009) explained the problem of comprehension questions, saying that

> from the learners' point of view, the most important information that they will gain from making an error is that they made the wrong choice and their interest will be in discovering what the right answer is rather than is discovering what they should do to avoid a similar error in the future (p. 31).

Teachers usually expect students to answer comprehension questions based on reading a text; however, the actual situation does not always fulfill this expectation, especially for students with low English proficiency. The challenge here is how teachers can encourage students to actually read English texts, to find necessary information, and to understand the content. In order to deal with this challenge, the effectiveness of encouraging reading strategies is worth investigating.

2. BACKGROUND

This study investigates students' perception of whether explicit instruction in reading strategies is effective for the development of their reading skills. This review, therefore, first concentrates on the reading strategies employed in this study. Several studies are also reviewed in order to examine the positive effects of strategy instruction when teaching reading.

2.1 Reading Strategies

According to Grabe and Stoller (2011), reading strategies are defined as "abilities that are potentially open to conscious reflection, and reflect a reader's intention to address a problem or a specific goal while reading" (p. 10). Reading strategies include connecting text to readers' background knowledge, skimming, scanning, guessing the meaning of vocabulary from context, monitoring main-idea comprehension, taking notes, underlining or highlighting, and summarizing (see Grabe & Stoller, 2011; Nation, 2009; Schramn, 2008).

Reading strategies have been considered as important for the development of reading fluency. If EFL students read texts which contain "no unknown vocabulary and grammar" (Nation, 2009, p. 72), a good silent reading speed is around 250 words per minute and a good skimming speed is around 500 words per minute. It is said that less than 100 words per minute is too slow to comprehend the text. In order for learners to read fluently or at a good speed, Nation (2009) and Grabe and Stoller (2011) explained the effectiveness of two reading strategies: skimming and scanning. Skimming means that "the reader goes through a text quickly, not noting every word but trying to get the main idea of what the text is about" (Nation, 2009, p. 70). In other words, readers try to get the gist and identify the main idea. On the other hand, scanning requires readers to search for a particular piece of information such as a particular name or a particular number.

Of course, it is no use reading faster if readers cannot understand the content of a text. Nation (2009) suggested that, while developing fluency reading, readers are expected to score 70 percent of comprehension questions correctly. Therefore, when teaching these two strategies - skimming and scanning - for fluency development, students' comprehension was also paid much attention and regarded as important.

2.2 Effects of Strategy Instruction

It is generally considered that good readers can utilize various reading strategies (Chamot, 2008; Grabe & Stoller, 2011; Nation, 2009). Since this study focuses on Japanese EFL college students with low English proficiency, this review concentrates on the previous studies whose participants were at the beginner's level and learned target language as a foreign language.

Macaro and Erler (2008) provided reading strategy instruction for 14 months to young-beginner learners in England who were learning to read French as a foreign language. They focused on the strategies which learners can employ when they face unknown words or phrases in a text; for example, scanning for familiar words and using them to guess the meaning, skipping a text, looking up many words in a dictionary, and using background knowledge. Comparing the participants' change before and after the strategy instruction, they concluded that "strategy instruction improved comprehension of both simple and more elaborate texts, brought about changes in strategy use, and improved attitudes toward reading" (p. 90).

As for Japanese college students, Adachi and Oishi (2017) provided strategy instruction for three months to Japanese college students who took a reading class. They used a reading textbook, *Making Connections 3* (2013, Cambridge University Press), which focuses on reading skills and strategies. In their strategy instruction, they encouraged

the students to understand paragraph structure, guess the meaning of unknown words or phrases from the context, and their background knowledge. Before and after the course, the students took a reading test, which was prepared by the researchers and extracted from the reading comprehension part (Part VII) in the TOEIC test. The researchers pointed out that strategy instruction improved the scores of the reading test. They also suggested that "students with lower and middle-level proficiency could grasp the text better as a whole as a result of strategy training" (p. 57).

Based on these studies, it appears that strategy instruction is beneficial for developing students' reading skills. If really so, the teaching of reading strategies to students, especially those with low English proficiency should be highly recommended. However, it has also been pointed out that research on the effects of strategy instruction is not enough. Grabe and Stoller (2011) suggested that "research on reading strategies in L2 contexts is surprisingly limited, despite many discussions of the importance of reading strategies to improve students' reading abilities" (p. 112). Chamot (2008) also concluded that "while we have learned much about the usefulness of including the kinds of strategies used by good language learners in target language education, much still remains to be investigated" (p. 276). More research is needed on the effects of reading strategy instruction.

2.3 Research Questions

Based on the previous studies, this study focuses on students' perceptions and investigates whether strategy instruction can be beneficial in developing the English reading skills of Japanese EFL students, especially those at the beginner's level. Through the students' perceptions of their own English reading, this study examines the following three research questions:

(1) How does the way the students read English change due to explicit instruction in reading strategies?
(2) How does the students' fluency in reading change due to explicit instruction in reading strategies?
(3) Do there appear to be any other benefits of explicit instruction in reading strategies?

3. METHODS

3.1 Participants

The participants were 12 Japanese college students who took an elective course called "Academic Reading" of which the researcher was in charge. All of them were non-English majors, and their English proficiency was at the beginner's level. More specifically, most of them neither passed nor even tried to take Grade 3 of the "EIKEN" English Proficiency Test in Japan, which corresponds to A1 level of the CEFR. At the beginning of the course, they commonly reported to the researcher that they were not confident in reading English. Prior to commencing the study, all the participants gave informed consent to the researcher.

3.2 Procedure

The researcher conducted the lessons as the teacher of the course. The textbook used during the course was *Select Readings, Pre-Intermediate* (Oxford University Press, 2011) whose CEFR level is A2. The textbook was chosen by the researcher. Each chapter includes an article of approximately 400 to 600 words with comprehension questions.

While reading the textbook, the students were given explicit instruction in reading strategies for three months. The students read one article every week, except in the weeks for the reviews, mid-semester and final exams. In order to investigate the changes in their use of strategies and their fluency in reading, the same open-ended questionnaire was conducted three times during the course, and the students' answers were analyzed (see Table 1).

At the beginning of the course, the expression to indicate the location in the reading text, "Paragraph X, Line Y," was introduced. Then, in the first three weeks, the students followed the following sequence:

(1) Read the comprehension questions first.
(2) Don't try to translate every single word. Instead, look at the text, and search for a particular piece of information (scanning).
(3) Underline or highlight the sentence (annotation).
(4) Answer the comprehension questions, and at the same time, answer where the information was found using the expression "Paragraph X, Line Y."

Using the above procedure, when the students answered T/F questions for example, they had to (1) read the statement written in the textbook, (2) search for the sentence or phrase which supports or denies the statement, and (3) underline or highlight the sentence. Then, the students had to (4) answer the questions as follows.

Teacher: Question No. 1. Is it True or False?
Student X: False.
Teacher: Good. Why is it F? Where did you find the information?
Student X: "Paragraph X, Line Y."

In the fourth and fifth weeks, the students were encouraged to explain what is stated in each paragraph either in English or Japanese. In order to do so, skimming and summarizing were additionally introduced. Before looking at the questions on the textbook, the researcher let the students read each paragraph and take notes to explain what is written in each paragraph. The students were also encouraged to take notes or annotate in the margin.

From the sixth week on, the students were encouraged to repeatedly use scanning, skimming, summarizing, annotating, and taking notes. At the end of each lesson, the students were also encouraged to reflect and monitor which strategies they had used while reading the textbook.

As for the reading speed, from the first week on, the researcher let the students know every five minutes while they were reading the textbook. Students were encouraged

to write a slash mark ("/") or any mark in the textbook so that they could trace how many sentences they could read within every five minutes. As mentioned in 2.1, it is said that a good silent reading speed is around 250 words per minute (Nation, 2009); however, because the beginner-level students lacked enough vocabulary and grammar, it seemed to be reasonable to set a moderate goal so reading fluency was monitored every five minutes, not every minute.

Table 1
Schedule of the Course

	Date (in 2019)	Content	Word Count	Strategy Instruction	Questionnaire
1	April 11	Chapter 1	427	Scanning, Annotation	
2	April 18	Chapter 2	449	Scanning, Annotation	
3	April 25	Chapter 3	588	Scanning, Annotation	1st time
4	May 9	Chapter 4	443	Scanning, Annotation Skimming Summarizing Note-taking	
5	May 16	Chapter 5	585	Scanning, Annotation Skimming Summarizing Note-taking	
6	May 23	Review (Chap. 1-5)			
7	May 30	Mid-semester Exam			2nd time
8	June 6	Chapter 6	451	ALL, Monitoring	
9	June 13	Chapter 7	592	ALL, Monitoring	
10	June 20	Chapter 8	613	ALL, Monitoring	
11	June 27	Chapter 9	538	ALL, Monitoring	
12	July 4	Chapter 10	476	ALL, Monitoring	
13	July 11	Chapter 11	496	ALL, Monitoring	
14	July 18	Review (Chap. 6-11)			3rd time
15	July 25	Final Exam			

As for the medium of strategy instruction, not only English but also Japanese (the students' L1) was used based on what Chamot (2008) suggested.

> Beginning level language students do not yet have the proficiency to understand explanations in the target language of why and how to use learning strategies. However, if learning strategy instruction is postponed until intermediate or advanced level courses, beginners will be deprived of strategies that can

make their language learning more successful and increase their motivation for further study (p. 274).

It was true that explaining in Japanese was necessary for the first three weeks, but gradually, the students became able to understand English-only explanations. This is partly because of their development of English listening skills, but more than that, it can be considered that the students came to be familiar with reading English texts while using reading strategies.

4. RESULTS AND DISCUSSION

As noted in 3.1, the same open-ended questionnaire was conducted three times during the course (see Table 1). The questionnaire was conducted in the students' L1 (Japanese)[1], and consists of the following three items.

(1) Do you feel that there has been any change in the way you read English before and after taking this course?
(2) Do you feel that there has been any change in the speed of your reading English before and after taking this course?
(3) Do you have any other comments about this course?

4.1 Students' Perceptions of Their Use of Reading Strategies

First, regarding the research question (1) How does the way the students read English change due to explicit instruction in reading strategies?, 100% (all 12 students) answered that their ways of reading English had changed. The students reported that, instead of translating every sentence, their ability to find the necessary information in the texts and to understand the gist was highly improved. In other words, they became able to use scanning and skimming. Several students showed noticeable changes in their comments as follows (emphasis was added by the researcher):

> Student A (male, 2nd year)
> Before: "I translated every English word into Japanese and tried to understand the content."
> After 14 weeks: "I can **pick important parts** from the text."
>
> Student B (female, 3rd year)
> Before: "I could not read or understand an English text at all."
> After 7 weeks: "I became able to pay attention to and **focus on the gist** while reading."
> After 14 weeks: "I feel I became able to read an English text. I became able to infer the meanings of unknown words from the context."

1 Questionnaire items and students' answers cited in this paper were translated from Japanese to English by the researcher.

Student C (male, 3rd year)
Before: “When I found unknown words, I stumbled and stopped reading, which affected my reading comprehension negatively.”
After 3 weeks: “I became able to **get the main idea** of what the text is about.”
After 7 weeks: “I became able to identify the subject of each sentence.”
After 14 weeks: “I can **identify the important parts** in each paragraph. This helps me **understand the gist of the story** without translating every sentence. Understanding the gist helps me understand detailed information.”

4.2 Students’ Perceptions of Fluency Development

Secondly, regarding the research question (2) How does the students’ fluency in reading change due to explicit instruction in reading strategies?, all 12 students (100%) answered that their speed of reading English had become faster (see Figure 1). After three weeks, four students answered that their speed had become “faster,” six students answered, “a little faster,” and two students answered that their speed did not change. However, after 14 weeks, no student answered that their speed did not change while four students answered that their speed had become “much faster.”

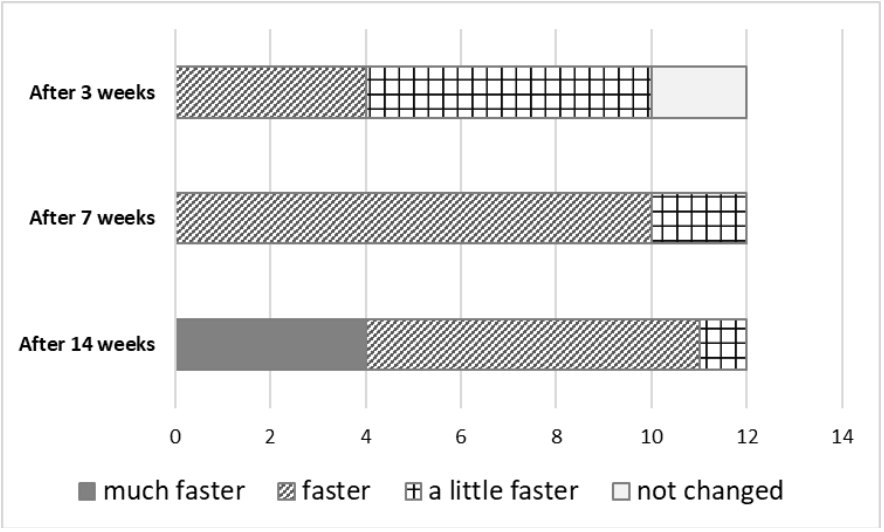

Figure 1. Students’ perceptions of their change in reading speed

The students’ questionnaire also showed some reasons why their reading speed increased. First, they stopped translating English into Japanese. By skimming which is the strategy they newly acquired, the students found it possible to comprehend the basic ideas in texts without translating every sentence. Secondly, through summarizing each paragraph, they became able to grasp the main idea of each paragraph so that they were not confused while reading even long sentences.

Student D (female, 2nd year)
Before: “I could not comprehend texts unless I translated every English word into Japanese. Because of this translation, it took a long time.”

After 14 weeks: “I can make inferences and guess meaning from the context. I am happy that I became able to read fluently.”

Student E (female, 2nd year)
Before: “While reading, I often got lost and wondered where I was in the text, and I had to read the same part again and again.”
After 14 weeks: “By reading each paragraph, I can reflect on and organize my comprehension in mind.”

4.3 Positive Influence on Motivation

Finally, regarding the last research question, (3) Do there appear to be any other benefits of explicit instruction in reading strategies?, the students’ comments showed that explicit instruction in reading strategies can encourage and motivate beginner-level students to read English texts. Below are some examples of their comments.

- “I believed I was poor at reading English, but now I don’t feel like that.”
- “I gained confidence in reading English.”
- “I realized that even I can read and understand English. I gained confidence.”
- “I really enjoyed reading long sentences in English.”
- “My resistance to English reading disappeared. I want to try to read the English translation of Haruki Murakami’s *Norwegian Wood*.”

5. CONCLUSION

This study examined students’ perceptions and investigated the effectiveness of explicit instruction in reading strategies in the development of students’ reading comprehension. First, explicit instruction in reading strategies can have a positive effect on the development of Japanese EFL students’ English reading skills. Above all, the students reported that their ability to skim and scan the texts improved greatly. Secondly, explicit instruction in reading strategies can contribute to fluency development. All of the students (100%) perceived their development in reading fluency. Finally, it was also found that explicit instruction in reading strategies is effective for the enhancement of beginner-level students’ motivation to read English texts.

It cannot be denied that this study has several limitations which should be examined in a follow-up study. First, this study had no objective comparison between an experimental group with strategy instruction and a control group without it. Also, the number of participants was exceptionally small. Due also to the limited time available to conduct an objective reading test before and after the course, this study could not provide objective data which confirms students’ subjective self-perceptions. In the follow-up study, “accuracy in students’ reading,” which can be measured by a reading test, and “fluency in students’ reading,” which can be measured by timed-reading and word count, are necessary to be examined. Finally, all participants were taking an elective English course “Academic Reading”; therefore, there is the possibility that they were more motivated than the average Japanese college students at the beginner’s level.

In spite of these limitations, the results of this study showed that explicit instruction

in reading strategies can be a useful means of developing English reading skills in EFL contexts. Above all, for beginner-level students, strategy instruction is very beneficial because it encourages them to actively read, find necessary information to answer comprehension questions, and comprehend texts. Strategy instruction also contributes to fluency development in reading and brings positive influences on motivation. By introducing strategy instruction, comprehension questions also appear to work more effectively and efficiently in teaching reading.

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Liven Up the English Classroom with Academic Learning: Examples from Cognitive Psychology

学問で英語クラスを活気づけよう: 認知心理学からの実例

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ABSTRACT

Topics in merchandised university English coursebooks are not necessarily interesting to students. By providing example activities on cognitive psychology topics, the present paper discusses one way of making the classroom a more exciting and engaging place to study English, along with academic content through English.

KEYWORDS: English language teaching (ELT), English medium instruction (EMI), Cognitive psychology

1. INTRODUCTION

Widely marketed university coursebooks of English for (General) Academic Purposes or EAP largely avoid proactive topics, commonly known as PARSNIP, which are politics, alcohol, religion, sex, narcotics, isms (e.g., communism), and pornography or pork (Galloway, 2018; Gray, 2000). Activities in these 'uncontroversial' textbooks can be too insipid to encourage student engagement in learning. In reference to Airey's (2016) language-content continuum, the present paper suggests moving from EAP (i.e., language) towards English Medium Instruction or EMI (i.e., academic content) with the help of classical topics in cognitive psychology. Given that Japanese students educated in Japan tend to take EMI as the opportunity to learn language (Murata & Iino, 2018), EMI has the potential to promote more active and purposeful language use through stimulating and fascinating content.

As such, it is not the author's intention to encourage fellow English instructors to discuss controversial topics, such as PARSNIP, in their classrooms. Rather, he would like to demonstrate that incorporating academic learning into our teaching may be key to more student engagement in classroom activities. To this effect, what follows offers examples of classroom practices.

2. EXAMPLE ACTIVITIES

This main section introduces four classical topics in cognitive psychology, which may be used in the university English classroom for students across different English capabilities and from different disciplines. These topics are Wason's (1966) four card problem (see 2.1), availability and representative heuristics (Kahneman & Tversky, 1972; Tversky & Kahneman, 1973; see 2.2 & 2.3), and change blindness (Simons & Levin, 1998; see 2.4). Figures 1 to 5 below are the actual slides the author has used in his teaching[1].

2.1 Wason's (1966) Four Card Problem

Based on a series of experiments reported by Wason & Shapiro (1971), we can include challenging but entertaining activities in class. Students will be shown four cards and given a rule to verify. Their task is to determine if the rule is being followed by selecting two cards out of the four to turn over.

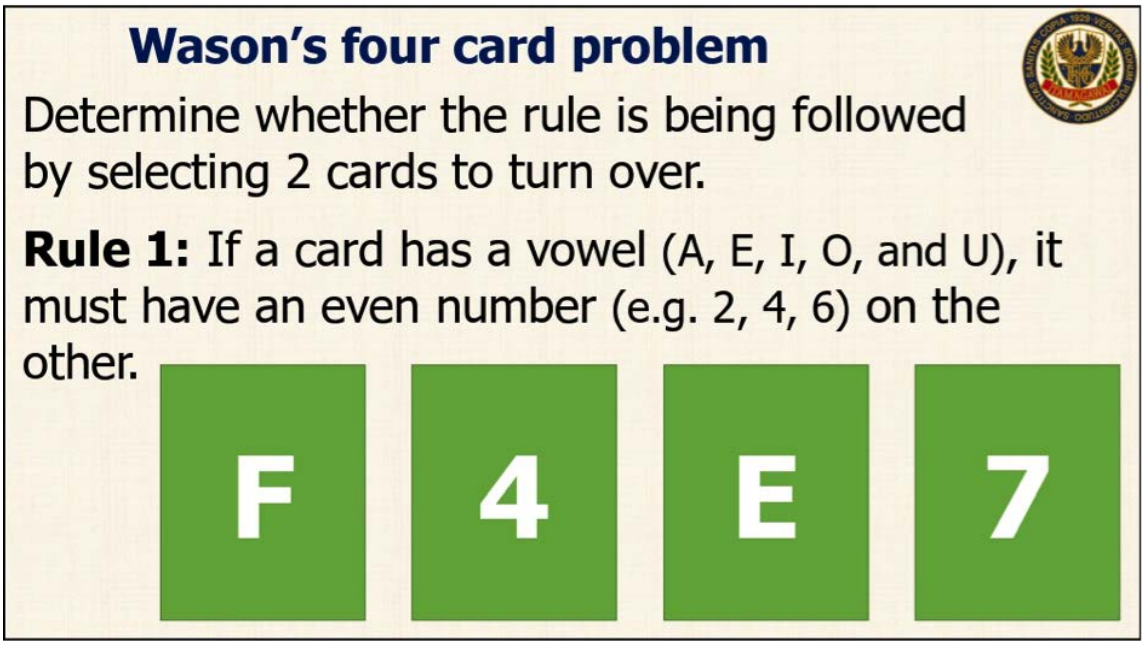

Figure 1. Wason's four card problem: Letters and numbers

It is worthwhile to explain what vowels and consonants as well as even and odd numbers mean to students. Obviously, while A, E, I, O, and U are the only vowel letters in English, there are infinite even numbers. Each card has a letter on the one side and a number on the other side. For example, the leftmost card (i.e., "F") has some number printed on the back side, and the next one (i.e., "4") has some letter on the reverse side.

