玉川大学

THE CENTER FOR ELF Journal

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Foreword

In 2013, Tamagawa University launched a new, campus-wide English as a Lingua Franca (ELF) Program, the first of its kind in Japan. The ELF program is designed to enable students to effectively communicate with people all over the world using English as a lingua franca. Beginning in 2014, the Center for English as a Lingua Franca (CELF) was established to accommodate the English program and a tutor service. The Center currently serves approximately 2,500 students, all of whom will be taught by approximately 40 instructors from around the globe. Aware of the deep-rooted, native English speaker bias and norms common not only in Japan, a conscious decision was made by Tamagawa University to seek qualified, professional English language teachers from outside the inner circle (Kachru, 1985) countries. The collection of articles in this journal represents the research and work from a handful of those ELF teachers.

It is the teachers, their personal beliefs and principles, who determine the success of any language program. If teachers are going to hone their teaching skills, deepen their knowledge and develop professionally, they must receive proper support. To that end, the editors of this current issue were involved in creating the Center for English as a Lingua Franca Journal. All teachers in the ELF Program were invited to submit an academic article or research paper for consideration of publication in this landmark periodical. Publication in this inaugural issue of the Center for ELF Journal represents a chance for teachers to add to their professional resume, but more importantly, this journal issue is an opportunity for ELF teachers to share ideas and add value to our new Center for English as a Lingua Franca.

In this first issue, the CELF working group committee introduce the ELF Program and share details of its success along with various performance results. Simeon Flowers discusses how to develop intercultural sensitivity through digital pen pal exchanges. Andrew Leichsenring explores language learner perceptions and language awareness. Daniel Worden proposes guidelines as to how teachers can set appropriate reading targets for Extensive Reading (ER). Kensaku Ishimaki and Thomas C. Saunders discuss the benefits of Extensive Watching (EW) on learner motivation and autonomy. Blagoja Dimoski shares a practical classroom management tool. And finally, Jonah Glick offers advice on using dictation in the classroom to support cooperative learning.

This inaugural issue of the journal would not have been possible without financial support from Tamagawa University, contributions of the authors, and the reviewers who dedicated their time and professionalism. My special thanks go to Travis Cote and Brett Milliner who dedicated their time to the editorial work and Glenn Toh who contributed to the inception of the journal from its planning stage, and all CELF faculty and staff members. I would also like to dedicate this issue to Prof. Sado Takahashi who has devoted more than three decades of service to English language education at Tamagawa University.

March 2015

Masaki Oda, Ph.D.

Director, CELF

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1. INTRODUCTION

English as a Lingua Franca (ELF) refers to the use of English as a contact language between people who have different first languages, including native English speakers (Jenkins, 2014). "ELF is simultaneously the consequence and the principal language medium of globalizing processes" (Jenkins, Cogo, & Dewey, 2011, p. 303). In connection with Tamagawa University's goals to enhance education from global perspectives, the Center for English as a Lingua Franca (CELF) at Tamagawa University piloted in 2012 and officially commenced in 2014. The CELF has continually promoted initiatives in raising ELF awareness, improving teaching practices, and researching language education. The objectives of this article are to (1) share CELF's understanding of ELF; (2) report on student classroom-related activities and teacher professional development initiatives; (3) analyze student and teacher survey results; (4) present TOEIC results; and, (5) discuss future developments in the program.

1. INTRODUCTION

リンガフランカとしての英語とは、第一言語が異なる人（一方が英語話者の場合も含む）との間の接触言語である(Jenkins, 2014)。ELFとは、グローバル化過程における結果と原則的言語手段である(Jenkins, Cogo, & Dewey, 2011, p. 303)。玉川大学のグローバル化教育促進という目標に伴い、玉川大学ELFプログラムは2012年に試験的に開始され、2014年に正式にセンターが設立された。ELFセンターでは、ELFに対する認知度を上げることに力を入れると共に、実践的教育を改善し、言語教育に対する研究も行っている。本稿では、（1）ELFセンターの考えるELF、（2）学生の教室内活動と教員のプロフェッショナル開発に関するレポート、（3）学生と教員のアンケート結果分析、（4）TOEICの結果、（5）今後のプログラムの発展について述べる。

2. TAMAGAWA UNIVERSITY'S RESPONSE TO GLOBALIZATION

Zenjin education is Tamagawa University's philosophy that aims to integrate the values of society and culture harmoniously into individual propensities. Tamagawa students are encouraged to learn not only through instruction but also autonomously, allowing them to acquire the skills and tools necessary in developing a broad awareness of the globalization process. Globalization involves increasing opportunities for contact in global markets and services and participation in international events and activities where English plays a central role as the common language linking people with different first languages. It is, thus, essential for people in the 21st century to acquire communication abilities in English in its use as a common international language (Seargeant, 2009). In response to global trends and in conjunction with preparations for the 2020 Tokyo Olympics, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been incrementally promoting educational reform with full-scale development of new English language education curricula in Japan (MEXT, 2014). The globalization of English has become a key aspect in the strategic response to globalization of many universities (Jenkins, 2014). The establishment of the CELF is a significant part of Tamagawa University's response to the demands placed on institutions of higher learning by globalization processes.

3. CENTER FOR ENGLISH AS A LINGUA FRANCA, FROM 2012 TO PRESENT

In 2012, the English as a Lingua Franca (ELF) program offered classes to 436 students in the College of Business Administration and College of Humanities. In the following year, students from the College of Tourism & Hospitality Management, the College of Liberal Arts, and the High School Bridging Program joined, and the number of students increased to 1,117. With the establishment of the CELF in 2014, enrollment rose to 1,795 with students from the College of Arts enrolling in the program. At the time of writing, students in the Colleges of Education, Engineering and Agriculture are expected to enroll in 2015 bringing student numbers to 2,472 (See Table 1).

Table 1
Cumulative enrollment of the CELF each year

College	Department	2012	2013	2014	2015
Business Admin.	-International Mngmt.	171	321	375	347
	-Tourism & Hospitality Management	108	100	97	-
Humanities	-Comparative Cultures	157	320	408	295
	-Human Science	-	-	87	104
Tourism & Hospitality	Tourism & Hospitality Management	-	108	197	225
Arts & Sciences	Liberal Arts	-	180	338	208

Arts	-Performing Arts	-	-	139	159
	-Media Design	-	-	96	118
Engineering	-Intelligent Mechanical Systems	-	40 (elective)	14 (elective)	78
	-Software Science	-	-	-	78
	- Management Science	-	-	-	78
	- Engineering Design	-	-	-	78
Education	-Education	-	-	-	326
	-Early Childhood Care & Development (2016 entry)	-	-	-	-
Agriculture	-Bioenvironmental Systems	-	-	-	111
	-Biosource Engineering	-	-	-	111
	-Life Science	-	-	-	111
High School	Bridging Program	-	48	44	45
	TOTALS	436	1,117	1,795	2,472

The hiring practices of teachers for the ELF program are based on two criteria: teaching experience and academic achievements. There is no requirement for CELF teachers to be native speakers of English. All faculty members speak English as their first or second language and have a master or doctoral degree in TESOL, Applied Linguistics, Education, or a related field in the Social Sciences, with the majority of teachers having teaching experience at the tertiary level in Japan. The program's teachers are of diverse backgrounds and nationalities. The seven full-time faculty members and 19 part-time teachers in 2013 grew to nine full-time faculty and 25 part-time instructors in 2014, including teachers from Australia, Canada, England, India, Japan, New Zealand, Northern Ireland, South Korea, The Philippines, The United States and Ukraine. The CELF's multi-lingual teachers are encouraged to integrate language awareness in their lessons and expose their students to different kinds of Englishes.

The CELF offers classes in four levels from elementary to intermediate each semester. The TOEIC Bridge is used to assess the proficiency of all incoming first-year students at the beginning of the semester in order to place them in the appropriate ELF level. CELF students meet 200 minutes every week for 15 weeks for 50 hours of study in class each semester, and are required to study eight hours outside the classroom each week. There are also intensive sessions during the summer and winter breaks for students who have matriculated since 2013 who want to meet their graduation requirements or improve their Grade Point Average (GPA). Students take the TOEIC IP test at the end of each semester and session. The students are evaluated based on the following five components: Reading Comprehension 20%, Listening and Speaking Assessment 20%, Process Writing Assessment 20%, TOEIC IP Scores 20%, Class Work, Participation and Homework 20%. English is used as the main medium of

communication in all classes, and the use of any other linguistic resource, such as Japanese, is compatible with ELF-aware teaching.