A good number of students are likely to select the middle cards (i.e., "4" and "E"). At first sight, their decision is reasonable since the rule is about even numbers and vowels. However, it does not matter whether the other side of "4" is a consonant because consonant cards are irrelevant to the rule (i.e., "If a card has a vowel"). In other words, the rule does

1 These slides will be compiled, together with others, as teaching material for one module at Tamagawa University's Center for English as a Lingua Franca (see Ishikawa & McBride, 2019).

not say anything about consonants. After all, people may all suffer from confirmation bias, that is, the tendency to confirm rather than disconfirm information. To borrow Anderson's (2015) words, "[t]he number of people that make the right combination of choices, turning over only the E and the 7, is often only about 10%, which has been taken as a damning indictment of human reasoning" (p. 243).

Human reasoning often fails, and Wason's (1966) four card problem shows how good people are at modus ponens and tollens respectively.

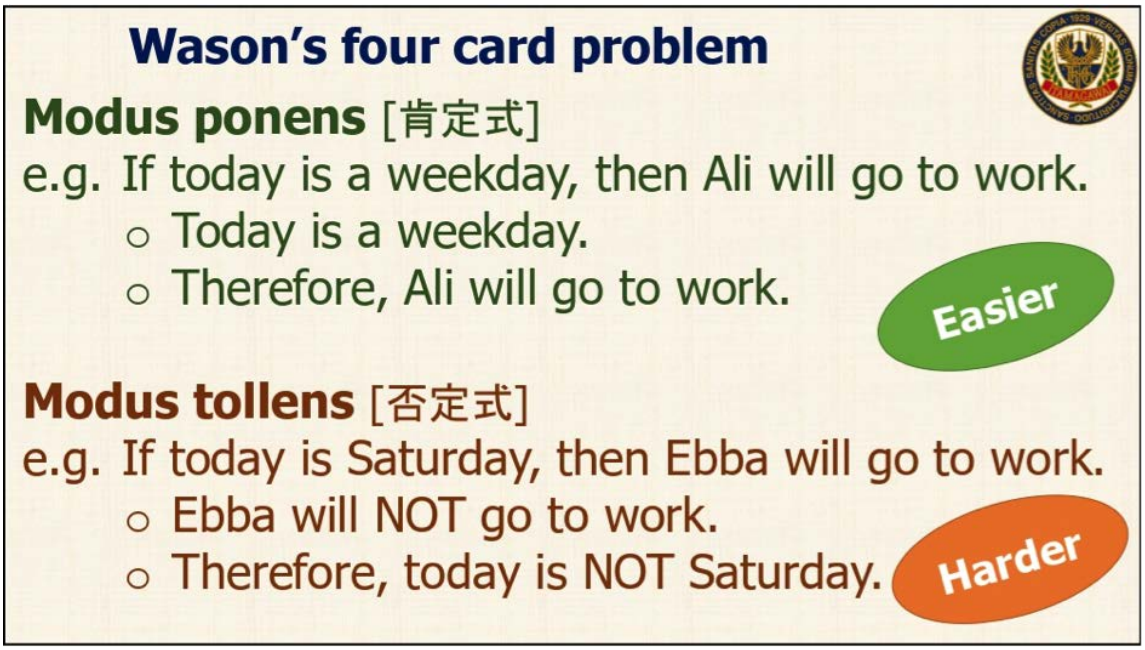

Figure 2. Modus ponens and tollens

In the case of Rule 1 in Figure 1:

- Modus ponens (i.e., if *p* then *q*): If a card has a vowel, then it must have an even number on the other.
- Modus tollens (i.e., if *not-q* then *not-p*): If a card does not have an even number, then it must not have a vowel on the other.

The former logic requires task-takers to turn over "E" (i.e., a vowel), and the latter logic necessitates checking "7" (i.e., not an even number).

Students may want to try another card selection task. In the hope of more correct responses, we can state a problem in concrete everyday terms in relation to familiar everyday experiences.

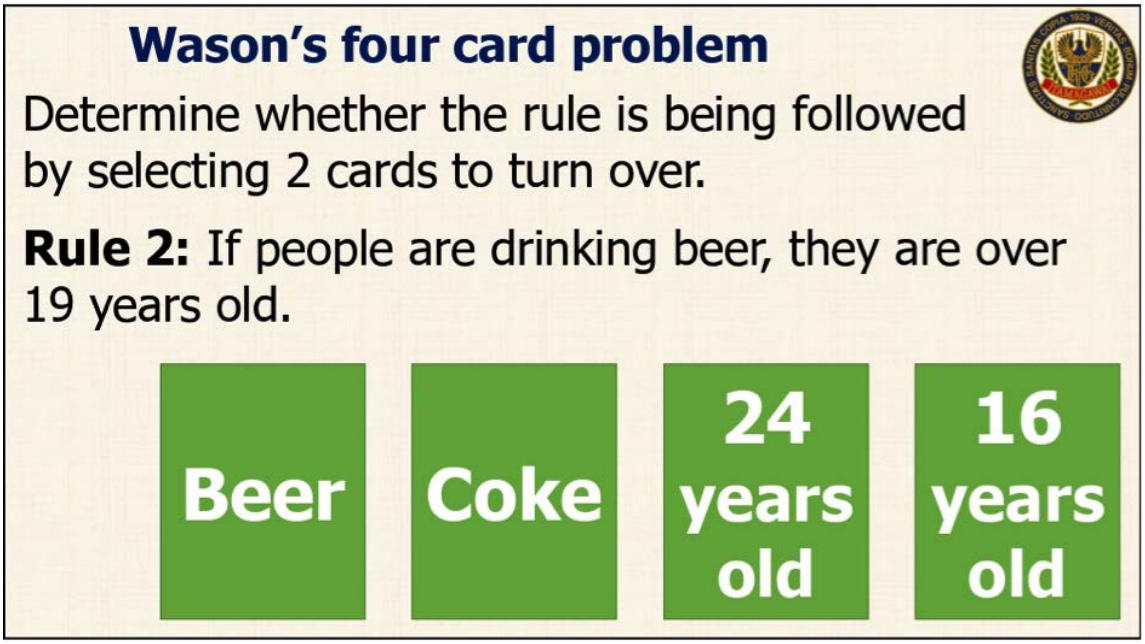

Figure 3. Wason's four card problem: Drinks and ages

A few students might not be familiar with the word "coke", which is short for Coca-Cola, and more importantly, a soft drink.

We can encourage small group discussion and make links to our textbooks. As an example, we can use the following boldfaced expressions from our current reading textbook for ELF101-102 courses (Ackert, Lee, Hawkins & Back, 2014, p. 77):

I think we should turn over ____ and ____.

- **Yes, I agree. / Yes, I know. / Yes, I think so, too.**
- **Well, maybe.** / You may be right. / **I'm not sure about that.**
- **Well, I don't think so.** / You don't say. / No way.

We may ask each group to reach agreement on the two cards to be selected through discussion, and share their ideas with the class afterwards.

This time, many students will probably select the correct cards: "beer" and "16 years old". We should better not forget to praise students for their active participation in class and for their better reasoning in the second card selection task.

2.2 Availability Heuristic

Another area we can use to promote student discussion is what is called availability heuristic (Tversky & Kahneman, 1973) to be explained later. We can create classroom activities in accordance with interests of local learners, and Kusano (2016) seems to serve this purpose.

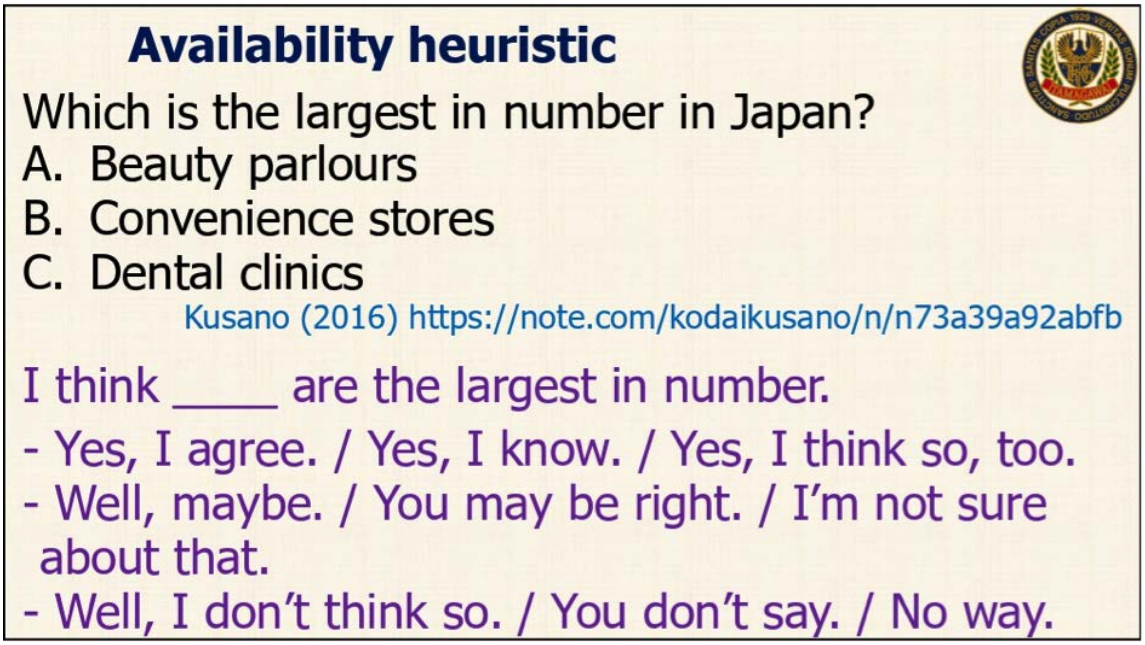

Figure 4. Availability heuristic

It is a good idea to make sure that all students understand the above three options, and that beauty parlours are different from barbershops. At this stage, we need not, or ought not to, explain what availability heuristic is like. Note that the same expressions as in 2.1 are 'recycled' in Figure 4. Students will be able to proceduralise textbook expressions by using them on different occasions.

Again, we may encourage small group discussion to reach agreement on one of the three options as a group. This procedure will not take so much time since many students usually think that convenience stores are the largest in number. A few groups may choose dental clinics instead.

In reality, however, Japan has over 220,000 beauty parlours, far exceeding 35,100 convenience stores and 68,700 dental clinics (see Kusano, 2016). While more updated governmental statistics are not available, it would be fair to say that the first option (i.e., beauty parlours) is the factual answer to this three-choice question.

Human cognition is not perfect. In Tversky and Kahneman's (1973) original experiment, people commonly perceive that there are more words beginning with *k* than having *k* as the third letter, even though the opposite is true. With first letters a good memory cue, it is much easier to think of the former than the latter.

Likewise, in the case of the above three-choice question, convenience stores easily occur to students' mind as the places they regularly use. Even if they spend more money at beauty parlours than at convenience stores, they use the former far less often. On a side note, more convenience stores are normally available around railway stations. Tamagawa University, where we work, is close to a station, and its students inevitably see different convenient stores while walking to and from the university.

As seen in both Tversky and Kahneman (1973) and Kusano (2016), the more memorable or striking examples are, the more likely people are to judge their occurrence

in real life. To put it differently, people are liable to make a probability judgment of a given item by its retrieval fluency (e.g., Reber, 2017), that is, how easily its examples come to mind.

To convince students further, we can add an anecdote like this: Student A has three close friends in her English class, and none of the three likes studying English. She tells her mother at home loudly that everyone in the class dislikes studying English even if a dozen other students in the same class feel the opposite way. Having heard this anecdote, we may see students smiling or laughing. We tend to exaggerate what easily comes to mind. Again, we may want to praise students for their understanding academic content through English.

2.3 Representative Heuristic

Similarly, we are prone to judge by representativeness or characteristic features without regard to base rate or statistical probability. To put it technically, we often use the representative heuristic (Kahneman & Tversky, 1972). The following example is adapted from Swinkels (2003).

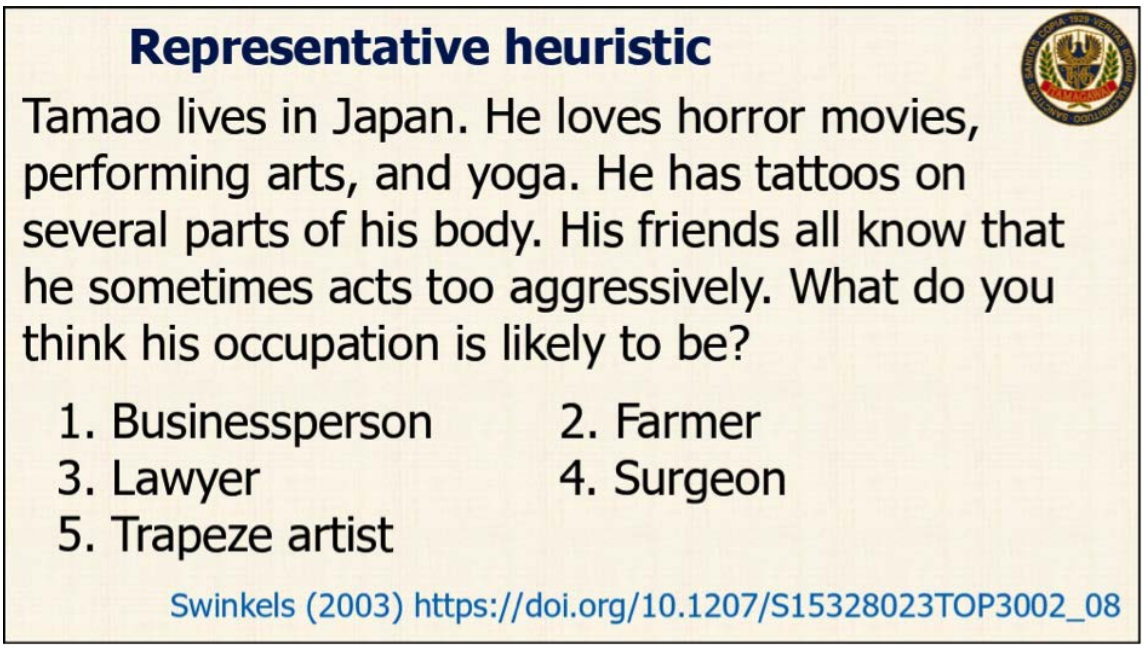

Figure 5. Representative heuristic

It is likely that students at Tamagawa University are familiar with what its Performing Arts department is like and therefore with this term (i.e., performing arts), but that some of them are unfamiliar with the words "aggressively" and "occupation" as was the case in the author's ELF101-102 class. When the author used this slide, Naomi Osaka created a sensation in the media by winning the 2018 United States Open tennis tournament. He took the second-place winner Serena Williams as an example of *aggressive* athletes, and referred to Williams' and Osaka's *occupation* as playing tennis. Also, we can allow students to search by image through the Internet and discuss what trapeze artists are like, as well as other occupations in Figure 5 as necessary.

Yet again, we may encourage small group discussion to decide on one of the five options. We can 'recycle' any set of textbook expressions and put them in a communicative context (see 2.2). Different ideas will emerge from different groups, making the subsequent class discussion lively. It is true that the description of the person named Tamao seems to be suggestive of a performer. Importantly, however, the number of any of the other options (i.e., business people, farmers, lawyers, and surgeons) is significantly higher than that of trapeze artists in Japan and elsewhere. Disregarding this base rate information, students may well be swayed into believing that Tamao belongs to a circus troupe. Given that 60.04 out of 67.24 million workers in Japan are categorised as business people as of 2019 (Statistics Bureau of Japan, 2020), it is the most reasonable to consider him to be a businessperson. Students will be 'all ears' to this explanation, perhaps wondering why they have ignored the base rate information themselves.

2.4 Change Blindness

If we left the classroom shortly and came back with a different tie or scarf, how many students would notice the change? To the same effect, we may show the first 38 seconds of NOVA's (2011) video clip to see whether students will notice a change of persons within a brief story.

Simons and Levin's (1998) well-cited experiment on change blindness is reproduced in the same video clip of NOVA (2011, 1'40''–2'35''). In their study, an experimenter stopped pedestrians and asked for directions (see Figure 6). While talking, they were interrupted by 'workers' who were carrying a large board and passing between them. Even though one of the workers replaced the original experimenter during that interruption (see Figure 7), around half of the participants did not notice the change, thus illustrating how greatly contextual information affects our perception of the world.

Figure 6. Change blindness: Asking for directions, captured from NOVA (2011, 2'07")

Figure 7. Change blindness: Asking for directions, captured from NOVA (2011, 2'09")

Once students get the idea that people are often biased by contextual information and thereby unable to keep track of current information, we can show another video clip, such as Chambers (2016), in which instructions are given in English. Chambers (2016) starts with the text instruction, "You're about to see two images switching back and forth in rapid succession" (0'00''–0'03''), and includes three tasks of this kind (see Figure 8 for the first task as an example). Students will be glued to the quickly alternating images, possibly forgetting the fact that they are reading instructions in English and listening to our explanation through English, rather than their mother tongue.

Figure 8. Change blindness: Two switching images, captured from Chambers (2016, 0'13"–0'17")[2]

With students, we will experience "[t]he inability to detect a change in a scene when the change matches the context" (Anderson 2015, p. 366). At the same time, we will observe students' ability to enjoy and learn about cognitive psychology.

3. CONCLUSION

Classical topics in cognitive psychology may provide English classes with a lot of fun. We can facilitate English use when it is combined with academic learning which is both intellectually intriguing and relevant to everyday life. Wason's (1966) four card problem, availability and representative heuristics (Kahneman & Tversky, 1972; Tversky & Kahneman, 1973), and change blindness (Simons & Levin, 1998) are among good examples. They highlight the human tendencies to have a confirmation bias, overweight what easily comes to mind, ignore base rate information, and not to see changes in a visual scene respectively. We can find similar examples in Anderson (2015) and other cognitive psychology textbooks.

By identifying weaknesses in cognition, we may be able to think more carefully and effectively. By finding a place of learning these weaknesses in the English classroom, we may be able to bring more excitement and engagement in studying English as well as academic content through English.

2 Note the difference in colour of the trousers worn by the person on the far left.

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Quizlet® Live for Vocabulary Review

語彙レビュー用ための クイズレットライブ

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ABSTRACT

This paper discusses the effectiveness of Quizlet® Live for a review activity over the traditional methods that did not use technology in English classrooms at the university level in Japan. As technology evolves, the classroom methodologies have been evolving too. Learning the English language with the help of applications on smartphones is now entirely in vogue among foreign language learners. These game apps spice up the students' learning process on a larger scale. Twenty intermediate level students in Tama University of Global Studies reviewed the vocabulary learned in the spring term through traditional methods that did not use technology and in the fall term with the help of Quizlet® Live, a modern method that uses technology. This followed a worksheet activity to match the vocabulary with its meaning. The results indicated that using Quizlet® for a review attracted greater engagement of the learners for vocabulary acquisition than the traditional method. By working effectively, these game apps add a new dimension to our teaching. It gives a break from the traditional classroom while still reinforcing the skills the students are learning.

KEYWORDS: Quizlet®, Gamification, Review, Vocabulary acquisition, CALL, MALL

1. INTRODUCTION

In 2019, technology plays an essential role in our day to day lives. This is also evident in today's classrooms where technology has brought a significant change in learning. More and more chalkboards are now active boards; homework is paperless, and most of the students have an electronic dictionary. These trends offer innovative solutions and contribute to a more impactful learning experience. Reynolds (2016) notes in his blog that:

> Since TESOL was founded in 1966 as an association for English language teachers, one of the most profound changes has been the rise of technology as a tool for language learning. The technology

> has moved from being a tape recording in a language laboratory to a program in a computer lab, and now as an application on a mobile device, it has become clear that providing language practice—something teachers have always thought of like their job—can be done better by technology.

The millennials are called the "Digital Natives" because of their familiarity with information and communication technologies. Rodriguez (2018) vindicates that technology possesses a challenge that teachers cannot escape learning how to exploit it to offer new learning experiences. The researcher had been using Quizlet for a while for vocabulary acquisition but had never used the Quizlet Live option. Good feedback about Quizlet Live from colleagues motivated her to research more about it, primarily for a vocabulary review. The objectives of this study fundamentally focus on the following:

- To determine if Quizlet attracted greater engagement from learners than a traditional method that did not use technology when reviewing vocabulary.
- To determine if Quizlet helped the students to retain and memorize the vocabulary after the review more effectively than the traditional method.
- To explore whether Quizlet motivated students to learn the vocabulary and complete the activities more than after a more traditional approach that did not use technology.

2. LITERATURE REVIEW

The application of computer-assisted language learning (CALL) in today's classrooms has expanded the L2 learning and teaching field. All these are a part of transitions made by language instructors throughout generations. In this 21st century, the field of second language education and learning has significantly become technology-oriented. Today's millennial students always interact with digital technology. In a recent Japanese study, researchers observed greater ownership of smartphones among teenagers in Japan (Cote, Milliner, Flowers, & Ferreira, 2014). This unveils the millennials' usage of smartphones in Japan for educational use. As a result, today's teachers face many challenges in their ESL classrooms. Figueroa (2015) describes that today's digital learners process information differently, and the educational system does not fit their needs. Consequently, in recent years there has been an increasing interest among researchers and teachers in the use of games and game dynamics in the classrooms.

Today's ESL teachers are battling towards fulfilling the expectations of today's learners in their classrooms. Laremenko (2017) stipulates that for engaging the learners, educators are looking for opportunities to integrate gamified methods in the classroom. Subsequently, they are always in search of new ways and means to fulfill the digital natives. Premeranthe (2017) specifies that teachers should accept the challenge of finding new avenues to meet the expectations of the 21st century. He also indicates that digital

natives are no longer motivated through traditional language programs. The advent of technology and smartphones allows students to experience the learning process in another form. Today's app revolution provides a new trend in this modern teaching era. These apps provide different spectrums to language learning. It offers a break from the traditional classroom giving a different dimension for learning while still strengthening the skills the students are learning.

The researcher makes it a practice to review the vocabulary learned. Vocabulary acquisition experts (e.g., Nation, 2001; Schmitt, 2008) advocate review and repetition for vocabulary to be acquired effectively. A review is to relearn and retain what we have already learned in the class. It depends on the class's situation; it could also be something learned in the previous lesson/class. It is also practicing the learned content to retain it for a long time. When we learn information, we remember it best immediately after we have learned it. To remember what we have learned over the long-term, we need to move the learned information from short-term memory into long-term memory. It takes time and motivation to commit information to long-term memory, and reviewing information helps us do this.

Brown (1994) sees motivation as an obligatory personality factor that a learner needs to acquire a new language. Lepper (as cited in Figueroa, 2015) pointed out that people become extrinsically motivated to perform an activity to obtain some reward or punishment. Muntean (2011) noted that gamification combines the two types of motivation (intrinsic and extrinsic) using extrinsic rewards like points to improve engagement while intrinsically motivating them towards achievement, mastery, autonomy, and a sense of belonging. Also, competition, social interaction, and cooperation in helping second language learners become motivated. The researcher felt that during any student-centered activity, the extrinsically motivated students do not perform up to their potential. Therefore, the researcher was always researching ways to aid the extrinsically motivated students to perform equally with the intrinsically motivated students in a student-centered activity. Hence, the researcher wanted to identify if technological gamification aids both groups of learners equally.

Mobile-assisted language learning (MALL) has proved to be a successful way to learn L2 vocabulary in this millennium. In their 2012 study, Azabdaftari and Mozaheb found that mobile devices could be used to improve students' L2 English vocabulary. The researchers compared the efficiency of mobile devices versus traditional methods that did not use technology. In their findings, they concluded that the mean score of the group that studied vocabulary via mobile phones was much higher than the other group. Lu's (2008) also found that participants' of the study of MALL and print media both made statistically significant progress in recognizing the vocabulary words during the vocabulary post-test scores; however, the mobile phone group scored better in their post-test.

With over 100 million user-created study sets and over 50 million active users every month (Quizlet, 2019), Quizlet is one of the most widely used vocabulary acquisition systems. While teachers and students can use the software on a PC, there is also a free mobile app that could be used both on Apple iOS and Android platforms. Many researchers have investigated the benefits of using Quizlet to study vocabulary. Sanosi (2017) investigated Quizlet's effect on vocabulary acquisition for L2 English learners whose

L1 was Arabic. The study incorporated an experimental research design and it evaluated the acquisition of vocabulary lessons from the assigned lessons in their syllabus. Sanosi found Quizlet to be a suitable approach for vocabulary learning as the treatment groups scored significantly higher in the post-vocabulary test. In another study, Danka (2017) used Quizlet to investigate Thai students' attitudes towards foreign language learning with technology. The results indicated that all learners had a very positive attitude towards Quizlet. Ashcroft and Imrie (2014) used the Substitution Augmentation Modification Redefinition (SAMR) Model to analyze the benefits of Quizlet and exclaimed that it redefines the vocabulary learning experience for the language learning students. Other researchers have also concluded that Quizlet had a higher engagement or performance (i.e., higher vocabulary test scores) of Japanese students (e.g., Barr, 2016; Chien, 2015; Lander, 2016; Milliner, 2013). This research paper attempted to identify if Quizlet attracted a more significant share of engagement during language learning. It also aimed to determine if it helped learners memorize vocabulary and retain the language learned more efficiently over a traditional method that did not use technology.

3. METHODOLOGY:

The total number of students participating in the study was 20. The respondents were first-year students aged eighteen to twenty from the Academic English Program. They were from different departments of Tama University's School of Global Studies, Japan.

3.1. Spring Term Review

The author was teaching academic reading to the freshmen class. The academic reading book, "Reading Explorer 1" by Cengage Learning (Douglas & Bohlke, 2015), was used for both the spring term and the fall term. The book has 12 chapters. The first six chapters were taught in the spring term and the next half in the fall term. Each chapter featured ten vocabulary items. The program had two smaller vocabulary tests and an end-of-semester test concentrating on reading and vocabulary focusing on the same words featured in the textbook. Throughout the course, the teacher emphasized vocabulary acquisition by recycling the words learned earlier in the course. Figure 1 shows the spring term review method. After teaching the vocabulary, the teacher would review the vocabulary through a traditional method that did not use technology. Before reviewing, the students completed a vocabulary sheet that had the words and meanings to study silently for a few minutes. Figure 2 shows the vocabulary sheet given to study after eliciting and teaching the vocabulary.

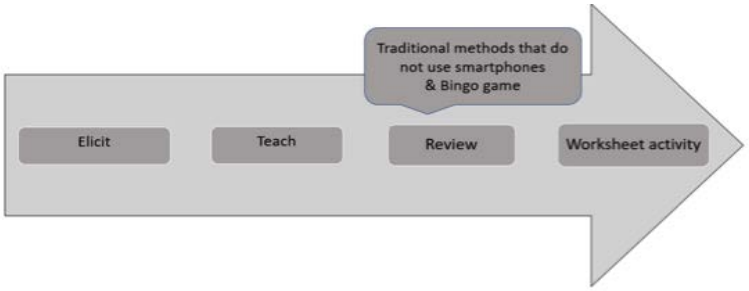

Figure 1. Spring term review method

Lesson 3A

	Vocabulary	Translation	Meaning
1.	Backgrounds	背景	The kind of family one comes from and the kind of education one has
2.	Issues	問題	A subject that people argue about or discuss
3.	Peace	平和	A state of quiet and calm; not war
4.	Female	女性	Referring to women and girls
5.	Attitudes	態度	The way one thinks and feels about something
6.	Clubs	クラブ	A place, like a nightclub, where people go for entertainment
7.	Audience	聴衆	A group of people who watch or listen to a play, concert, movie, television program, and so on
8.	Belong	属する	To be the property of a person or thing
9.	Dream of	の夢	To indulge in daydreams or fantasies about something greatly desired; to, hope for
10	Despite	にもかかわらず	Even though; used to introduce a fact that makes something surprising

Figure 2. Vocabulary sheet

The review activity followed. It was mainly a student-centered activity, intending to practice vocabulary words. A vocabulary bingo game was used during spring term . In the bingo game, the students wrote nine vocabulary words on a bingo card. Then, as the teacher reads the definition of the word, the students determine what the vocabulary word was. Once a student got all of the words in a row they could call out 'bingo'. This was followed by a free activity of bingo where the students were grouped into threes and one student read the meanings of the words while the other two raced for bingo. Roles were changed and the groups played a further two rounds. The review took twenty minutes and a worksheet activity followed. In the worksheet, the students had to match the vocabulary

with the meaning by writing the number of the vocabulary in the answers column. The first one is done as an example. Figure 3 shows the vocabulary worksheet used in the spring term.

Lesson 3A

	Vocabulary	Meaning	Answers
1	Backgrounds	A group of people who watch or listen to a play, concert, movie, television program, and so on	
2	Issues	The kind of family one comes from and the kind of education one has	1
3	Peace	To be the property of a person or thing	
4	Female	Referring to women and girls	
5	Attitudes	The way one thinks and feels about something	
6	Clubs	A state of quiet and calm; not war	
7	Audience	To indulge in daydreams or fantasies about something greatly desired; to hope for	
8	Belong	A subject that people argue about or discuss	
9	Dream of	A place, like a nightclub, where people go for entertainment	
10	Despite	Even though; used to introduce a fact that makes something surprising	

Figure 3. Spring term worksheet activity

3.2. Fall Term Review

Figure 4 shows the fall term review method. In the fall term, after teaching the vocabulary, the review was done with the help of Quizlet and the Quizlet Live option.

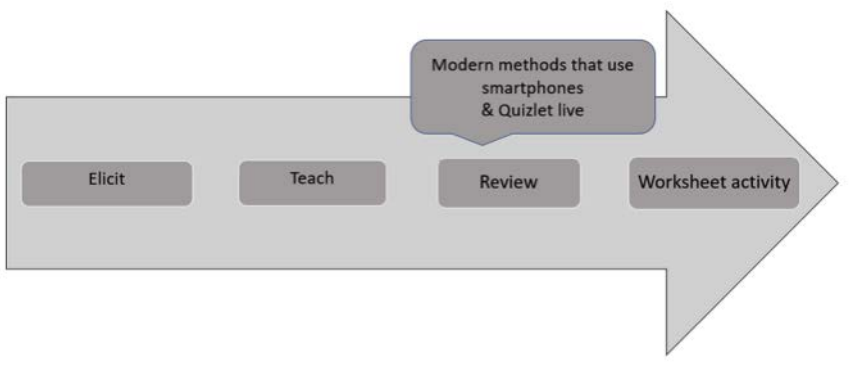

Figure 4. Fall term review method

A Quizlet link was sent to students via email. The warm-up was followed by discussion and eliciting the vocabulary. Students were given a similar amount of study time to study the vocabulary individually using their smartphones/tablets using Quizlet. Quizlet has a variety of games that students could use to study the vocabulary, however, in this course learners were instructed to use the Flashcard mode to study the vocabulary.

The Flashcard mode is a digital flashcard that exhibits terms that can be flipped on the screen to show the definitions. The below Figure shows an example of the vocabulary words on Quizlet flashcard mode. When you click the flashcard the card would flip and show the meaning as in the Figure. Quizlet provides language options but the author found that opposed to simply learning the Japanese translation of each term, learning the meaning of each word in English with its translation was more effective. Figure 5 shows an example of the flashcard mode used by the author in the fall term.

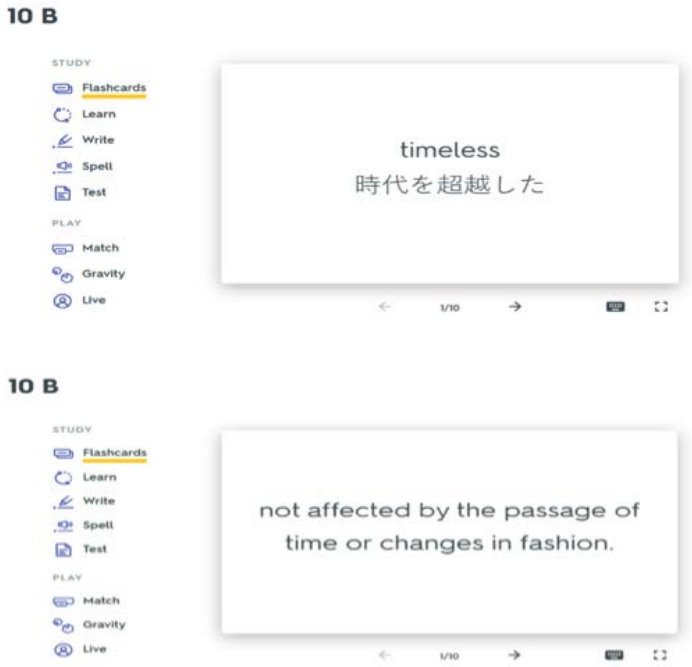

Figure 5. Quizlet flashcard mode

Figure 6. Quizlet live

Then, the students joined the Quizlet Live game using a QR code. Figure 6 shows the Quizlet live page to enter the game. Once all the students were logged in, they were divided into teams and started to compete with each group to match the vocabulary with its meaning in English.

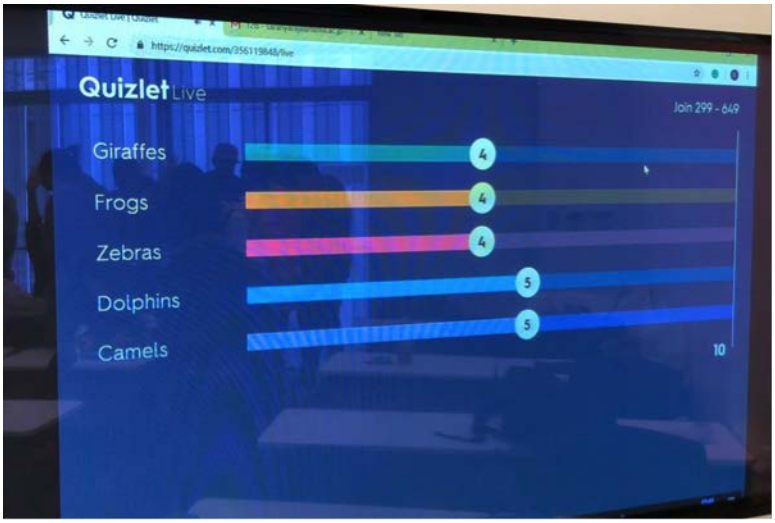

Figure 7. Quizlet live groups

Figure 7 shows how the students are divided into different teams, and after each game, Quizlet would re-shuffle them. The students collaboratively competed with each team to match all vocabulary with their meaning and vice versa. Initially, it took a few minutes to complete, but gradually the students became faster. The review process continued for twenty minutes. Towards the end of the review, almost all students were able to match the vocabulary. The students wanted to continue playing as they enjoyed the review process. The Quizlet Live games were followed by the same worksheet activity used in the spring term where the students had to match the vocabulary with their meaning by writing the number of the vocabulary in the answers column. The first one is done as an example. The time was again noted down by the researcher. Figure 8 shows the vocabulary worksheet used in the fall term.

Lesson 10B

	Vocabulary	Meaning	Answers
1	Timeless	A part that something or someone has in a situation or activity	
2	Confirm	Cause to participate in an activity or situation	
3	Ordinary	As stated by or in	
4	According to	Not affected by time or changes in fashion	1
5	Involved	With no special or distinctive features	
6	Task	To try to get or win something that someone else is also trying to win	
7	Roles	To state or show that something is true or correct	
8	Blocks	A piece of work to be done or undertaken / job	
9	Competed	Very happy and pleased of something you have done	
10	Proud	A large solid piece of hard material especially rock, stone or wood typically with flat surfaces on each side	

Figure 8. Fall term worksheet activity

4. ANALYSIS AND FINDINGS

In both terms, the teacher noted the time taken by the students to complete the worksheet activity. Table 1 shows the mean time taken by the students to complete the worksheet activity in both terms. In the spring term, the mean time was 12.7 while in the fall term the mean time was 3.9. There is a 69.2% reduction in the time taken by the students to complete the worksheet activity in the fall term than the spring term. The Quizlet review appeared to help them complete the worksheet activity much faster than in the spring term.

Table 2 shows the percentage of completed worksheets in both terms. In the spring term, the percentage of completed worksheets is 64% while in the fall term the percentage increased by 30%. This change illustrates that Quizlet attracted greater engagement from students in vocabulary acquisition. This also suggests that Quizlet live review helped the students to retain new vocabulary and it motivated the students to perform the activities following it.

Another prominent difference noted by the author was that most of the students were able to complete the reading comprehension and other activities in the textbook with greater tenacity than in the spring term. After the worksheet activity, the author continued with the vocabulary practice section in the lesson; refer to Appendix B. In the spring term the students had difficulty completing the exercises which was evident while checking the answers in the class but in the fall term there was a stupendous difference. Even the extrinsically motivated students completed the activities exceptionally better than in the spring term. This is the teacher's observation in the class and it is not supported by empirical evidence.

Table 1
Mean time taken to complete the worksheet activity in the Spring term and Fall term

Term	Mean Time (minutes)
Spring term	12.7
Fall term	3.9

Table 2
The percentage of completed worksheets in the Spring term and Fall term

Term	Percentage of completed worksheets
Spring term	64%
Fall term	98%

4.1 Questionnaire Results/Findings

A questionnaire to determine whether Quizlet attracted greater engagement from the learners compared to the traditional vocabulary training method that did not use technology; refer to Figure 9.

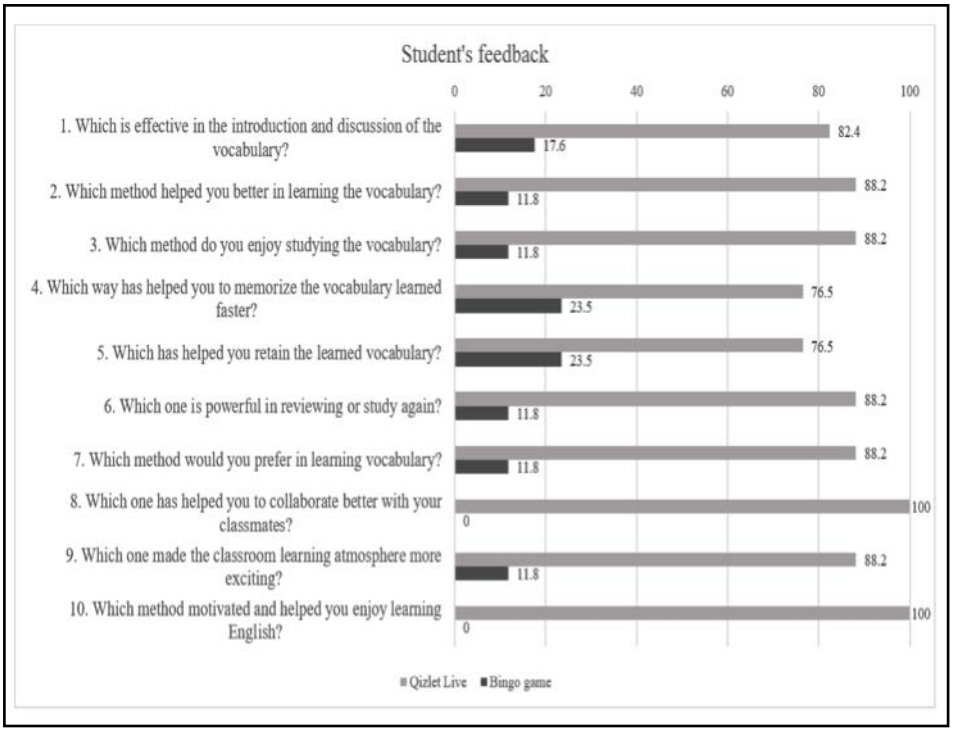

Figure 9. Students feedback

Sanosi (2017) also observed that Quizlet is the right candidate for vocabulary acquisition, where 76.5% of his students answered that Quizlet helped them to learn and retain new vocabulary faster than traditional methods. This point is also evident in this study when you consider the time taken to complete the worksheet after the Quizlet review. Around 88.2% answered that Quizlet helped them learn the vocabulary more effectively. The majority also believed Quizlet made the classroom atmosphere exciting which mirrors some of the findings of Danka (2017) who found that Quizlet took away some of the burdens of memorizing a long list of complicated words after students realized the value of Quizlet. Ashcroft and Imrie (2014) noted that Quizlet allows learners to share resources and interact in ways unthinkable with paper resources, where 100% of the students positively answered that Quizlet motivated and assisted them in learning vocabulary after a review. 100% of the students also concluded that Quizlet helped them collaborate with their classmates and it helped them enjoy the review process. This also indirectly highlights that these students prefer gamification over traditional methods in their learning process.

Figure 10 (below) shows the overall preference of the methods to study vocabulary. A lions' share (87%) of students favor Quizlet over traditional methods for vocabulary acquisition. The results also confirm that foreign language learners who engage in vocabulary learning via online vocabulary websites have increased motivation, which has, in turn, led to improvement and an increase in vocabulary acquisition (e.g., Chien, 2015).

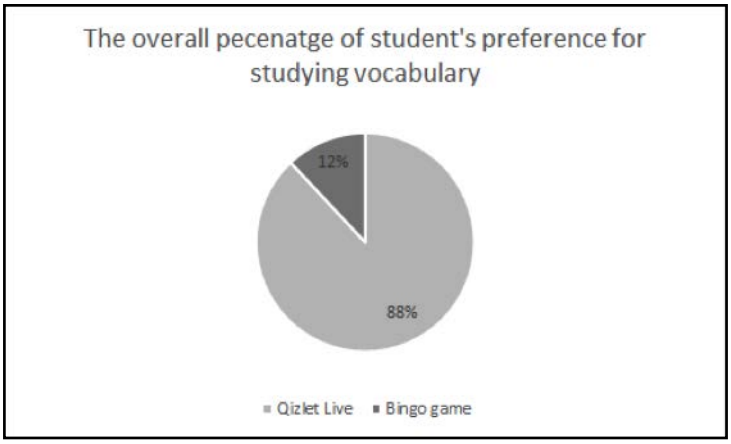

Figure 10. Student preferences for studying vocabulary

5. LIMITATIONS

Despite the positive results revealed through this study, it is not without its shortcomings. First, the sample size limits the overviews that can be made about the efficacy and perceptions of Quizlet Live review over the traditional methods of review. Even though students completed the worksheet activity faster after the Quizlet review, how long they were able to retain the learned vocabulary could have been worthwhile investigating. Regardless of the results, the teacher wants to explore whether other traditional methods that do not use technology have a similar effect compared to Quizlet.

6. CONCLUSION AND RECOMMENDATIONS

Quizlet live, one of the modern technological tools to study vocabulary has a greater impact on the engagement of Millennials. This study showed that Quizlet motivates and helps students in learning vocabulary. The usage of Quizlet live for a review helped the intrinsically motivated students perform better in class activities compared to traditional methods that did not use technology. This is evident from the overall percentage of completed worksheets in the fall term. It has also proved that using Quizlet live to review new vocabulary helped students memorize and retain the words much more deeply than the traditional methods of the spring term. Though the teacher observed that Quizlet review helped the students to perform better in textbook activities after the review, a future study that seeks better empirical evidence will add more adiposity to these findings. Quizlet has definitely bridged the gap between the intrinsically motivated and the extrinsically motivated students in the author's class.