4. CELF's UNDERSTANDING OF ENGLISH AS A LINGUA FRANCA

4.1 Understanding English as a Lingua Franca

English is now the most widely used means of international and intercultural communication. Although most uses of English occur away from L1 settings (Cogo & Dewey, 2006), it is L1 versions of English which are regarded as prestigious (Seidlhofer, 2011). Such native varieties, however, developed to meet the communicative needs of particular societies, have "restricted relevance" for the majority of English users, whose needs and reasons for using English are different from those of native speakers (Seidlhofer, 2011, p. 148). Native speakers are likely to be in the minority in "de-territorialised speech events" across the world and their English "will therefore be less and less likely to constitute the only linguistic reference norm" (Seidlhofer, 2014).

Despite significant changes in the use and users of the language, there is an "uncritical tendency … to persist in traditional ways of thinking about English" (Jenkins 2014, p. 18). It is thought that the only 'acceptable' English communication is linguistically 'correct' English (Seidlhofer, 2011). The assumption that non-native varieties are deficient is challenged by Widdowson (2012b), who argues that the competence of non-native ELF users cannot correspond with the competence of native speakers. Native speakers, he points out, experience English through primary socialization, "whereby language, culture and social identity are naturally and inseparably connected" (2012b, p. 18). Non-native speakers, he goes on to say, experience English through secondary socialization, separated from these inherent connections. He elsewhere notes that most learners of English will "never even approximate" native norms (Widdowson, 2014). Although native English models are valuable, particularly for learners who will communicate with native speakers, native proficiency is neither a realistic goal nor an achievable one for millions of learners (Björkman, 2013).

English which does not conform to native norms is used for effective communication in lingua franca situations across the world. English need not necessarily be connected to particular countries or ethnicities (Vikor, 2004, p. 329 as cited in Seidlhofer, 2011). It can be used for functionally appropriate, strategic and effective communication in any local community (Seidlhofer, 2011). English can be thought of as belonging to everyone who uses it. Language ownership is equated by Brumfit (2001, p. 116) with "the power to adapt and change" a language.

Rather than being defined according to its form as compared with native norms, ELF is defined by its function in intercultural communication (Hülmbauer, Böhringer, & Seidlhofer, 2008). ELF communication has been characterized as diverse, flexible and creative by Kaur (2014), who notes the supportive and cooperative nature of ELF interactions, as well as the use of strategies for effective communication, such as paraphrasing, checking or requesting clarification, confirming, signaling (non-) understanding, and repetition.

In 2011, Jenkins et al. observed that, with the exception of Walker's (2010) ELF-oriented pronunciation handbook for teachers, and the final chapter of Understanding

English as a Lingua Franca (Seidlhofer, 2011), there had been little discussion of the possibilities of ELF-informed pedagogy, and little consideration of measures for teachers to consider. Investigations into pedagogical implications were encouraged through the special focus on pedagogical perspectives at the Seventh International Conference of English as a Lingua Franca in September 2014.

4.2 Classroom Application of ELF Principles

Rather than prescribing teaching practices, ELF researchers are responsible for making research findings accessible to teachers who are then enabled to "reconsider their beliefs and practices and make informed decisions about the significance of ELF for their own individual teaching contexts" (Jenkins et al., 2011, p. 306). Bjorkman (2013) recognizes the significance of accuracy in language, but emphasizes that communication is more important. She suggests that teachers raise awareness of English usage in the world as well as providing pertinent models and attainable goals. Bjorkman suggests a range of measures for teachers to consider. She firstly advises prioritizing comprehensibility in language teaching by exposing learners to a wide range of English, by reducing the 'nativespeakerist' element in some teaching materials, and by having models which can be applied to a variety of communicative goals. Bjorkman next suggests modifying course materials, by including listening comprehension materials with a variety of accents, by including cases of disturbance which provide examples of negotiation of meaning and use of communicative strategies, and by including authentic recordings from which students can test listening comprehension. She also advocates including pragmatic strategies in listening and speaking materials. Bjorkman's final recommendation is to change speaking testing so it is clear that non-native accents are not a barrier to achievement of the highest grades. She suggests that not only monologic speech should be tested but also dialogic speech, so that a learner's ability to negotiate meaning and to communicate are effectively evaluated.