The Quizlet Live review process enabled students in this study to learn vocabulary words faster than with traditional methods. The researcher also found that Quizlet Live review unleashed the potential of extrinsically motivated students. They were able to ameliorate and compete with intrinsically motivated students. This was evident during the review process, where they competed with the intrinsically motivated students and the activities following it. Each technological tool has different dimensions, and foreign

language teachers need to use each tool effectively, by reframing the learning process and meeting the needs of the learners. Reviewing vocabulary through Quizlet's Live option has brought a new dimension in foreign language learning. The results clearly outline that the majority of the students' fancy technological gamification over traditional methods that do not use technology. This clearly restates that technology is taking a greater role in today's language practise. Looking at the students' feedback, language educators should consider the inclusion of Quizlet in their systematic vocabulary acquisition programs.

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Listening Portfolio: A Combination of Extensive and Intensive Listening

リスニングポートフォリオ：広範で集中的なリスニングの組み合わせ

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ABSTRACT

Listening skills have been proved to be important among the four language skills; however, research and teaching listening has not been paid sufficient attention to (Brown, 2014). Recent studies have shown that Japanese learners' weakness is still listening because of their lack of ability to decode sounds as linguistic forms. (Yonezaki, 2014). Yonezaki (2014) added that the lack of teachers' instructions on how students can actually listen for listening purposes, not for non-listening purposes is another reason. A listening portfolio, which enables students to listen extensively to various and freely chosen topics, and requires them to practice decoding the sounds they recognized, then reconstruct all that they decoded in writing through dictation, is recommended in this paper. When in-class time is limited, a course project asking students to work out of the class should be considered as an assessment method and a teaching technique. The listening portfolio, combining extensive and intensive listening, not only addresses Japanese learners' weaknesses when listening to English, but also gives them chances to listen actively, effectively, and enjoyably.

KEYWORDS: Extensive listening, Intensive listening, Dictation, Listening portfolio

1. INTRODUCTION

Bozan (2015), Yildirim and Yildirim (2016), stated that listening can be considered a primary source (50%) in language learning and daily communication. However, in language instruction, teaching listening skills seems to be neglected as the least understood, the least researched language skill, or the most disregarded skill (Brown, 2014). Japanese learners also find listening skills challenging even though many of them can read well. Being instructed on mostly reading and writing in class makes Japanese learners find it hard to converse in the targeted language. Therefore, more studies relating to teaching and learning listening skills should be undertaken by the research community.

2. INTENSIVE AND EXTENSIVE LISTENING, DICTATION AND LISTENING PORTFOLIO

2.1. The Importance of Learning Listening Skills Among Japanese Students and Teaching Listening Skills to Japanese Students

English education in Japanese universities is complicated (Ikegashira, Matsumoto, & Morita, 2009; Løfsgaard, 2015) as a majority of students do not think it is important for them to learn English, but they still have to learn the "necessary evil" language for the university entrance exam (Løfsgaard, 2015, p.28). The university entrance exams have faced a large deal of criticism as they merely measure students' memorization on reading and writing. The major focus on reading skills in the tests results in a teacher-centered classroom where very little attention is paid to communicative skills (Løfsgaard, 2015).

Historically, English education in Japan was focused on grammar-translation methods that were prevalent in the early 19th century. English teaching in the schools was merely conducted for the purpose of entrance examinations (juken eigo) with the emphasis on translating Japanese sentences into English and vice versa (Løfsgaard, 2015, p.13). Approaches did not change until the late 19th century when Palmer introduced the "Audio-Lingual method" to English teaching in Japan (Løfsgaard, 2015). With this method, students heard the target language and then repeated it. The 20th century witnessed the boom of English language teaching in Japan with a more communicative focus, enabling students to get familiar with group-work, discussion and opinion-sharing. Even though the approach proved to be communicatively effective in theory; in reality, it is still infeasible as few teachers had a strong command of English to apply this teaching method (Løfsgaard, 2015).

Traditional teaching methods like Grammar-Translation, the Audio-Lingual method, and even Communicative Language Teaching give students few chances to listen actively as it is believed that enhancing exposure is the way to improve listening skills, not through teaching (Richards & Renandya, 2002). In recent years, even with Communicative Language Teaching, the duration of students' exposure to the target language via listening in class is still limited. As a result, students are not yet confident in their listening skills. Besides, according to the data of a recent TOEFL test, the performance of Japanese learners' listening is still low (Yonezaki, 2014). Therefore, what should teachers do to let students practice listening skills outside classrooms effectively? The answer could be homework. But what kind of homework is effective? How should it be assigned and conducted?

To address these teaching concerns, the author proposes a combination of extensive listening and intensive listening.

2.2. Processes of Foreign Language Listening

To find out the best way to teach or learn listening skills, there is a need to first understand the processes of foreign language listening. Oller (1971) recognized there was a schema in the listening comprehension process with several sequences. Yonekaki (2014) agreed and he proposed a scheme for the processes of listening:

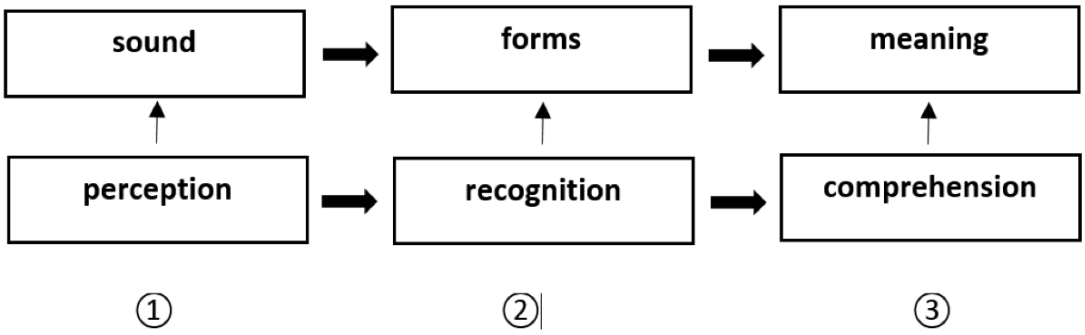

Figure 1. Three processes of listening (Yoneyaki, 2014, p. 22)

(1) The listener perceives sounds,
(2) The listener decodes the sounds he or she has perceived, recognizing them as certain linguistic forms, and
(3) The listener decodes the forms he or she has recognized, this time comprehending the meaning of the forms.

Yonezaki (2014) stated that among the three listening processes, listeners normally found no difficulty in the first process. However, what restrained them was the second process. In other words, learners were trapped in the second stage, which made them unable to translate the perceived sounds into forms. As Ito (1990) suggested, this could be due to Japanese students being more used to understanding the sentences by reading words and letters than listening to the sounds. Hence, English teachers need to find a way to help their Japanese learners be able to recognize sounds as "corresponding linguistic forms" (Yonezaki, 2014, p. 23).

2.3. Intensive Listening and Dictation

Gilakjani and Ahmadi (2011) noted that with intensive listening, learners might be required to comprehend every small unit of the discourse such as specific information, grammar, vocabulary, and sounds. While a number of researchers and teachers agreed that the global meaning or the meaning-based input was essential for students' listening comprehension skill (Bozan, 2015; Renandya & Farrell, 2010; Renandya, 2011; Vo, 2013), "extensive exposure to meaning-based input does not lead to the development of syntactic and lexical accuracy in an L2" (Lee, 2010, p. 94). As a result, students should also be given chances to practice form-focused listening. Dictation is an intensive method that enables students to construct linguistic forms and boost up their listening accuracy and effectiveness.

In terms of dictation, Davis and Rinvolucri (2010) defined dictation as a combination of the decoding of language sounds and recording them by writing. Also, Morris (1983) stated that dictation was an "active re-interpretation by the learner" (p. 126). To support this, Oller (1971) suggested a model of dictation in which learners first differentiated phonetic units, then worked out the wording and phrasing sequences that made sense.

Finally, learners analytically translated this into a representation of graphemes.

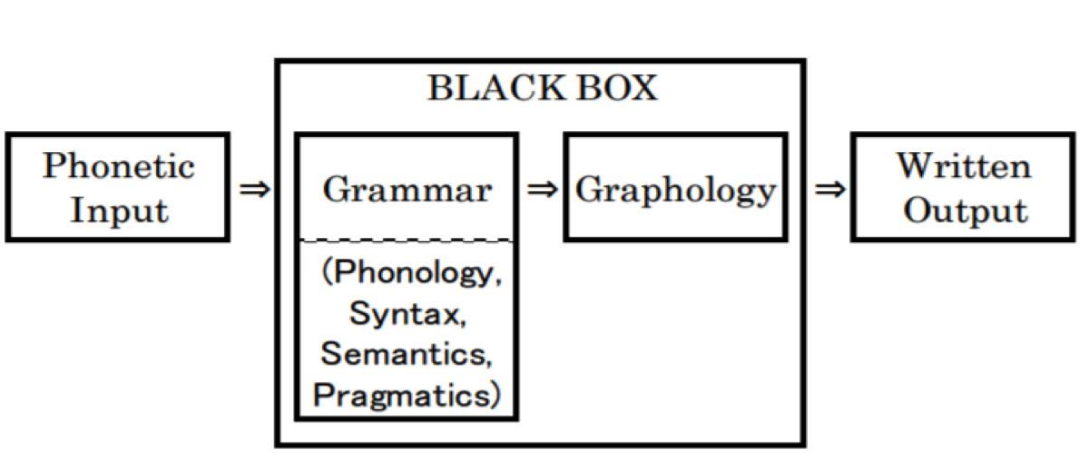

Figure 2. Model of dictation (Oller, 1971, p. 258)

2.3.1. Advantages of Dictation

Japanese learners' difficulty in listening is in recognizing sounds as corresponding linguistics forms. Dictation can help learners discover and segment the chains of sounds, and rebuild them actively, making them become words, phrases or even sentences, by writing them down. All these suggest that dictation can help Japanese learners overcome their weaknesses in listening as it enables students to make the auditory forms and visual forms subjective and then put them together by translating "sounds into forms and then forms into written forms" (Yonezaki, 2014, p. 23).

Furthermore, when translating sounds into forms, learners need to make up some of the missing information and deal with situations where reduced sounds, unstressed words or syllables, sound changes, assimilation, liaison, and elision occur. Also, Fujinaga (2002) showed that students often make mistakes in listening due to their lack of ability to listen and recognize unstressed, weakened syllables and sound changes. In other words, by filling information gaps and reconstructing the original forms, dictation practice can develop students' skill of prediction, which is crucial in listening.

2.3.2. Different Types of Dictation

There are different types of dictation. In the past, in class or in the exam room, teachers might read a passage out loud with pauses; and the students had to write down what they heard (Richards, Platt, & Platt, 1992). Recently, more applications of dictation have been proposed to serve more teaching and learning needs, such as fill-in-the-blanks style dictation, or gapped dictation (Kidd, 1992; Yonezaki, 2014) with one, or more than one word for each blank and no limit to the number of blanks. The other type is the dictation that requires learners to write whole sentences. Last, dictation for the whole text or 'dicto-composition' can also be provided (Kidd, 1992).

2.4. Extensive Listening

Bozan (2015) defined extensive listening as "listening for pleasure" (p. 8). Also, Renandya

and Farrell (2010) showed that extensive listening could be any listening activity providing learners with a great deal of meaningful and fascinating input. Moreover, excellent access to the Internet makes it easy for learners to seek comprehensible listening resources and materials, which suit their level of proficiency, interests, and learning styles. To suit all the effectiveness, appropriateness, enjoyment criteria, Vo (2013) suggested teachers use extensive listening in teaching and assessing listening.

2.4.1. Advantages of Extensive Listening

Extensive listening benefits language learners to a great deal. First, with extensive listening, all the messages that learners receive are meaningful in nature (Bozan, 2015). Along with this, extensive listening can be immeasurably motivating as learners can choose different resources such as TV shows, movies, radio programs, podcasts, or audiobooks (Vo, 2013). The visual aids from the chosen materials can aid learners to a great extent with their prediction skills and sustain their interest. Besides, as students choose the listening resources themselves, they may feel more confident, more involved and responsible for their own education (Holden, 2008; Onoda, 2012). Finally, extensive listening can develop learners' ability to handle various rates of speech, word recognition, and vocabulary, which makes students become fluent listeners and boosts them to a higher level of language comprehension (Renandya, 2011).

2.4.2. The Need for Extensive Listening

Thorn (2009) stated that even though teachers and researchers attempted to boost listening teaching, most of the listening was conducted for non-listening aims; for example, as language input to teach grammar or vocabulary, to introduce the discussion topic, to test students' language proficiency, or to introduce or familiarize students with different accents. Also, as Brown (2011) highlighted, when a teacher plays audio, then asks students comprehension questions, or to complete listening tasks, they are testing, not teaching (Brown, 2011). Thorn (2009) concluded that most of the listening texts in textbooks did not appeal to the students due to their lack of language characteristics (e.g., linking or elision), their utility of one standard accent, and their inappropriateness to different individuals' interests. As a result, these prepared and non-authentic listening texts did not equip learners adequately for the real listening obstacles they might face.

2.4.3. The Practicality and the Effectiveness of Extensive Listening

To a number of teachers, especially teachers with traditional teaching methods and mindsets, the validity of extensive listening can be questioned. For a long time, teaching has focused on assessment. When giving students a segment to listen to and ask them to dictate, some teachers may want to check students' dictation work and have them correct any mistakes. By doing this, the teachers may feel relieved as the listening tasks seem complete. However, in practice, class time is limited, class numbers are often large, and there are four skills and countless linguistic elements that the teachers have to consider introducing each class. As a result, it may not be possible for teachers to run dictation tasks, check the accuracy of every listening source that students choose. In certain situations, like exams, accuracy is important; nevertheless, in other cases, the focus on accuracy

may hinder other student qualities, such as creativeness, learning interests, and learner autonomy. It is not uncommon for teachers to assign students certain tasks and check them regularly for evaluation purposes. However, students may develop even further through learner autonomy, in which students make decisions about their own learning and become more responsible for what they have decided. In this way, students may become mature learners, learning for their own sake. Last but not least, when helping students engage in learner autonomy from the early stages, teachers may guide them to step into life-long learning, which benefits students in the long run.

2.5. Listening Portfolio

History and the current English education context in Japan show very limited attention to the teaching of listening, and Japanese students are still struggling with listening. There should be a teaching approach to help students overcome their weaknesses in recognizing sounds, and exposing them to a wide range of Englishes frequently. Besides, exposure to English should be appropriate to students' levels, needs, learning styles, and interests. For all of these reasons, a combination of intensive and extensive listening is an appropriate solution. If class time is not enough for extensive listening, teachers can assign it as homework.

This kind of listening homework has been used by a number of teachers with different names and a variety of adaptations.

First, Ducker (2013) proposed an **extensive listening portfolio** for listening homework. The portfolio task involved listening, reading the script, and checking vocabulary and grammar. The steps in the portfolio gave students chances to focus on forms while practicing listening. Nevertheless, Ducker (2013) showed that students might lose their motivation easily and this becomes the challenge for teachers. Ellis (2005) and Dörnyei (2001) agreed it was difficult to ask students to complete the homework if it was not related to classroom activities. Therefore, if listening portfolio is used as homework, there is a need to frequently check on students' work in class. By this way, the validity of portfolios can be granted.

Second, the **listening journal** by Schmidt (2016) for intensive and extensive purposes showed that students liked it because of its effectiveness and attraction. At the end of the program, Schmidt's students agreed that the listening project was "a source of improvement for their real-world listening skills" (p. 7) as the idea came from teaching and learning realities and students' weaknesses. The project could fill the gaps which previously made teaching and listening procedure challenging. Schmidt (2016) concluded that without getting exposed to a wide range of listening input, and without a focus on sounds, words and phrases comprising the input, students could not improve their listening skills in an effective way. Lastly, to prove that his idea on listening journal was necessary, Schmidt (2016) added if listening instruction in the ELT world focused on testing the skill, not on guiding the students how to listen, this could be problematic.

Finally, Chen (2016) suggested one another type of listening assignment which was the Taiwanese college students' project on their individual **listening diary**. In the diary, Chen (2016) asked the participants to report their listening activities outside the classroom, material selection, the problems encountered and students' perception of the

diary's effectiveness. The research data also showed that keeping a listening diary means students started to have study plans, which enabled them to be more responsible for their own learning.

Herein, I propose a **"weekly listening portfolio"** as an appropriate type of homework to raise students' listening skills.

1. **What is a weekly listening portfolio?** A listening portfolio is a student's individual course project. I propose that each week, students should be required to choose a piece of listening to listen to and write the transcription (dictation). The sources can vary from youtube.com, ted.com, newsinlevels.com, fluentu.com, to esllab.com with any topic that appeals to students. Based on students' levels, teachers can make decisions on the duration of the listening texts (e.g., a two-minute talk or a movie trailer). The students have one week to do the assignment, and they can listen to the listening materials as many times as they wish. Two samples of the listening portfolio and how students make and combine it are in Appendix B.
2. **Difficulties:** In the beginning, students may get frustrated because of the fast rate and the large number of unknown lexicon. However, as the listening topic is what students are interested in, and the levels of difficulty are also decided by students, they may happily look for new lexicons in their dictionaries and continue with the dictation.
3. **Addressing problems:** Some researchers and teachers may worry about students cheating, or losing motivation on this kind of assignment (Dörnyei, 2001; Ellis, 2005). Teachers can check progress by having students hand in their portfolio at the beginning of the lesson. Besides, to ensure that students actually do their homework, teachers can check individual works randomly. Some students may choose a listening source with transcription. To avoid this problem, the teachers make students aware that they will be randomly checked if they can write any piece of the transcription again in-class when asked by the teachers. If students fail to do their homework as they claim, they will be asked to listen to another video, and get prepared to perform well in class the next week.
4. **Follow-up activity:** As suggested by Chen (2016) in the **listening diary**, there should be a follow-up activity to explore students' opinions, problems, and preferences. When checking students' work in-class, teachers may spend several minutes listening to the listening texts and asking students some related questions. Some meaningful questions not only check whether students actually listened, but also provoke thoughts.
5. **Vocabulary notes:** In the proposal of **extensive listening portfolio**, Ducker (2013) agreed that checking vocabulary was essential. After having finished the dictation task, students are encouraged to look up for the new words in the dictionary that they encounter in the listening, and then write the meanings down. Thanks to vocabulary checking, students may acquire new words while listening. Hence, learning new vocabulary will be more contextualised and meaningful.
6. **Reflection:** If the students' level is upper-intermediate or higher, teachers may ask students to write a reflection regarding how students have done so far with the portfolio, what they have found interesting, what they have learned, what difficulties they have had, and what they are going to do in the future to practice listening.

7. **Listening portfolio completion and assessment:** Teachers will need to check students' work every week to make students keep up with the progress. At the end of the course, students are asked to compile all the weekly listening assignments, and the reflection (if required), and make a listening portfolio.

Teachers should create a marking scheme for the listening portfolio. The criteria and the marks given to each criterion in the scheme may vary. A suggested marking scheme for listening portfolio (accomplishment, lateness in submission, portfolio display, appropriateness of level, range of chosen topics and video sources, and work on new vocabulary) is included in Appendix A.

3. CONCLUSION

Based on a literature review concerning Japanese college students' weaknesses in English listening skills and the limitations of listening instruction in Japan, the author proposes that teachers use a **weekly listening portfolio** homework task. The assignment can be checked every week and at the end of the semester by the teacher; therefore, it can become an effective on-going and summative assessment. By letting students freely choose the listening materials that fit their levels, interests, and needs, the listening portfolio makes students become familiar with a variety of Englishes with different accents and uses, which is important in this era of globalisation. Furthermore, dictation enables listeners to focus on forms, and recognise the sounds better; and this is beneficial to Japanese students as they have been struggling with form-focused listening. In short, the idea about a combination of extensive and intensive listening can fit ideally with the **weekly listening portfolio**, which promises an appropriate approach to teach and assess students' listening abilities.

4. LIMITATIONS AND RECOMMENDATIONS

The proposal of using weekly listening portfolio in this paper has not proven its validity using students' feedback, reflections by the author, and classroom observations. Hence, the author plans to publish empirical research about its use and effectiveness in a forthcoming paper. This paper proposes a **weekly listening portfolio** as an idea for teachers to consider for teaching and assessing listening. The literature reviews are valuable and beneficial to teachers to some extent as they can better understand the originality, the purposes, the adaptations, the problems and the practicality of the method.

For further research, teachers can measure the effectiveness of the listening portfolio, make their own adaptations to fit the teaching and learning contexts, and solicit wider perceptions about this method.

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APPENDIX A

LISTENING PORTFOLIO MARKING SCHEME

Name: ……..

Class: ……

Date of submission: ……..

	Criteria	Weight	
1	Accomplishment (11 weeks)	1	/1
2	Timing (On time submission)	2	/2
3	Display	2	/2
4	Interesting & diverse contents & topics	3	/3
5	Appropriateness of level chosen	1	/1
6	Work on new vocabulary	1	/1
	TOTAL	10	/10

Teacher's comments:

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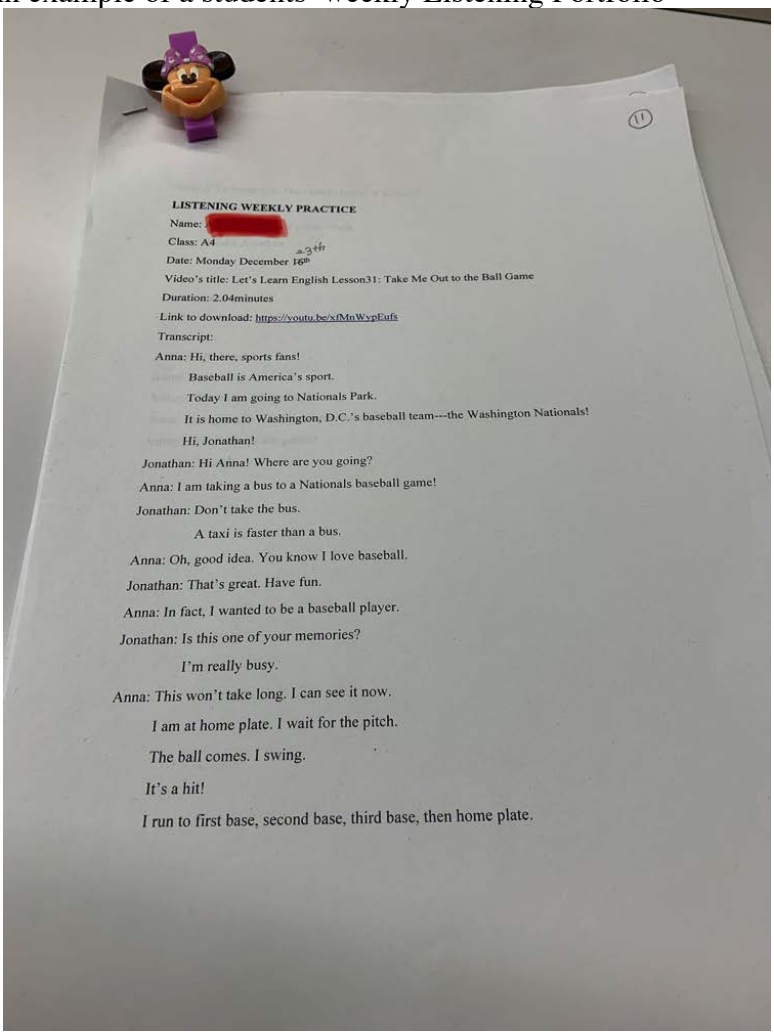
Mark: ……..

Teacher's signature: ……..

Date of grading: ……..

APPENDIX B

An example of a students' weekly Listening Portfolio



LISTENING WEEKLY PRACTICE

Name: [redacted]

Class: A4

Date: Monday December 16th ~~23th~~

Video's title: Let's Learn English Lesson31: Take Me Out to the Ball Game

Duration: 2.04minutes

Link to download: https://youtu.be/xfMnWypEufs

Transcript:

Anna: Hi, there, sports fans!

Baseball is America's sport.

Today I am going to Nationals Park.

It is home to Washington, D.C.'s baseball team---the Washington Nationals!

Hi, Jonathan!

Jonathan: Hi Anna! Where are you going?

Anna: I am taking a bus to a Nationals baseball game!

Jonathan: Don't take the bus.

A taxi is faster than a bus.

Anna: Oh, good idea. You know I love baseball.

Jonathan: That's great. Have fun.

Anna: In fact, I wanted to be a baseball player.

Jonathan: Is this one of your memories?

I'm really busy.

Anna: This won't take long. I can see it now.

I am at home plate. I wait for the pitch.

The ball comes. I swing.

It's a hit!

I run to first base, second base, third base, then home plate.

An Analysis of Research Regarding Video-based Instruction as a Language Learning Tool

言語学習ツールとしてのビデオベースの指導に関する研究の分析

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ABSTRACT

This paper briefly examines the use of video in the language-learning classroom. It begins by looking at the most frequently referenced theories that support the use of video, as well as examining studies that demonstrate its effectiveness, both in a primary and an auxiliary role. It is hypothesized that video can be utilized as an instructional tool that does not require a teacher to disseminate additional information about the material in order for the student to still reap benefits. An analysis of previous research and studies into the realm of video-based instruction offers support and criticism of this hypothesis.

KEYWORDS: Video-based language learning instruction, Television and movies as comprehensible input

1. INTRODUCTION

There are numerous stories of people claiming to learn English at home by watching television shows like “Friends” (Hunt, 2019). Video offers great benefits as a form of comprehensible input and is frequently used in the language learning classroom environment. Ranging from materials prepared specifically for learners of English as a Foreign Language (EFL) to videos authentically produced for the purpose of entertaining or informing native speakers of a language, Second Language Acquisition (SLA) teachers have been utilizing video with various pedagogical intents and with varying levels of success leading to the question: to what extent can it be effectively utilized? Are anecdotal examples of learners acquiring a language by watching videos supported by positive results from quantifiable evidence? The goal of the paper is to examine previous SLA studies that have used a video-based curriculum to analyze why and how the material was employed and what effect it had on students’ language acquisition. It will gauge what levels of quantitative evidence exist to lend credence to the idea that a person can learn a foreign language with only videos to serve in the role of ‘teacher’. In attempting to determine this, the paper will hopefully shed light on some of the potential pitfalls that exist as well as the dangers that this pedagogical system would inherently encounter.

2. THEORETICAL BACKGROUND

Most studies regarding video's efficacy are based on similar theoretical underpinnings. Many proponents of using video in the classroom reference one or more of the following theories as the fundamental explanation of their practices.

2.1 Stephen Krashen

The primary justification for video's use is most frequently quoted in the works of Stephen Krashen (1985), whose basic beliefs surrounding second language acquisition processes are described in his theories of "comprehensible input" and "affective filter".

2.1.1 The Input Hypothesis

Krashen's Input Hypothesis (1985) suggests that for learners to acquire a language the most important factor is that there should be significant exposure to the language at a level slightly beyond their current proficiency. This level, which Krashen calls "i + 1", must largely consist of material that the learner will understand in order to provide sufficient context, yet also include an unspecified amount of new material that will challenge the learner's capacity to draw conclusions as to what its meaning entails. It is Krashen's assertion that given enough comprehensible input, language acquisition is bound to occur, as long as the learner is open to it. In point of fact, input is not only the most important element, but essentially the only one necessary for language acquisition to occur. Given the numerous amount of video that exists, with proper care, materials can be selected that fit the requisite "*i + 1*" level.

2.1.2 Affective Filter Hypothesis

The affective filter is another major component in Krashen's theory of language acquisition. In order for a learner's mind to be susceptible to language acquisition, the learner must have appropriate levels of motivation and stress in the learning environment. If the learner is subjected to too much anxiety or insufficient levels of desire to acquire language, then the mind will not become engaged enough to accept the input, no matter how comprehensible it would appear to be. Video can provide the relaxing environment necessary for the affective filter to allow for acquisition.

2.2 Motivation

Motivation is not only an essential part of Krashen's theory, but also appears as an integral part of other theorists' work, including Gardner and Lambert (1972) and Dornyei (2001). In addition to being shown to increase motivation levels, video fosters the growth of two related learner qualities, autonomy and self-confidence.

2.2.1 Autonomy

Motivated learners often have more involvement in their educational process, an aspect that video use facilitates. They are able to independently work with materials outside of the classroom, allowing for increased exposure and engagement with the target language (Lonergan, 1984).

2.2.2 Confidence

As learners experience the benefits associated with video use, they are typically instilled with increased levels of self-efficacy and the confidence that they can succeed in their efforts to learn the target language (Kerridge, 1982).

2.3 Listening Comprehension

Many language acquisition theorists and practitioners agree that an important aspect of language learning, and comprehensible input in general, is that students get plenty of opportunity to practice listening to materials in order to simulate that portion of the input/output nature of the communicative process.

2.3.1 Playability

Video can be played as many times as desired without a loss of currency. It can also be paused, slowed, sped up, and parsed in any number of ways that can be beneficial to the learner (Tomalin, 1986).

2.3.2 Focus

The screen is a natural draw for the learner's eyes, and provides a definite focal point for the eyes (Geddes, 1982). This helps learners stay on task while listening/watching.

2.3.3 Paralinguistic Features and Other Visual Aids

Visual clues from the speakers including gesture, facial expressions, and even posture and speaker proximity can aid learners in their interpretation of what is being conveyed (Geddes, 1982). The camera can also serve as a "spotlight" to draw the viewer's eyes to supportive visual information. This can aid in comprehension as long as the visuals do not distract students or detract from the message (Tomalin, 1986).

2.3.4 Subtitles

Subtitles can provide a positive impact for language acquisition by making video-based information more comprehensible (Grimmer, 1982). Katchen (2003) explores subtitle use in her study at National Tsing Hua University on the effectiveness of using video for intermediate and advanced-level English learners. She refers to a 1998 study by McNeill that indicated that while students who used L1 captions scored better on comprehension tests, both L1 and L2 versions provided positive results for increased comprehension. She notes that students who used L2 captioning tested better at vocabulary acquisition and that "while L1 captions aided comprehension, these students could also ignore the audio input of English."

2.4 Context and Authenticity

The principles of Communicative Language Teaching (CLT) ascribe to the necessity of the student understanding not just the denotative meanings of the language, but also the more obtuse and variable connotative manners in which language is used. Situational authenticity is an important principle of CLT theory. Video offers a wide variety of

entertaining, realistic "slices of life" to appeal to a number of different sensibilities (Allan, 1985). It reveals how different language is utilized to achieve similar goals depending upon variables such as formality, and the speaker's familiarity with the listener. As the numerous varieties of "World Englishes" display, 'culture' is another element that can affect what a speaker says, or how they choose to say it. Video can authentically display how to use language in specific settings (Lonergan, 1984) and it also can provide learners an opportunity to observe the target L2 culture in the classroom in a way that would typically be unattainable (Tschirner, 2001).

3. POTENTIAL PROBLEMS

There are a number of issues that have been pointed out by theorists and practitioners of video use that should be paid attention to.

3.1 Authentic Versus Contrived Materials

An important distinction exists between contrived videos, those that have been specifically produced for use in an SLA environment, and authentic materials, which can ostensibly be defined as everything else.

Contrived videos typically lack an ability to engage their audience and run the risk of being boring unless they are narrative in nature and have extraordinary effort placed on their production values (South, Gabbitas & Merrill, 2008). Engagement, which is an important element of Krashen's affective filter, is helpful for sustaining learner motivation, suggesting that contrived videos, although beneficial for targeting specific language elements and providing teachers with relevant tasks and exercises, are less desirable than authentic materials unless they are exceedingly well-produced. However if the videos are too visually entertaining or relaxing there is a risk that the lack of an overt demand for active listening skills will detract from the learning process (Lonergan, 1984).

A related concern is that the use of authentic materials, which have not been specifically designed for foreign language learners, may require substantial teacher preparation. Although many contrived materials offer pre-prepared exercises to accompany the video, teachers using authentic sources might have to prepare appropriately sized video selections and accompanying exercises that can address whatever target language is being studied.

3.2 Additional Issues

Ariew (1987) rightfully points out that video is by nature a one-way medium that lacks communicative interaction; however Tomalin (1986) suggests that there are ways to make "interactive" contrived materials that challenge the learner with tasks.

A more pressing issue may be that non-contextualized visuals can lead to confuse or distract the viewer from the language (Tomalin, 1986). Most importantly, many theorists will attest that the use of video is an aid at best, and cannot serve as a methodology or a replacement for the teacher (Geddes, 1982; Kerridge, 1982; Lonergan, 1984; Tomalin, 1986). It should be noted, however, that this position appears to be merely a widely accepted assumption, as no evidence is given as to why these opinions exist.

4. STUDIES IN VIDEO-BASED LEARNING

There are a number of studies regarding the usefulness of video as a teaching mechanism. This section examines a few of the most pertinent, viewed in terms of the amount of importance that video proffers to the educational methods, from least to most.

4.1 Video as an Auxiliary Teaching Aid

The most common technique is to use video as a form of teaching aid. This is in line with the common thinking that it can be used only to assist a teacher, not take the place of one. The following studies show unqualified support for video in these circumstances.

4.1.1 German in New Zealand

Antonie Alm (2008) presents her work at the University of Otago utilizing German soap operas as the primary source of language input and cultural contact for her students. Although proficiency gains are not tested for, results indicate a definite improvement in learner motivation levels.

4.1.2 Spanish in Florida

In 1991, a group of local teachers addressed the possibilities of utilizing video in the classrooms (Darst, 1991). This pedagogical examination also utilized heavy amounts of teacher-prepared language integration techniques to accompany the video input, but came to the conclusions that "grammar indeed can be taught just as effectively with video materials, given the proper preparation, as can vocabulary and usage… any aspect of Spanish language acquisition can be taught efficiently with video materials of natural, authentic Spanish" (p. 1089).

4.1.3 French at the University of Colorado, Denver

A 1988 study done by Jeanne Manning claims to use video as a primary text. Although the French newscasts shown in class are apparently the major source of input that the students were provided, there are also large amounts of teacher provided preparation and integration activities, including a student produced video. Although the study was small in scope and scale, the participants' "improvement in fluency in French was easily observable" (p. 460).

4.1.4 English in Taiwan and Turkey

Of the studies classified as "Auxiliary" use of video in the classroom, Katchen's (2003) and Bal-Gezegin's (2014) studies come closest to inclusion in the next group of "Primary". Katchen does not really mention how much additional teaching is done by other sources, but reference is made to the teacher preparing additional materials and administering tests. The assumption is that the teacher is still active in this setting. Although precise gains are not measured, the conclusion is reached that DVD film can be used for a language course's input material.

In a study involving pre-intermediate university students learning English at a university in Turkey, Bal-Gezegin explored the quantitative and qualitative differences

between students learning practical English phrases via video and audio-only methodologies (Bal-Gezegin, 2014). It is unclear if these phrases are introduced or reinforced by other methods, hence the inclusion of this study in this section for video as an auxiliary teaching aid. Video-based learners not only displayed significantly higher levels of acquisition and retention than students who were only provided with audio input, but reported fewer comprehension issues and increased levels of enjoyment and motivation, leading to the conclusion "that use of video might lead better vocabulary learning in language classrooms when compared to the use of audio material only" (p. 456).

4.2 Video as a Primary Source of Input

In the following studies, the primacy of video takes a much more noticeable role. In fact, there is no teacher disseminating information to the students, and all language learning is done specifically through the medium of video.

4.2.1 Video Storybooks

This study, run by Verhallen and Bus (2009) in the Netherlands, compares the effectiveness of using video to disseminate a storybook versus a standard static picture format. The determination is reached that video is more effective than standard books at capturing young L2 learners' attention, resulting in net positive language gains.

4.2.2 Children's Television Workshop

Although this 1988 study by Rice and Woodsmall was performed with L1 children, it still indicated a remarkable ability for children (3 and 5 year olds) to acquire language from nothing more than video viewing. If language acquisition is possible for L1, then it is not a large step to assume that the same possibility holds true for L2 as long as the surrounding input is comprehensible and provides suitable context.

5. DISCUSSION

There are numerous studies and theoretical examples that extoll the benefits of using video in a language-learning classroom; although a recurring theme appearing in most of these studies is that video is best utilized as an auxiliary aid in the language classroom, and cannot be used as a pedagogical method that replaces the teacher. However there is not a suitable explanation provided in the literature as to why this is true, and it runs counter to the professions of EFL learners who claim they have successfully acquired a language solely by watching videos. Krahsen's Input Hypothesis (1985) and the studies run by Bal-Gezegin (2014), Verhallen and Bus (2009) and Rice and Woodsmall (1988) attest that at the very least there are a minimal amount of gains that can be attained by language learners without the presence of a teacher.

Of course there are certain output related issues that video is incapable of addressing, as well as other roles that a teacher traditionally fills. It cannot answer learner's questions or pinpoint specific weak spots and customize a lesson plan accordingly. However given the evidence, it is possible that there is some validity to the hypothesis that video possesses the ability to serve as an effective conveyor of language input at levels significant enough

to render the position of teacher unnecessary.

6. CONCLUSION

Although anecdotal evidence has existed for quite some time regarding video's effectiveness at promoting language acquisition when used as a primary source of input, there has been a dearth of empirical evidence supporting this belief. However, it is clear that there are situations where certain amounts of language acquisition for children is attainable, prompting the question: just how far can video take a learner without the aid of a teacher? Answering that question conclusively requires further verifiable, quantitative research at hitherto unexplored control levels.

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JSPS Kakenhi Report on Developing Resources for Teaching and Assessing Communication Strategies in ELF-informed Pedagogy: An Empirical Approach Based on Learners' Communicative Capability

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ABSTRACT

The current paper reports on the authors' JSPS Kakenhi research activities and achievements, which is approaching the end of its second year of this four-year project. The project was born from our desire to better understand our students' communicative strengths and the challenges they experience as users of English as a lingua franca (ELF) in nonacademic settings. These insights, it is hoped, will enable us to better address our students' needs both in the classroom and ultimately beyond. Specifically in this report, we outline (1) the aims of our project, (2) the theoretical background, (3) the strides we have taken in collecting data, and (4) the knowledge we have gained from analyzing the data thus far. We end the report with a discussion of our future directions and ultimate goals.

KEYWORDS: ELF, Communicative strategies, ELF-informed pedagogy, ELF corpus, ELF modules

1. INTRODUCTION

1.1 The Project

The current four-year Kakenhi research project aims to develop a corpus of communication strategies (CSs) employed by Japanese university students in spoken and written interactions in English as a lingua franca (ELF) contexts. Insights gained from the corpus will guide our development of ELF-informed pedagogical resources consisting of the following components: (1) Raising language awareness: Introduction to ELF-informed pedagogy; (2) Teaching materials to develop CSs in spoken communication through explicit and implicit training; (3) Teaching materials to develop written communication through explicit and implicit training; (4) ELF-informed rubrics to assess both spoken and written communication; and (5) Integrating ELF into an existing course/program.

To determine the efficacy of the resources we develop, each of the components outlined above will be trialed using a mixed-methods approach and relevant findings will be presented and published. The end-goal of this project is to make all the resources we create accessible to other educators and researchers via a website and printed materials, which to the best of our knowledge, does not exist currently.

1.2 The Members

All the researchers in our team have previous experience in their assigned roles for the current project. They have also demonstrated their effectiveness in collaborative research through their participation in previous group-projects. Because we all belong to the same institution, being in close proximity enables us to work together in person on a regular basis. Also, our ELF-oriented work environment provides a vast and valuable source of potential participants for our research. Moreover, the required ELF classes we teach also provide unique opportunities to trial the materials we develop. Considering all these factors, we are confident in the feasibility of our study and in our ability to fulfill all our research objectives.

2. BACKGROUND

According to Graddol (2003), the number of non-native users of English worldwide vastly exceeds that of native speakers. What is more, this disparity is only expected to grow. In more practical terms, this phenomenon brings with it the reality that our students are more than likely to encounter English as a lingua franca (ELF) with other non-native speakers from outer or expanding-circles with whom they do not share a common first language (Seidlhofer, 2011). Although communication in ELF settings is typically ad hoc and variable, the efficacy of such interactions is high. This success is due, in large part, to interlocutors mutually co-constructing meaning through a process of adaptation and accommodation and being creative with the language, as opposed to strict adherence to 'native-speaker' linguistic norms and conventions (Seidlhofer, 2011; Björkman, 2014). Since CSs play a significant role in the success of such interactions, ELF researchers (Björkman, 2010; Kaur, 2014) call for opportunities in class for learners to use CSs proactively as a means of developing their ability to co-construct and negotiate meaning

effectively.

In stark contrast, views in mainstream ELT remain, by and large, oriented toward an English-speaking Western TESOL paradigm (Holliday, 2005), in which any deviation from such norms are regarded as 'errors'; something to be penalized. Even though ELF researchers have made great strides in demonstrating the relevance of ELF, further progress is needed in the way of developing practical ELF-informed teaching and assessment materials for classroom learning.

It is significant to note, however, that discussion of CSs in ELF research has focused primarily on adult ELF users (see Björkman, 2014; Burch, 2014; Cogo & Dewey, 2012; Kaur, 2016; Mauranen, 2012) in spoken interactions. Furthermore, as Choi and Jeon (2016) state, "ELF pedagogy has been mostly discussed at only a conceptual level and pedagogical research is scarce" (p. 1). Therefore, the current research will focus on ELF CSs used by university students in both spoken and written communication for ELT purposes.

This project is unique in several ways. First, there is currently no corpus (that we are aware of) based on Japanese university students' spoken and written communication in authentic ELF non-academic settings specifically. Hence, the proposed corpus will provide new and vital data, for Japanese contexts. Second, because of a shortage of teaching and assessment materials in ELF-informed pedagogy, the online resources we develop will also be unique. For all the above reasons, we firmly believe our project addresses, and hopefully will resolve, some of the current challenges we face in ELF-informed pedagogy, such as those highlighted by Toh (2016) and Robertson (2017).

3. ACTIVITIES & ACHIEVEMENTS

3.1 Data Collection

As of the second year of this study, a total of 36 participants comprised of 18 students from our university and 18 overseas participants were recruited for online video conversations with Japanese students and interviews with researchers (see Table 1). Approximately 400 minutes, consisting of twenty conversations using online video-conferencing software (i.e., Zoom), were audio and video recorded. Another 500-600 minutes of recorded post-interviews with the participants were also collected. Written consent forms were signed and obtained from each participant prior to their participation.