If being proficient in English means being able to communicate effectively with people from various speech communities throughout the world, there is a sense in which "the argument becomes irrelevant whether local standards or inner-circle standards matter" (Canagarajah, 2006, p. 233). Canagarajah believes we need the ability to negotiate English varieties in outer and expanding communities as well as varieties in inner circle countries. Jenkins agrees, noting that Inner Circle speakers do not set the linguistic agenda in ELF communication, and arguing that "no matter which circle of use we come from…we all need to make adjustments to our local English variety for the benefit of our interlocutors when we take part in lingua franca English communication" (2009, p. 201).

5. CELF STUDENTS' CLASSROOM-RELATED ACTIVITIES

Beyond the learning engagement found in regular classroom activities, CELF students may encounter various cultural and language oriented learning experiences. The CELF Tutor Service provides students with frequently available on-campus contact with tutors who are of various language and cultural backgrounds. During each week of the semester students may sign up to meet with a tutor, or a teacher can refer a student to visit a tutor for learning support. In 2014, there were 75 tutor sessions in spring semester and 114 tutor sessions

in autumn semester offered weekly, four days a week. Tutor sessions are fifteen minutes in duration, and students may attend up to four sessions per week. Online attendance logs kept by each tutor indicate that a total of 700 tutor consultations took place during the fall semester of 2014. Attendance log data revealed that students most frequently requested tutor assistance for Writing (214 sessions), Listening and Speaking (180 sessions), Other (149 sessions), and TOEIC related (49 sessions). Trends in student selections for tutor assistance are being closely followed in order to better serve the needs of the users of this service. Additionally, throughout the academic year students in some classes enjoy classroom visits from groups of international university students visiting Japan on study tours. In the past year students from Evergreen College (USA) and Guam University visited CELF classes. It is an important objective of the CELF to provide quality learning engagement opportunities both inside and outside of the ELF classroom.

6. CELF TEACHERS' PROFESSIONAL DEVELOPMENT

Previous CELF research has shown that it is the teachers, their personal beliefs and principles, who largely determine the success of a language program (Cote, Milliner, McBride, Imai, & Ogane, 2014). Consequently, the CELF endeavors to ensure that its teachers have a range of avenues for professional development and teaching support open to them throughout the academic year. Professional development is offered to the CELF teaching staff in the form of opportunities to participate in teacher orientations and ELF related workshops. The university's BlackBoard Course Management System is an online learning environment that provides an important avenue for teachers to develop professionally. Using the BlackBoard system, the CELF has created a space for ELF and Extensive Reading guidelines, a teacher's blog for discussions about teaching and learning, as well as a "drop box" for the sharing of teaching ideas which all contribute to a platform for the support of teacher development and practices (see Figure 1 below).

Figure 1
Language awareness page inside the CELF teacher resources page
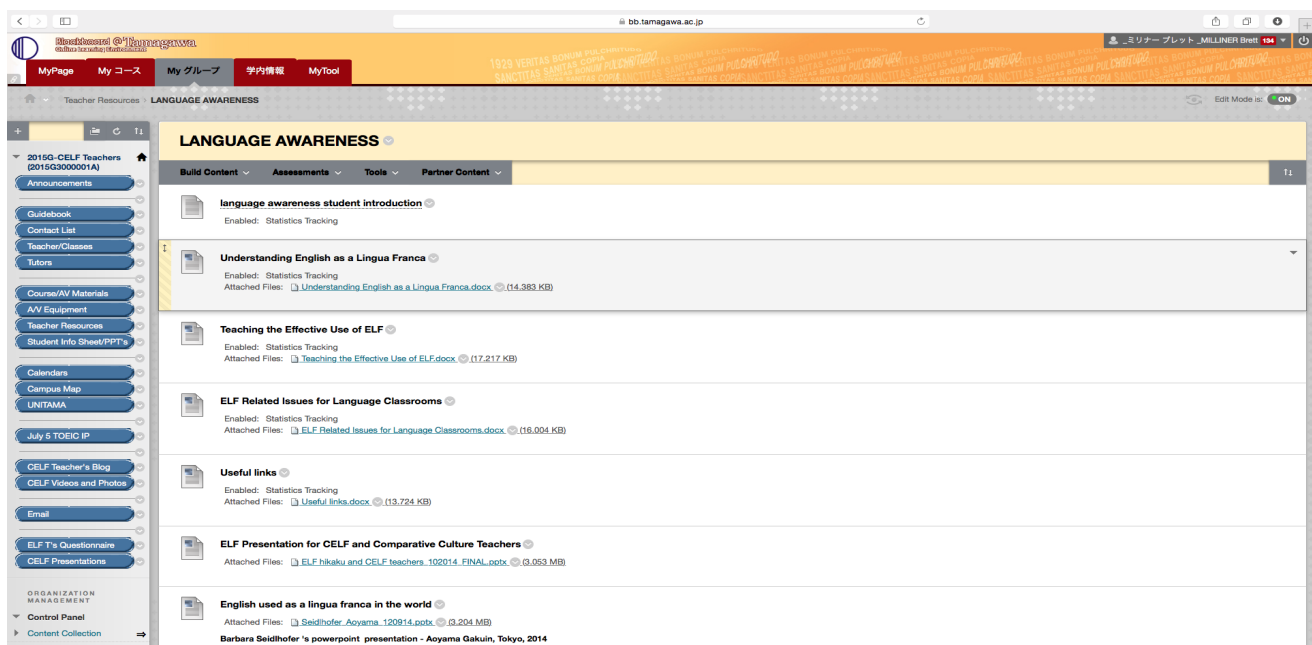
Additional access to professional development is provided in the form of a teacher's research forum, where teachers are invited to share their research and teaching ideas, and all teachers are invited to contribute articles for publication in The Center for English as a Lingua Franca Journal and collaborative journal issues with The Journal of Saitama City Educators. An important goal of our ongoing professional discourse and support through these various professional development initiatives is to achieve a greater awareness among CELF teachers of ELF-related teaching concepts and their application in ELF-oriented classroom environments.