Table 1

Online video conversation participants: Chronologically from 2018 to 2019

Pair	Participant & Gender	Nationality	Background	*Proficiency of Spoken English
1	J1-Male F1-Male	Japanese Taiwanese	University student Industrial designer	Beginner Intermediate
2	J2-Male F2-Male	Japanese Taiwanese	University student Product designer	Intermediate Upper-intermediate
3	J3-Female F3-Male	Japanese Thai	University student English teacher	Beginner Advanced
4	J4-Male F4-Male	Japanese Thai	University student English lecturer	Upper-intermediate Advanced*
5	J5-Female F5-Female	Japanese Thai	University student English teacher	Elementary Advanced
6	J6-Female F6-Male	Japanese Taiwanese	University student Industrial designer	Beginner Beginner / Intermediate
7	J7-Female F7-Female	Japanese Brazilian	Graduate student English teacher	Intermediate Advanced
8	J8-Male F8-Female	Japanese Brazilian	University student English teacher	Beginner Advanced
9	J9-Female F9-Male	Japanese Brazilian	University student Teacher	Beginner Advanced
10	J10-Male F10-Male	Japanese Filipino	Graduate student Management consultant	Intermediate Advanced
11	J11-Male F11-Female	Japanese Filipino	University student University student	Beginner Intermediate / Upper-intermediate
12	J12-Male F12-Female	Japanese Filipino	University student University student	Intermediate Upper-intermediate
13	J13-Female F13-Female	Japanese Mexican	University student Graduate student	Beginner Advanced
14	J14-Male F14-Female	Japanese Malaysian	University student University student	Intermediate Intermediate
15	J15-Male F15-Male	Japanese Macedonian	University student University student	Beginner Advanced
16	J16-Male F16-Male	Japanese Macedonian	University student High school student	Beginner Advanced
17	J17-Female F17-Female	Japanese Brazilian	University student Language teacher	Elementary Advanced
18	J18-Male F18-Male	Japanese Brazilian	University student Graduate student	Beginner C2 (CEFR)
19	J19-Female F19-Male	Japanese Filipino	University student Call center executive	Elementary Advanced
20	J20-Female F20-Female	Japanese Chinese	University student University student	Beginner Upper-intermediate

Note: *Self-evaluated; J = Japanese; F = Foreigner

3.2 Presentations

Since the commencement of this project, our team has made a total of eight presentations, both domestically and internationally, in relation to our project. In the following, we provide the relevant details and highlights of each presentation.

- Blagoja Dimoski (2018). Training for, simulating, and assessing ELF-type interactions in the classroom. *The 11th International Conference of English as a Lingua Franca. King's College*, London. United Kingdom. July 4, 2018.

In this talk, the author presented three pedagogical approaches he designed to develop students' communicative capability. Specifically, the materials related to (a) the explicit teaching of CSs, (b) the implicit teaching of CSs through pro-active listening (PAL) comprehension, and (c) the use of role plays to simulate ELF interactions and assess students' ability to co-construct meaning, was presented within a framework. The author also provided student-feedback, as well as his own reflections, concerning the approaches and materials presented.

- Tricia Okada (2018). Migrant voices of Filipinos teaching English in Japan. *4th Philippine Studies Conference in Japan*. Hiroshima University. Hiroshima. November 17, 2018.

This presentation examined how Filipinos of diverse backgrounds teaching English language develop their teacher identity and how their migration is relevant to ELF.

- Blagoja Dimoski, Satomi Kuroshima, Tricia Okada, Rasami Chaikul, & Yuri Jody Yujobo (2019). The initial stages of developing resources for teaching and assessing communication strategies in ELF-informed pedagogy. *8th Waseda ELF International Workshop & Symposium*. Waseda University, Tokyo, Japan. January 28, 2019.

At this workshop, we introduced a summary of our research project on Japanese students' communication strategies in ELF interactions using three online ELF conversations we recorded and analyzed. We focused on two types of strategies: other-repetition and gestures. The participants displayed their orientation to the norm of how ordinary actions are accomplished (e.g., answering questions); thereby, they were able to produce meaningful actions with the exploitation of various encoding resources. The results have been confirmed with the participants' reflections obtained from the pre- and post-task interviews.

- Blagoja Dimoski, Tricia Okada, Satomi Kuroshima, Rasami Chaikul, & Yuri Jody Yujobo (2019). Conforming to native speaker norms?: An initial investigation of Japanese learners' communicative capability in ELF interactions. *The 12th International Conference of English as a Lingua Franca (ELF 12)*. The University of Antioquia. Medellin, Colombia. July 5, 2019.

This presentation discussed preliminary findings by introducing communication strategies effectively used to negotiate meaning and mutual understanding in ELF interactions. In preparation for ELF 12, we coded six conversations with varied fluency based on Björkman (2014) and other studies on ELF communication strategies. Our results

show high frequency for both Japanese and foreign speakers in the use of strategies to pursue mutual understanding, e.g., clarification requests, non-verbal resources, but different frequency in an appeal for assistance, comprehension checks. The difference is implicated by their level of proficiency - i.e., some strategies require more linguistic control, such as comprehension check, repetition. Also, foreign speakers have more frequently used the strategies for enhancing communicative clarity, i.e., repetition and paraphrasing, than Japanese interlocutors. Overall, compared to foreign speakers, Japanese speakers have used the limited variety of communication strategies to achieve mutual understanding so that the progression of the interaction meets a minimal disruption.

In spite of the linguistic challenges, the Japanese interlocutors co-construct and negotiate in ELF interactions by taking advantage of communication strategies (CS) to achieve mutual understanding. Based on the transcription coding, the most utilized interactional CSs from highest to lowest were backchanneling, non-linguistic means, clarification request, appeal for assistance, and repetition. The identified CSs to enhance clarity and listening comprehension were repetition, self-initiated repair, rephrasing, and lexical insertion. Code-switching, translanguaging, and let it pass were interactional resources used effectively to keep the conversation going. Our findings and analysis imply that to achieve greater communicative capability, we need to raise ELF awareness and promote explicit teaching of CS as well as international communication knowledge.

- Blagoja Dimoski, Satomi Kuroshima, Rasami Chaikul, & Yuri Jody Yujobo (2019). ELF型学習モジュール: ELFコミュニケーションのために Preparing learners for ELF encounters through ELF-aware pedagogical modules. *JACET Summer Seminar*. Tamagawa University. Tokyo, Japan. August 22, 2019.

We showcased our original ELF-aware modules: communication strategies, intercultural communication, critical literacy, and 21st-century skills through project-based learning. Each presentation introduced the teaching materials we developed and discussed tips and ideas for adaptation to one's own language classes.

- Blagoja Dimoski, Satomi Kuroshima, & Rasami Chaikul (2019). 'Borderless' online ELF spoken interactions: Participants' views and perspectives through 'accommodation' strategies. *The 58th JACET International Convention*. Nagoya Institute of Technology. Nagoya, Japan. August 29, 2019.

We presented our preliminary findings on translanguaging and transculturality phenomena observed in our data. Through detailed analyses of our corpus of online ELF conversations, we were able to show how the participants displayed orientation and sensitivity to the owner of a named cultural domain of knowledge and experience. In particular, in their interactions, the knowledge and experience of the named culture have been intertwined with the locally contingent action formation, for instance, by using a Japanese term (e.g., "*neko*") to inform Japanese interlocutors of their daily life, or vice versa. The participants are able to convey an affiliative stance through claiming to have such knowledge and experience. In this way, we demonstrated that the phenomenon of translanguaging and transculturality can be described as a means not only for mutual intelligibility but also for affiliative and accommodative interactional moves, which can

promote their ELF communication.

- Rasami Chaikul (2019). Engaging in diversity and transcultural exchanges in online English as a lingua franca (ELF) communication. *The 5th VietTESOL International Convention*. University of Foreign Languages - Hue University, Hue City, Vietnam. October 11, 2019.

This presentation provided an overview of transcultural exchanges seen in online communication between Japanese university students and non-native English speakers from the expanding circle. Significant findings were discussed along with insights into the characteristics of communication strategies used during ELF interactions and transcultural exchanges.

- Yuri Jody Yujobo (2019). Blending English as a lingua franca and interdisciplinary STEAM education. *The 16th Annual CamTESOL*. Institute of Technology of Cambodia. Phnom Penh, Cambodia. February 8, 2019.

The focus of this presentation was to introduce how research findings could be transferred into a creation of ELF-aware pedagogical modules.

3.3 Publication

Based on the findings from our initial round of data collection, our paper, titled 'The Initial Stages of Developing Resources for Teaching Communication Strategies in ELF-informed Pedagogy', was peer-reviewed and published in the 8th volume of the Waseda Working Papers in ELF (Dimoski, Kuroshima, Okada, Chaikul, & Yujobo, 2019).

In this study, we analyzed the spoken interactions of three Tamagawa University students with their foreign interlocutors (i.e., two in Taiwan and one in Thailand) using online video-conferencing software. Our findings showed that, despite our students' relatively low (self-assessed) level of English proficiency (i.e., from beginner to intermediate), they were able to make effective use of various communication strategies to co-construct and negotiate meaning during their twenty-minute conversations. Our findings thus preliminarily confirm that they are able to employ the norms of how an ordinary interaction works (i.e., how the sequence of actions is organized).

In addition, we observed that our university students struggled to cope with non-understanding in interactions, as well as their self-reported lack of confidence in their communicative capability. Therefore, pedagogical interventions, whether through explicit or implicit means, can address these issues in the classroom and may be of benefit.

4. FUTURE DIRECTIONS

In the 2020 academic year, we will begin our second round of data collection by expanding our investigation to writing in ELF contexts. This will include a new phase of data collection of written texts (i.e., real-time messaging) in ELF settings. Data on ELF writing will be collected with the collaboration between our university students in Japan and ELF learners and users from different countries especially those from the outer circle. Based on the data of written communication in ELF, we will begin coding for the written

data using the CSs and framework to create an original corpus of ELF-informed written communication. The ELF corpus can be a rich resource for researchers on authentic data of ELF spoken and written communication.

During the latter half of 2020 and 2021, our focus entails transferring our analysis of students' CS use to developing appropriate teaching and assessment materials which combine explicit and implicit teaching of CSs. The researchers plan to do extensive trials in our university English language classrooms and collect feedback using a mixed-methods approach.

Moreover, one of our final studies is to develop approaches to ELF-informed assessment. For this purpose, we will stage a series of ELF-informed assessment workshops for both pre-service and in-service teachers, as well as people who are interested in the topic, in order to explore and further understand attitudes toward non-traditional style assessment. Data and feedback will be collected and analyzed for further development of ELF-informed assessment tools. We hope this workshop will create a better understanding of approaches to ELF assessment (e.g., the creation of ELF-informed rubrics) to solve the difficulties at hand.

This will lead us into our final project, an ELF-informed website where the ELF pedagogical modules take form as online resources for educators and complete an original ELF corpus on specific CSs used in spoken and written ELF communications. The website will be made available to the public to implement the ELF-informed modules into their curriculum. The website will be trialed by other ELF practitioners for feedback to improve the website. The researchers will present the process and development of these online resources at conferences and in publications.

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A Report on Faculty Development and Research at the Center for English as a Lingua Franca 2019

ELF センター 2019 FDと研究活動レポート

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ABSTRACT

The Center for English as a Lingua Franca (CELF) at Tamagawa University is a unique program whereby 56 teachers from diverse backgrounds enrich a learning environment where students can experience the use of English as a Lingua Franca. CELF Faculty Development (FD) aims to promote a better understanding of ELF in ELT, reinforce effective teaching methodologies, support teachers' professional development and promote inclusion in its diversity. Throughout the 2019 academic year, 21 FD workshops, lectures, discussions and special events on 38 occasions were held in the Spring and Fall semester. In this report, we describe in detail our faculty development activities, present the research achievements of our faculty members, and reveal the results from a FD survey of CELF faculty.

KEYWORDS: English as a lingua franca, ELF, Faculty development, Teacher development, ELF research

1. INTRODUCTION

The Center for English as a Lingua Franca (CELF) provides English as a Lingua Franca (ELF) classes as a required 'foreign' language course to all students at Tamagawa University. In the 2019 academic year, we offer ELF classes to more than 2000 students from all colleges at our university. Regardless of geographical background, the number of non-native speakers of English who use English as an international lingua franca around the globe outnumber native speakers. It is therefore crucial that 21st century citizens understand and be aware of the use of English as a lingua franca.

At our ELF Center, approximately 56 qualified teachers from diverse countries of origin (Australia, Brazil, Bulgaria, Canada, China, Egypt, Finland, France, Germany, India, Ireland, Macedonia, New Zealand, Philippines, Poland, Russia, Thailand, UK, USA,

and Vietnam) and native languages were hired by virtue of their teaching qualifications and professional experience. The linguistic and cultural diversity these teachers bring is a valuable resource to enhance our students' awareness of ELF. The main purpose of the various types of CELF Faculty Development (FD) activities is to enhance the understanding and awareness of ELF teaching, assessment and classroom management while providing a platform for our teachers to share ideas, methodologies and research, promote professional development, and strengthen professional networks. In 2019, CELF held 21 FD lectures, workshops, demonstrations and discussions. In the following sections, we report on our FD and professional development initiatives as well as the academic achievements of CELF.

1. THE 2019 CELF-ELTAMA FORUM FOR ENGLISH LANGUAGE TEACHING

The 2019 CELF-ELTama Forum for English Language Teaching was a collaborative effort between CELF and ELTama and was held on Friday 23 August, 2019.

The event offered a rich opportunity for CELF teachers to present and discuss their ELF-aware classroom practices, ELF-related research and methodologies, along with current students and alumni from the Graduate School of Humanities who share their English teaching techniques, research and expertise. A total of 11 presentations and reports were given by CELF faculty and part-time teachers (details, see Table 1 below). This reciprocal event attracted approximately 80 participants.

Table 1
CELF talks at the 2019 CELF-ELTama Forum for English Language Teaching

Type of Talk & Title	Author(s)
Presentation (CELF Research Report) *Epistemological division in writing pedagogy: ELF-awareness militates against conduit ideology*	Paul McBride
Presentation (CELF Research Report) *Designing inquiry-based materials to raise ELF-informed glocal awareness beyond 21st century skills*	Yuri Jody Yujobo
Presentation (CELF Research Report) *Conforming to native speaker norms? An initial investigation of Japanese learners' communicative capability in ELF interactions*	Blagoja Dimoski, Rasami Chaikul, Yuri Jody Yujobo & Tricia Okada
Presentation (CELF Research Report) *Accommodating the construction of request turn to the timing of compliance: In case of an immediate request in Japanese service encounters*	Satomi Kuroshima
Presentation (CELF Concurrent Sessions) *Effectiveness of explicit instruction in reading strategies for beginner-level students*	Sachi Oshima

Presentation (CELF Concurrent Sessions) *Using video in the language learning classroom*	Drew Larson
Presentation (CELF Concurrent Sessions) *Towards EMI: A sample workshop on cognitive psychology*	Tomokazu Ishikawa
Presentation (CELF Concurrent Sessions) *Listening strategy training for ELF learners*	Brett Milliner & Blagoja Dimoski
Presentation (CELF Concurrent Sessions) *Cross-cultural quizzes in the ELF classroom*	Marinette Ishizaki
Presentation (CELF Concurrent Sessions) *Listening portfolio: A combination of extensive and intensive listening*	Hoa Bao Lai
Presentation (CELF Report) *CELF Report*	Rasami Chaikul & Brett Milliner

Following a short introductory talk by Dr. Tomokazu Ishikawa, the featured plenary invited speaker, Dr. Will Baker (University of Southampton) gave a presentation on "Global Englishes and transcultural communication: Rethinking competences and pedagogy for ELT" and a workshop on "Exploring interculturality and transcultural communication in ELT practices" via video conference. The successful workshop was led by Dr. Ayako Suzuki and Dr. Ishikawa. This joint plenary was co-sponsored by Dr. Ishikawa' s JSPS Kakenhi Grant (No.19K20794) and supported by JACET ELF SIG.

Figure 1. Dr. Tomokazu Ishikawa at CELF-ELTama Forum for English Language Teaching

2. ELF WORKSHOPS & TRAINING FOR CELF TEACHERS

CELF Faculty Development (FD) staged various teacher's Professional Development (PD) and FD events for CELF teachers and administrative staff throughout the academic year. Most CELF FD workshops, lectures and training sessions were held at least twice each month to encourage teachers to engage in professional development. Most events were held at the end of the teaching day, while others took place during the teachers' lunch break. A short report on each type of event is provided below.

2.1 CELF Teacher Orientation

The CELF carried out Teacher Orientations each semester. In 2019 these orientations were held on March 25 in the Spring and September 17 in the Fall semester. In each teacher orientation a general briefing on the ELF program, the textbooks and materials used in the program, the CELF Tutor Service, class management, and technology orientation were provided in the morning session. The afternoon session focussed on: a program description, explanations about the academic calendar, faculty development, important information on class management and grading, extensive reading, the orientation of ELF students, and a campus tour.

Figure 2. Dr. Masaki Oda, CELF Director, delivers a welcome speech at the CELF teacher orientation on March 25, 2019

2.2 M-reader and Extensive Reading FD Workshop

The Center for English as a Lingua Franca (CELF) opened its very first Faculty Development (FD) of the 2019 academic year with an M-reader workshop on April 17 and 19. This was a hands-on event aimed at helping teachers use the M-reader program to keep a record of their students' extensive reading.

2.3 Blackboard CMS Training

At Tamagawa University the Blackboard course management system (CMS) is

implemented and hosts all of CELF teaching resources and administrative information. To help CELF faculty to actively use this learning portal, CELF FD held four Blackboard training sessions twice each semester on April 22- 23 in the Spring and October 15-16 in the Fall. Each workshop focused on managing classroom assignments, assessing students' performance, and computer assisted learning.

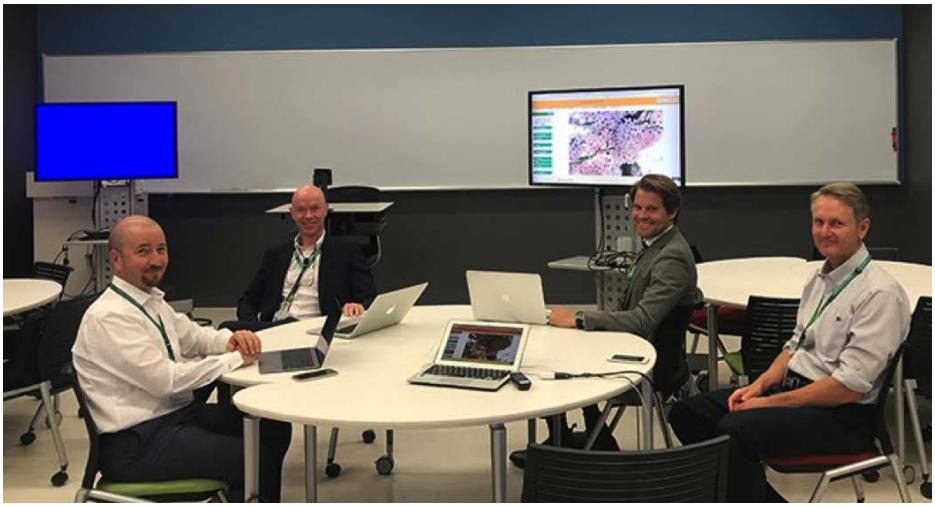

Figure 3. CELF FD workshop on the Blackboard course management system (CMS) and Unitama (universal support system for Tamagawa University)

2.4 ELF Lectures

To raise awareness and understanding of ELF-informed pedagogy, a variety of FD workshops and lectures were arranged in AY 2019.

2.4.1 ELF Lecture on ELF Policies

On May 14, 2019, Dr. Ayako Suzuki from the Department of English Language Education gave a presentation as a part of the CELF FD Special Lecture session on "ELF policies in Japanese formal education and possibilities of ELF."

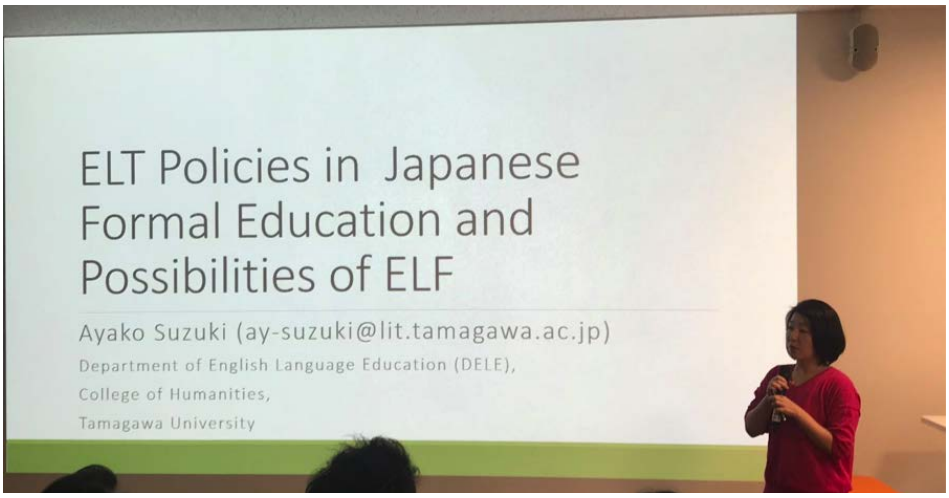

Figure 4. Special lecture session by Associate Professor Ayako Suzuki

2.4.2 ELF Special Lecture on Multilingual Franca (EMF) Awareness

Dr. Tomokazu Ishikawa gave two Lectures on "English as a Multilingual Franca (EMF) awareness" on June 21 and 24, 2019. The presentations focused on ELF-awareness within multilingualism. The lectures concluded with Dr. Ishikawa's suggestions for the future of ELF research and pedagogy.

2.4.3 ELF Assessment Workshop

Two interactive workshops on "Assessment and Unitama FD" by Rasami Chaikul and CELF Associate Director, Paul McBride were held on July 22 and 23, 2019. These workshops focused on enhancing CELF teachers' understanding of the ELF program assessment guides and how to use Unitama (universal support system for Tamagawa University) during grading.

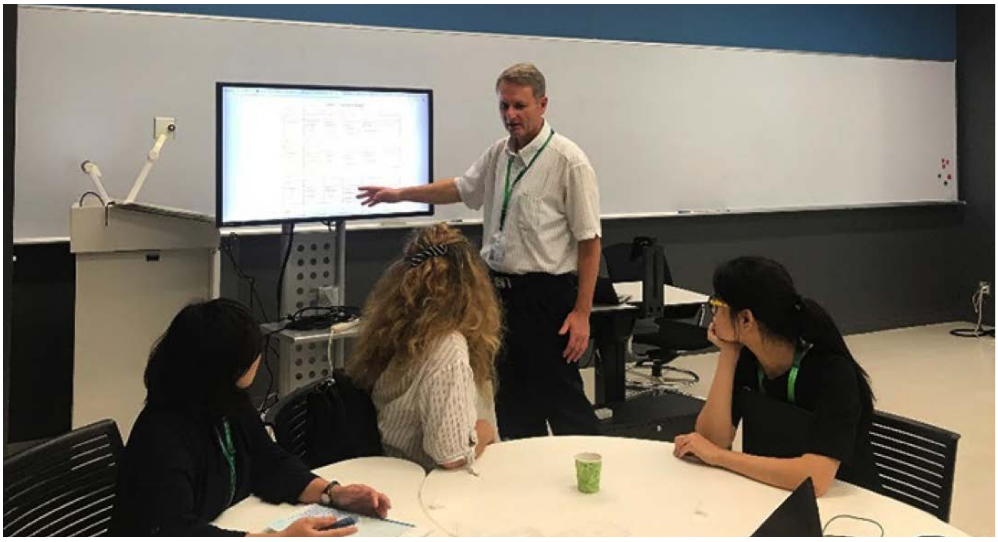

Figure 5. CELF FD Assessment and Unitama Workshops by Associate Professor Paul McBride

2.4.4 Lunchtime Meeting and Informal Discussions for CELF Teachers

Rasami Chaikul, Associate Director Paul McBride and full-time faculty, Blagoja Dimoski, Jody Yujobo and Satomi Kuroshima, moderated six lunchtime meetings and informal discussion sessions for CELF teachers on July 29 - 30, 2019 and January 20, 21, 22 and 24, 2020. These FDs focused on assisting teachers with their questions and concerns, sharing teaching ideas and discussing any issues relating to the ELF classroom. Some of the issues discussed included conducting process writing, dealing with student's difficulties, grading criteria and related issues, and ELF research.

2.5 ELF Class Observations and ELF Module Demonstration

As part of campus-wide University FD/SD (Staff Development) Class Observation event, the CELF opened up 14 classes taught by full-time faculty on July 8, 9, 10 and 12 in the Spring and 7 classes in the fall on October 7, 8, and 9. All feedback from the part-time teachers and office personnel who attended the class observations was positive.

A total of 12 ELF module demonstrations were conducted by CELF as a part of the Cosmos Fair on November 9 and 10. The objectives of ELF Cosmos were to share the concept of ELF as a foundation of university language teaching and to promote CELF teaching, research, and professional development. Approximately 190 teachers, graduates, students and general audience members attended these modules during the Cosmos Fair period. For more information, see: https://www.tamagawa.ac.jp/celf/news/detail_019.html

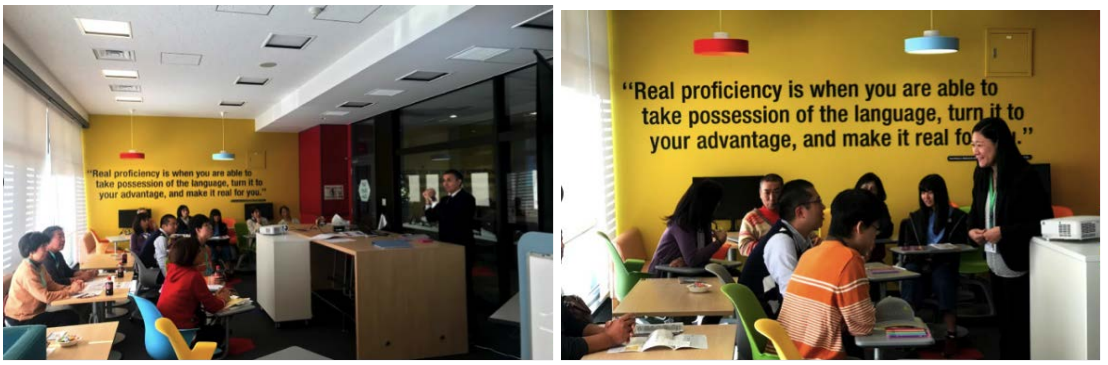

Figure 6. ELF Module demonstrations at Cosmos fair on November 9-10, 2019

2.6 Guest Speakers and Visiting Scholars

The center welcomed two prominent scholars in the field of English as a Lingua Franca and language education in 2019.

2.6.1 CELF FD Special Lecture #1

The Center for English as a Lingua Franca (CELF) welcomed Prof. Safnil Arsyad and his colleagues and graduate students from the University of Bengkulu, Indonesia on July 9, 2019. A presentation on "Struggling for international publication: The potential rhetorical problems for Indonesian scholars in social sciences and humanities when writing in English" was given by Prof. Safnil and the opening address was delivered by CELF Director Prof. Masaki Oda.

Figure 7. Professor Safnil Arsyad, colleagues and graduate students from the University of Bengkulu, Indonesia visit CELF

2.6.2 CELF FD Special Lecture #2

A special lecture on “Towards cross-fertilization of English as a lingua franca and study abroad” was given by Dr. Daisuke Kimura, of the University of Tokyo, on November 6, 2019. The lecture presented an analysis of Japanese students who studied English in Thailand.

Figure 8. CELF FD Special Lecture on “Towards cross-fertilization of English as a lingua franca and study abroad” by Dr. Daisuke Kimura

2.6.3 CELF FD Special Lecture and Visiting Scholar

Dr. Masaki Oda, Director of the Center for English as a Lingua Franca (CELF), gave a presentation on “Applied linguistics beyond ELT: A diachronic view”. At this talk the CELF also welcomed Dr. Donna Brinton, former Associate Director of the Center for World Languages at UCLA to participate in a post-talk discussion on December 10.

Figure 9. CELF Director Dr. Masaki Oda’s lecture and special guest Dr. Donna Brinton, former Associate Director of the Center for World Languages at UCLA on December 10, 2019

2.7 CELF Collaborative FD

A special collaborative meeting between the Center for English as a Lingua Franca (CELF)

and the English program at Utsunomiya University (EPUU) took place on November 20, 2019. CELF's Director Prof. Masaki Oda welcomed Prof. Chieko Mimura, the Director of EPUU, and her team to Tamagawa University's CELF with a view to exchanging knowledge and ideas for curriculum, program, and professional development on both sides.

Figure 10. CELF Collaborative FD with Utsunomiya University on November 20, 2019

2.8 CELF Professional Development Research Seminar

To promote lifelong learning among CELF teachers, CELF FD aimed to provide a platform for CELF teachers to share their research and teaching techniques with others in the program. Four presentations on three topics were given at these events on January 7 and 8, 2020.

On both occasions, CELF full-time faculty Brett Milliner and Blagoja Dimoski presented a research report on "Explicit listening strategy training for lower-proficiency learners: Is it worthwhile?." In addition, Marcin Wrobel shared his ideas on "Ethical issues regarding the usage of machine translation in the setting of Japanese university" on the first day, and Drew Larson presented teaching practice ideas on "Video-based learning exercises for the classroom" on the second day of this research seminar.

Figure 11. CELF Professional Development Research Seminar presenters; Drew Larson (left) and Marcin Wrobel (right)

2.9 CELF FD Round Table Discussion

Tamagawa celebrated its 90th anniversary in 2019, to mark this occasion, CELF hosted an FD round table on "The history of Tamagawa and Tamagawa's ELT (The memoir of Mr. Kuniyoshi Obara and his zenjin education)." Honorary speakers were CELF Director, Prof. Masaki Oda and Ms. Mari Watanabe (Tamagawa graduate, CELF office). The philosophy of Tamagawa's zenjin (whole person) education and experiences of being educated by Tamagawa Gakuen's founder, Mr. Kuniyoshi Obara were shared. The round table concluded with a reflection and discussion of Tamagawa's English language teaching and learning.

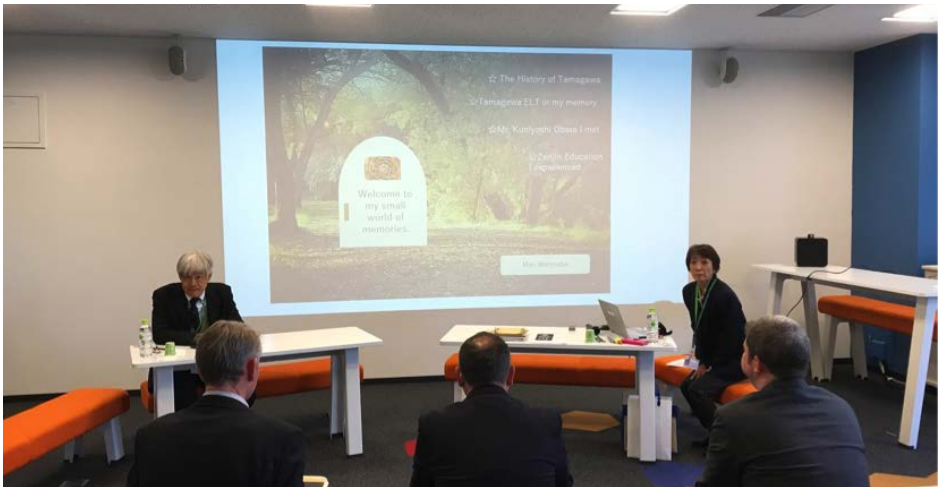

Figure 12. Professor. Masaki Oda (CELF Director, Tamagawa University) and Ms. Mari Watanabe (Tamagawa graduate, CELF office) lead the CELF FD round table on "The history of Tamagawa and Tamagawa's ELT (The memoir of Mr. Kuniyoshi Obara and his Zenjin Education)" on February 10, 2020

3. CELF FD SURVEY RESULTS

CELF FD implements a variety of faculty development programs aimed at raising ELF-awareness, helping teachers to implement ELF-informed pedagogy in addition to promoting professional development through the sharing of contemporary research. The CELF staged a variety of FD initiatives in 2019. To audit the efficacy of these initiatives and learn how they can be improved, a CELF FD survey was distributed among CELF teachers during lunchtime meetings and discussions, and 52% (29/56) of teachers responded.

The first item on the survey asked teachers to respond to five likert-scale items relating to their satisfaction with the CELF FD training and support they received as CELF teachers. A total of 96% (27/29) of teachers expressed satisfaction with the CELF FD training and support received (Figure 13).

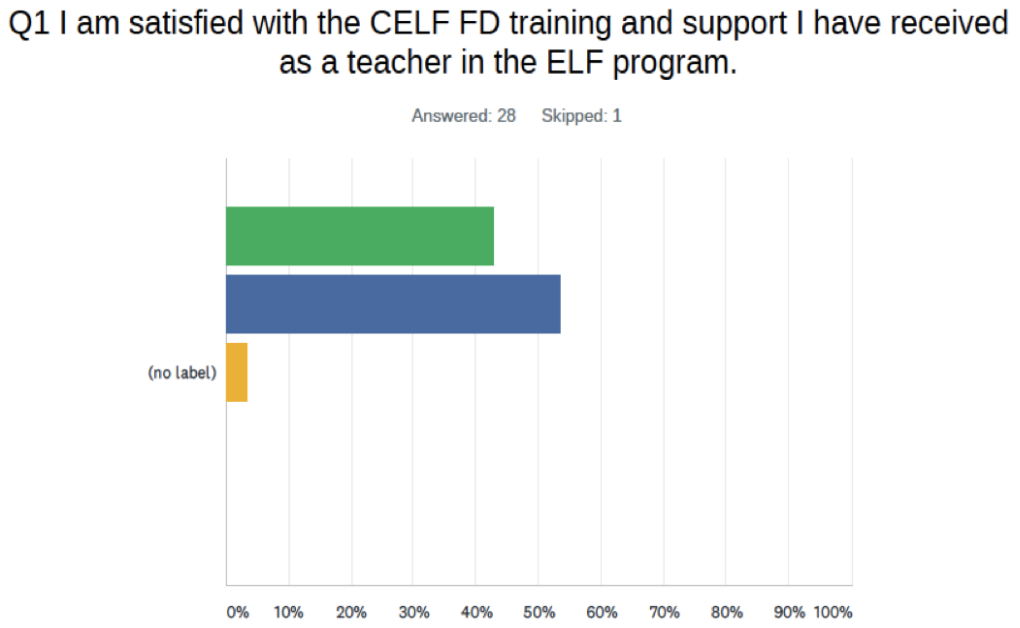

Figure 13. Results for Q1 (n= 29)

The CELF FD survey also revealed 86% (25/29) agreed that the CELF FD had an impact on their professional development, with 27% (8/29) strongly agreeing. Only two teachers gave a neutral answer and one teacher disagreed with the statement (See Figure 14).

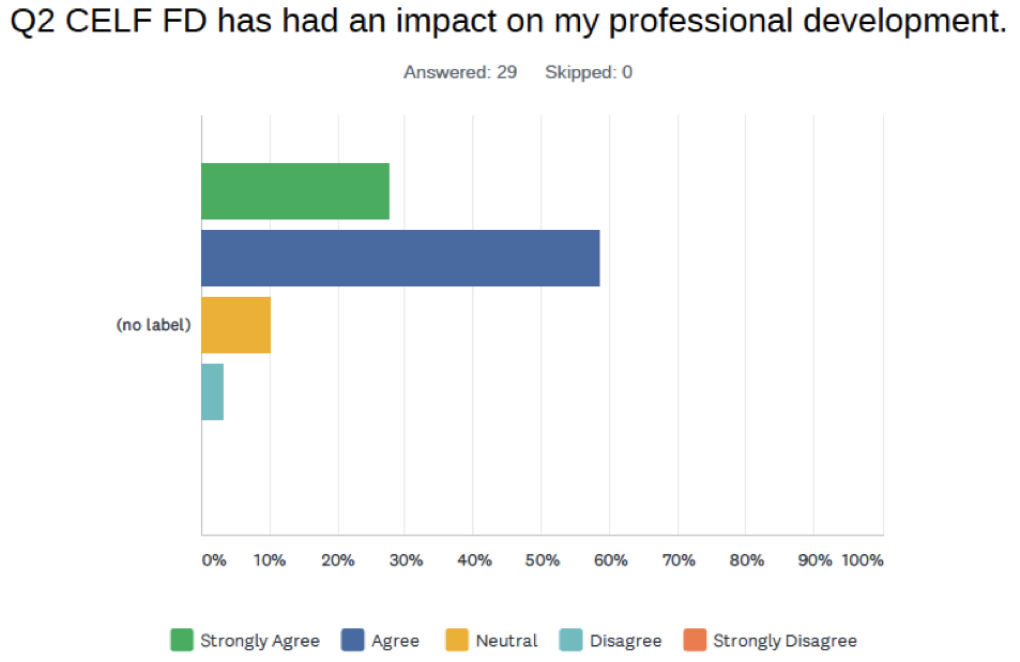

Figure 14. Results for Q2 (n= 29)

Item 3 in the CELF FD survey asked teachers to choose the FD event(s) they found most

interesting or beneficial to them. While 89% (28/29) of the teachers stated that the CELF teacher orientation was beneficial, a further 11% mentioned that it was interesting. A small majority of teachers (59%) found the Blackboard and Unitama workshops which were provided four times in the year, beneficial and 33% said the question was not applicable to them. This may be due to the duration of each teacher's participation in the CELF as those who had been teaching in the program longer may have a better understanding of the Blackboard and Unitama systems in general. The M-reader workshop and CELF-ELTama Forum were rated as beneficial (50% of respondents), while 32% of teachers found the CELF FD assessment workshop the most interesting FD activity (n=25). In the section inviting open-ended comments, one teacher mentioned that the "feedback received from speaking with tenured professors was highly beneficial."

The survey asked CELF teachers to choose the item they felt was most beneficial to them (Figure 15). Teachers were asked to mark their preferred level on a five-point Likert scale. They could also skip items if they felt they were not relevant to them. The results revealed that 96% (27/28) of them agree that CELF FD helped deepen their understanding of the ELF program. Of the teachers who took the survey, 86% (22/28) believed it helped deepen their understanding of ELF pedagogy and 85% reported that the program had helped them improve their teaching techniques and skills. A total of 24 teachers (89%) said that CELF FD helped them understand extensive reading, graded readers and M-Reader more deeply, while 71% (20/28) reported that FD helped them develop their research ideas and skills. Perhaps the most remarkable result was that 93% (26/28) of faculty felt that the CELF FD program helped teachers develop better relations with colleagues.

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL
to increase my understanding of ELF program	42.86% 12	53.57% 15	3.57% 1	0.00% 0	0.00% 0	28
to increase my understanding of ELF pedagogy	28.57% 8	57.14% 16	14.29% 4	0.00% 0	0.00% 0	28
to increase my understanding of ELF research	25.00% 7	46.43% 13	28.57% 8	0.00% 0	0.00% 0	28
to increase my understanding of Blackboard and Unitama	22.22% 6	62.96% 17	11.11% 3	3.70% 1	0.00% 0	27
to increase my understanding of extensive reading, graded reader and M-reader	25.93% 7	62.96% 17	11.11% 3	0.00% 0	0.00% 0	27
to increase my understanding of classroom materials and textbooks	28.57% 8	46.43% 13	25.00% 7	0.00% 0	0.00% 0	28
to improve my teaching techniques/ skills	21.43% 6	64.29% 18	14.29% 4	0.00% 0	0.00% 0	28
to improve my classroom management	21.43% 6	57.14% 16	21.43% 6	0.00% 0	0.00% 0	28
to improve my classroom assessment	17.86% 5	57.14% 16	21.43% 6	3.57% 1	0.00% 0	28
to develop my research idea/ skills	21.43% 6	50.00% 14	25.00% 7	3.57% 1	0.00% 0	28
to develop a good relationship with other colleagues	46.43% 13	46.43% 13	3.57% 1	3.57% 1	0.00% 0	28

Figure 15. Summary of results displaying the teachers' opinions on the benefits of CELF FD in SurveyMonkey.

Item 6 in the CELF FD survey asked teachers what kind of FD event(s) they would like to see in the future. Three teachers mentioned that they would like to see FD workshops where teachers demonstrate and share their teaching ideas and practices. Other teachers stated FD activities which relate to English skills such as speaking (3) and process writing (2).

4. CELF RESEARCH ACHIEVEMENTS

In 2019, the full-time faculty in the CELF actively engaged with the academic community and continued to make strides with their independent and collaborative research. In this section, we share some of those research achievements.

4.1 Academic Presentations

In 2019, CELF faculty made a combined total of 38 presentations at international and domestic conferences.

4.1.1 Domestic Presentations

The CELF made 17 presentations across Japan in 2019. These consisted of an invited workshop and panel presentations, numerous paper and poster presentations (see Table 2). Of particular note, Blagoja Dimoski and Yuri Jody Yujobo were invited panelists at the Aichi University Forum.

Table 2
Summary of CELF faculty's domestic presentations (n＝17)

Location	Type, Title, & Event	Author(s)
Kobe	Presentation A review of explicit listening strategy training *JALT PanSIG 2019 Conference*	Brett Milliner & Blagoja Dimoski
Tokyo	Presentation 医療記録を「読むこと」の会話分析 [Conversation analysis on 'reading' the medical records] 第45回日本保健医療社会学会 *[45th Annual Meeting of the Japanese Society of Health and Medical Sociology]*	Satomi Kuroshima
Tokyo	Presentation ELF型学習モジュール: ELFコミュニケーションのために [Preparing learners for ELF encounters through ELF-aware pedagogical modules] *The 2nd JACET Joint Summer Seminar*	Yuri Jody Yujobo, Blagoja Dimoski, Satomi Kuroshima & Rasami Chaikul

Tokyo	Presentation 多言語主義における国際語としての英語 *The 2nd JACET Joint Summer Seminar*	Tomokazu Ishikawa
Tokyo	Presentation Doing justice to ELF in ELT *2019 ELF-ELTama Forum*	Tomokazu Ishikawa
Tokyo	Presentation Towards EMI: A sample workshop on cognitive psychology *2019 ELF-ELTama Forum*	Tomokazu Ishikawa
Tokyo	Presentation Listening strategy training for ELF Learners *2019 ELF-ELTama Forum*	Brett Milliner & Blagoja Dimoski
Nagoya	Invited talk Developing inquiry-based ELF-aware teaching materials and assessments for tomorrow's global citizens *Forum of The Institute for Research in Humanities and Social Sciences, Aichi University (IRHSA)*	Yuri Jody Yujobo
Nagoya	Invited talk Teaching and assessment materials for communicative capability in ELF-aware classrooms and beyond *Forum of The Institute for Research in Humanities and Social Sciences, Aichi University (IRHSA)*	Blagoja Dimoski
Nagoya	Presentation The efficacy of explicit listening strategy training *JALT 2019*	Brett Milliner & Blagoja Dimoski
Tokyo	Invited talk How multilingual ELF scenarios are? *The 1st JACET ELF SIG International Workshop*	Tomokazu Ishikawa
Nagoya	Presentation English as a multilingua franca in ELT: Beyond ideological monolingualism *58th JACET International Convention*	Tomokazu Ishikawa

Nagoya	Presentation 'Borderless' online ELF spoken interactions: Participants' views and perspectives through 'accommodation' strategies *58th JACET International Convention*	Blagoja Dimoski, Satomi Kuroshima & Rasami Chaikul
Nagoya	Plenary Symposium Applied linguistics today *58th JACET International Convention*	Masaki Oda, Paul Kei Matsuda & Daniel Perrin (Moderated by Chitose Asaoka)
Tokyo	Plenary Symposium **応用言語学の言語語横断的（Translingua）連携の可能性** (Translingual collaboration in applied linguistics) *2nd JAAL in JACET*	Masaki Oda
Tokyo	Poster The Language Policy SIG research report *2nd JAAL in JACET*	Rasami Chaikul & Mimura Chieko
Kanazawa	Presentation English as a Lingua Franca (ELF) and Language Education Policy in Thailand **「タイの言語教育政策における国際共通語にとしての英語」** *JACET Language Policy SIG's 2019 Special Research Meeting*	Rasami Chaikul

4.1.2 International Presentations

In the 2019 academic year CELF faculty presented their individual and collaborative research projects at a range of international conferences, including South America, Europe, Asia, Oceania, and North America. In total, 21 international presentations were made during this period (see Table 3). Among them, individual and group presentations were made by Paul McBride, Rasami Chaikul, Masaki Oda and Yuri Jody Yujobo at the Asia TEFL conference in Bangkok, while Blagoja Dimoski, Tomokazu Ishikawa and Tricia Okada presented at the ELF12 conference in Medellín, Columbia.

Table 3
Summary of CELF faculty's international presentations (n=21)

Location	Type, Title, & Event	Author(s)
Bangkok, Thailand	Presentation Designing inquiry-based materials to raise ELF-informed glocal awareness beyond 21st century skills *17th Asia TEFL International Conference*	Yuri Jody Yojobo
Bangkok, Thailand	Assessing English as a Lingua Franca in a Plurilingual and Transcultural Era. *17th Asia TEFL International Conference*	Rasami Chaikul & Kahoko Matsumoto
Bangkok, Thailand	Symposium Epistemological division in writing pedagogy: ELF-awareness militates against conduit ideology. In F. Hamied (Chair). ELT Diversity in response to ELF. *17th Asia TEFL International Conference*	Fuad Abdul Hamied (Moderator) Participants: Masaki Oda, Paul McBride & Ju Seong Lee
Bangkok, Thailand	Colloquium Tips for publishing your first journal article *17th Asia TEFL International Conference*	Willy Renandya, Jason Loh, Marie Alina Yeo, Utami Widati, Masaki Oda & Supakorn Phoocharoensil
Medellín, Columbia	Presentation Conforming to native speaker norms?: An initial investigation of Japanese learners' communicative capability in ELF interactions *ELF12*	Blagoja Dimoski, Satomi Kuroshima, Tricia Okada, Rasami Chaikul & Yuri Jody Yujobo
Medellín, Columbia	Presentation ELF awareness from a monolingual fiction to the multilingual reality *ELF12*	Tomokazu Ishikawa
Alberta, Canada	Poster Referent re-introduction in bilingual narratives: Is it more vulnerable to cross-linguistic influence? *The 12th International Symposium on Bilingualism*	Satomi Mishina-Mori, Yuki Nakano & Yuri Jody Yujobo

Taichung, Taiwan	Workshop Using Google's G Suite® to manage an extensive listening program *4th Extensive Reading World Congress*	Brett Milliner
Taichung, Taiwan	Presentation Developing listening fluency: Explicit listening strategy training versus extensive listening *4th Extensive Reading World Congress*	Brett Milliner & Blagoja Dimoski
Chania, Greece	Presentation Conceptual transfer in connecting events in Japanese-English bilingual teenagers' narratives *International Symposium on Monolingual and Bilingual Speech 2019 (ISMBS)*	Satomi Mishina-Mori, Yuki Nagai & Yuri Jody Yujobo
Hong Kong, China	Panel Discussion Accommodating the construction of request turn to the timing of compliance: In case of an immediate request in Japanese service encounters *The 16th International Pragmatics Conference (IPrA)*	Satomi Kuroshima
Mannheim, Germany	Panel Discussion Dealing with surgical uncertainty: Acknowledging, accounting, and calibrating for the procedures of surgical operations *The 2019 Conference of the International Institute for Ethnomethodology and Conversation Analysis (IIEMCA)*	Satomi Kuroshima
New York, USA	Presentation Members' evaluation methods for measuring radioactive dose *114th Annual Meeting of American Sociological Association (ASA)*	Satomi Kuroshima & Tomone Komiya
Vancouver, Canada	Panel Discussion Trans Asia Pacific: Changing queer climates *American Anthropological Association (AAA)*	Tricia Okada

Hue, Vietnam	Presentation Engaging in diversity and transcultural exchanges in online English as a lingua franca (ELF) communication *VietTESOL International Convention (VietTESOL)*	Rasami Chaikul
Honolulu, Hawaii	Presentation Society 5.0 and the shifts in English education in higher education in Japan *The 5th IAFOR International Conference on Education (ICEE)*	Yuri Jody Yujobo
Phnom Penh, Cambodia	Presentation What is ESTEAM education? Blending of ELF with interdisciplinary STEAM education *The 16th Annual CamTESOL Conference*	Yuri Jody Yujobo
Medan, Indonesia	Presentation English language program as a multicultural organization *The 66th TEFLIN International Conference*	Masaki Oda
Bengkulu, Indonesia	Invited Presentation Issues in preservice and in-service training for teachers in Japan *University of Bengkulu, Graduate School of Education Special Lecture*	Masaki Oda
Bengkulu, Indonesia	Invited Presentation Designing qualitative research projects in English language teaching *University of Bengkulu, Graduate School of Education Special Lecture*	Masaki Oda
Bali, Indonesia	Presentation English as a lingua franca and critical pedagogy: A transformative approach to English language teaching in a Japanese university *15th Annual Education and Development Conference [EDC 2020]*	Rasami Chaikul

4.2 Academic Publications

In 2019, the CELF faculty published their research in books (as chapters), journals, conference proceedings, and in other forms. We wish to congratulate Dr. Tomokazu Ishikawa and Paul McBride for publishing their article, *Doing justice to ELF in ELT: Comments on Toh (2016)* in the Journal of English as a Lingua Franca. Also, Yuri Jody Yujobo, Tricia Okada, Ethel Ogane and former CELF faculty member, Dr. Takanori Sato for their article, *Communication strategies employed by low-proficiency users: Possibilities for ELF-informed pedagogy*, in the same journal. Dr. Tomokazu Ishikawa also published an article titled *EMF awareness in L1-shared classrooms* in the highly respected ELT Journal, a chapter in the Waseda Working Papers in ELF, and he wrote a chapter in an exciting new book *English as a lingua franca in Japan: Towards multilingual practices*. The ELF Center's director, Dr. Masaki Oda also wrote a chapter in this book titled *Learning English because of the Olympics?: A critical inquiry.*

Table 4

Summary of publications by CELF faculty (n=20)

Type (○=Peer-reviewed) & Reference	Author(s)
Article○ Milliner, B. (2019). Comparing extensive reading to extensive reading-while-listening on smartphones: Impacts on listening and reading performance for beginning students. *The Reading Matrix, 19*(1), 1-19. Retrieved from http://www.readingmatrix.com/files/20-81br6g10.pdf	Brett Milliner
Article Chaikul, R., & Milliner, B. (2019). A report on faculty development and research at the Center for English as a Lingua Franca. *The Center for English as a Lingua Franca Journal, 5*, 54-82. Retrieved from http://hdl.handle.net/11078/1363	Rasami Chaikul & Brett Milliner
Article○ Ishikawa, T., & Jenkins, J. (2019). What is ELF? Introductory questions and answers for ELT professionals. *The Center for English as a Lingua Franca Journal, 5*, 1-10. Retrieved from: http://hdl.handle.net/11078/1359	Tomokazu Ishikawa & Jenifer Jenkins
Article○ Dimoski, B., & Milliner, B. (2019). Three bottom-up listening training ideas for the English as a lingua franca classroom. *The Center for English as a Lingua Franca Journal, 5*, 36-53. Retrieved from http://hdl.handle.net/11078/1362	Blagoja Dimoski & Brett Milliner

Article○ Yujobo, Y. J. (2019). Reconceptualizing 'Global Jinzai' from a (B)ELF Perspective. *The Center for English as a Lingua Franca Journal, 5*, 11-22. Retrieved from http://hdl.handle.net/11078/1360	Yuri Jody Yujobo
Article○ Sato, T., Yujobo, Y. J., Okada, T., & Ogane, E. (2019). Communication strategies employed by low-proficiency users: Possibilities for ELF-informed pedagogy. *Journal of English as a Lingua Franca, 8*(1), 9-35. https://doi.org/10.1515/jelf-2019-2003	Takanori Sato, Yuri Jody Yujobo, Tricia Okada & Ethel Ogane
Article○ Ishikawa, T., & McBride, P. (2019). Doing justice to ELF in ELT: Comments on Toh (2016). *Journal of English as a Lingua Franca 8*(2), 333-345. https://doi.org/10.1515/jelf-2019-2026	Tomokazu Ishikawa & Paul McBride
Edited book & chapter○ Murata, K., Ishikawa, T., & Konakahara, M. (2020). Introduction: ELF and Applied Linguistics - Broadening a perspective. In K. Murata, T. Ishikawa, & M. Konakahara (Eds.), *Waseda Working Papers in ELF (vol. 8)*, 1-12. Tokyo: ELF Research Group, Waseda University.	Kumiko Murata, Tomokazu Ishikawa & Mayu Konakahara
Chapter○ Ishikawa, T. (2020). Complexity of English as a multilingua franca: Place of monolingual standard English. In M. Konakahara, & K. Tsuchiya (Eds.), *English as a lingua franca in Japan: Towards multilingual practices* (pp. 91-109). Basingstoke: Palgrave Macmillan.	Tomokazu Ishikawa
Article○ Cote, T., & Milliner, B. (2019). Digital literacies and study abroad: A review of Japanese students in Australia. *CALL-EJ, 20*(3), 44-61.	Travis Cote & Brett Milliner
Article○ Milliner, B., & Dimoski, B. (2019). Explicit listening strategy training for ELF learners. *The Journal of Asia TEFL, 16*(3), 833-858. http://dx.doi.org/10.18823/asiatefl.2019.16.3.5.833.	Brett Milliner & Blagoja Dimoski
Editorial Milliner, B., Okuyama, L., Okuyama, Y. , Hayashi, G., Bower, C., Sato, A., & Gildart, S. (2019). Yokohama JALT MyShare2018 [Specialissue]. *AccentsAsia, 11*(2),1-32.	Brett Milliner
Article○ Ishikawa, T. (2020). EMF awareness in L1-shared classrooms. *ELT Journal*.	Tomokazu Ishikawa

Article○ Dimoski, B., Kuroshima, S., Okada, T., Chaikul, R., & Yujobo, Y. J. (2019). The initial stages of developing resources for teaching communication strategies in ELF-informed pedagogy. *Waseda Working Papers in ELF, 8*, 105-128.	Blagoja Dimoski, Satomi Kuroshima, Tricia Okada, Rasami Chaikul & Yuri Jody Yujobo
Article○ Mishina-Mori, S., Nakano, Y., & Yujobo, Y. J. (2019). Conceptual transfer in connecting events in Japanese-English bilingual teenagers' narratives. In E. Babatsouli (Ed.), *Proceedings of the International Symposium on Monolingual and Bilingual Speech 2019* (pp. 80-85). Chania, Greece: ISMBS.	Satomi Mishina-Mori, Yuki Nakano & Yuri Jody Yujobo
Chapter○ Milliner, B., & Barr, B. (2020). Computer assisted language tests and learner mindsets. In M. Freiermuth & N. Zarrinabidi (Eds.), *Technology and the psychology of second language learners and users*. New York: Palgrave MacMillan.	Brett Milliner & Blair Barr
Chapter○ Oda, M. (2020). Learning English because of the Olympics?: A Critical Inquiry. In M. Konakahara, & K. Tsuchiya (Eds.), *English as a lingua franca in Japan: Towards multilingual practices* (pp. 301-311). Basingstoke: Palgrave Macmillan.	Masaki Oda
Chapter○ Oda, M. (2019). Behind the sand castle: Implementing English language teaching policies in Japan. In X. Gao (Ed.), *Second Handbook of English Language Teaching* (pp.1-21). Switzerland: Springer, Cham. https://doi.org/10.1007/978-3-319-58542-0_4-1	Masaki Oda
Chapter **佐野富士子、小田寛人編『授業力アップのための英語教師必携自己啓発マニュアル』東京：開拓社、2019年。**ISBN 978-4-7589-1355-3	Masaki Oda
Chapter○ Oda, M. (2020). Groundless beliefs: Language learners and media discourse. In S. Madya, W. A. Renandya, M. Oda, D. Sukiyadi, A. Triastuti, Ashadi, E. Andriyanti, & N. Hidayanto P.S.P (eds.), *English Linguistics, Literature, and Language Teaching in a Changing Era* (pp. 14-19). London: Routledge. https://doi.org/10.1201/9780429021039	Masaki Oda

4.3 Contributions to Academic Societies

CELF faculty continue to engage as volunteers for a variety of academic organizations. Faculty fulfilled 46 voluntary roles (compared to 24 in 2017 - see Milliner & Dimoski, 2018; and 41 in 2018 - see Chaikul & Milliner, 2019) in domestic and international academic societies. Table 5 lists the variety of roles fulfilled.

Table 5

Summary of contributions by CELF faculty to academic societies in 2019 (n=46)

Society	Position	Name
Asia TEFL	Vice President for Membership	Masaki Oda
JACET	Vice President & Director of Academic Affairs	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
Lingua Pedagogia (Universitas Negeri Yogyakarta)	Editorial Board Member	Masaki Oda
TESOL Quarterly	Reviewer	Masaki Oda
University of Southern Queensland	Ph.D. External Examiner	Masaki Oda
JACET Seminar Committee	Steering Committee Member	Paul McBride
JACET Kanto Journal	Journal Editor	Paul McBride
JACET ELF SIG	Contributor to SIG Website	Paul McBride
JACET Kanto Journal	Journal Editor	Mitsuko Imai
JACET Seminar Committee	Steering Committee Member	Mitsuko Imai
The International Academic Forum, Journal of Language Learning	Reviewer	Andrew Leichsenring

JALT Post Conference Publication	Copy Editor	Andrew Leichsenring
The Language Teacher (JALT)	Copy Editor & Proofreader	Andrew Leichsenring
Proceedings of the fourth Extensive Reading World Congress	Copy Editor	Brett Milliner
The Journal of Extensive Reading	Copy Editor	Brett Milliner
JALT CALL	Treasurer	Brett Milliner
JALT Yokohama	Publications Chair	Brett Milliner
Accents Asia Journal	Special Issue Editor	Brett Milliner
JACET Seminar Committee	Steering Committee Member	Satomi Kuroshima
Journal of Pragmatics	Reviewer	Satomi Kuroshima
The Japanese Association of Sociolinguistic Sciences	Treasurer	Satomi Kuroshima
The Japanese Association of Sociolinguistic Sciences	Reviewer	Satomi Kuroshima
JACET Seminar Committee	Associate Chair & Steering Committee Member	Tomokazu Ishikawa
JACET Academic Exchange Committee	Steering Committee Member (AILA & JAAL in JACET Coordinator)	Tomokazu Ishikawa
Englishes in Practice (De Gruyter)	Editorial Board Member	Tomokazu Ishikawa
Journal of English as a Lingua Franca	Reviewer	Tomokazu Ishikawa
International Journal of Applied Linguistics	Reviewer	Tomokazu Ishikawa
Language and Intercultural Communication	Reviewer	Tomokazu Ishikawa
Journal of Multilingual and Multicultural Development	Reviewer	Tomokazu Ishikawa

JAAL in JACET	Steering Committee Member (Academic Exchange)	Tomokazu Ishikawa
JACET ELF SIG	Steering Committee Member; Public Relations Committee Chair; Membership Administration Committee Vice Chair	Tomokazu Ishikawa
JACET ELF SIG Journal	Reviewer	Tomokazu Ishikawa
JACET Journal	Reviewer	Tomokazu Ishikawa
JACET Kanto Journal	Reviewer	Tomokazu Ishikawa
JACET	Scientific Committee Member	Tomokazu Ishikawa
1st JACET ELF SIG International Workshop	Organizing Committee Member	Tomokazu Ishikawa
ELF International Conference Series	Working Committee Member	Tomokazu Ishikawa
FIEP JAPAN	Board Member & Public Relations Chair	Rasami Chaikul
JACET Summer Seminar Committee	Steering Committee Member	Rasami Chaikul
JACET Summer Seminar Committee	Steering Committee Member	Yuri Jody Yujobo
New Crown Textbook Series (Sanseido Co. Ltd)	Proofreader	Yuri Jody Yujobo

4.4 Research Grants Received by CELF Faculty

Reported in Table 6 below, members of CELF faculty are involved in a total of 12 research projects funded by Grant-in-Aid for Scientific Research through the Japan Society for the Promotion of Science (JSPS Kakenhi). We want to congratulate Dr. Tomokazu Ishikawa (co-investigator) for securing a new grant for a project researching the realities of the use of ELF in multilingual business settings and implications for the development of global human resources, and also, Yuri Jody Yujobo (co-investigator) for a project which evaluates the development of Japanese-English simultaneous and late successive bilingual discourse skills of International Baccalaureate students. We also salute our queen of grant applications, Dr. Satomi Kuroshima who secured another grant in 2019 titled: Conversation analysis of the internal exposure test result consultation (primary-investigator). We look forward to seeing what fruits each of these research projects bear.

Table 6
Summary of research grants received by CELF faculty in 2019 (n=12)

Grant	Type	Length	Project	Recipient
JSPS Kakenhi	Grant-in Aid for Scientific Research (C)	04-04-2016~03-31-2020	同時バイリンガルナラティヴにおける言語間相互作用の研究	Yuri Jody Yujobo (Co-Investigator)
JSPS Kakenhi	Grant-in Aid for Scientific Research (C)	04-01-2018-03-31-2022	「ネイティブスピーカー主義」後の大学英語教育プログラムの開発	Masaki Oda (Principal Investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2017~03-31-2020	原発避難からの帰還地域における希望と不安の社会論理	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (A)	04-01-2017~03-31-2021	日常場面と特定場面の日本語会話コーパスの構築と言語・相互行為研究の新展開	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2018~03-31-2022	Developing resources for teaching and assessing communication strategies in ELF-informed pedagogy: An empirical approach based on learners' communicative competence	Blagoja Dimoski (Principal Investigator) & Satomi Kuroshima, Yuri Jody Yujobo, Tricia Okada, Rasami Chaikul (Co-investigators)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2018~03-31-2022	英語授業内活動における認識性交渉の会話分析とタスクデザインの提案	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2018~03-31-2021	若者の就労支援活動における相互行為の分析	Satomi Kuroshima (Co-investigator)

JSPS Kakenhi	Grant-in-Aid for Research Activity Start-up	08-24-2018~03-31-2020	単一言語的環境下での多言語グローバル社会に向けた英語及び異文化教育 [English and transcultural education towards a multilingual global society in a 'monolingual' context]	Tomokazu Ishikawa (Principal Investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (B)	04-01-2019~03-31-2023	多言語ビジネス環境での共通語としての英語使用実態調査とグローバル人材育成教育 [Research on the realities of the use of ELF in multilingual business settings and implications for the development of global human resources]	Tomokazu Ishikawa (Co-Investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2019~03-31-2022	日英継続バイリンガルの談話能力の発達ー国際バカロレア校生徒のナラティヴ研究 Development of Japanese-English simultaneous and late successive bilingual discourse skills- Narrative study on international baccalaureate students	Jody Yuri Yujobo (Co-Investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2019~03-31-2023	内部被曝検査通知における医療従事者と来院者の相互行為分析 (Conversation analysis of the internal exposure test result consultation)	Satomi Kuroshima (Principal investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	07-18-2018~03-31-2022	性同一性障害の診断を例にした精神医学的診察の会話分析(Conversation analysis of psychiatric consultation on "Gender Identity Disorder")	Satomi Kuroshima (Co-investigator)

5. CONCLUDING REMARKS AND PLANS FOR 2020

In this document, we shared reports on the various faculty development lectures and workshops staged throughout the 2019 academic year. We hope that these initiatives promoted a fluid exchange of ideas between our diverse faculty and contributed to their growth as teaching professionals. The CELF is also very proud of its research achievements 2019, which we hope will transfer to better teaching in the CELF in 2020.

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