7. STUDENT SURVEY RESULTS

At the end of both spring and fall semesters the CELF conducts an online student questionnaire via SurveyMonkey < www.surverymonkey.com>. The questionnaire is bilingual, that is English and Japanese, and it is expected to gauge student perceptions of the ELF curriculum and their learning experiences. This year's set of questions compared to last year's, focused more on ELF awareness and perceptions. Students are able to respond to the open-ended questionnaire items in English or Japanese and the Japanese responses were translated into English for this report. The response rates for spring and fall semesters were 76% and 86% respectively.

7.1 Student Perceptions of the ELF Program

As summarised in Table 2, students appear to have a positive perception of the ELF program. A total of 88% in the spring and 84% of students in the fall either strongly agreed or agreed that what they learned in the class was worthwhile, and 76% and 72% respectively either agreed or strongly agreed that they were satisfied with the ELF program. Students' responses to items relating to their experiences inside the ELF classroom were also positive. Close to 80% of students in both semesters either strongly agreed or agreed that the classes were interesting and that they enjoyed the atmosphere of their ELF classes.

These positive student perceptions were also reinforced when students commented on the ELF program. A student noted, *"The practical focus on English was very helpful for me. I didn't like studying English before, but now I do. As a result, I hope that this ELF program isn't changed."* Another student stated, *"The program helped me develop my knowledge about the practical application of English."*

Table 2
Student perceptions of the ELF classes and curriculum

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
What I learned in the ELF program was worthwhile. (spring)	539 42%	591 46%	112 9%	27 2%	10 1%
What I learned in the ELF program was worthwhile. (fall)	457 38%	551 46%	123 10%	46 4%	11 1%

I am satisfied with the ELF program. (spring)	385 30%	588 46%	219 17%	73 6%	14 1%
I am satisfied with the ELF program. (fall)	341 29%	507 43%	228 19%	85 7%	27 2%
The ELF class was interesting. (spring)	530 41%	514 40%	164 13%	49 4%	22 2%
The ELF class was interesting. (fall)	457 39%	450 38%	182 15%	71 6%	28 2%
I enjoyed the atmosphere of this class. (spring)	570 44%	455 36%	195 15%	47 4%	12 1%
I enjoyed the atmosphere of this class. (fall)	497 42%	441 37%	183 16%	51 4%	16 1%

7.2 Student Responses to ELF Related Questionnaire Items

To continue previous research on student perceptions of ELF, and in an effort to inform teachers about how students respond to ELF-related information, six Likert items were added to the surveys. The results are summarized in Table 3. Student responses to these items did not appear to have changed between spring and fall semesters. A large majority (88% in spring and 85% in fall) either agreed or strongly agreed with the practical focus of the classes and 84% of students in both semesters were in agreement that English does not belong only to native speakers and that it can be their language too. The ELF-related question that attracted the lowest level of student agreement was, "The ELF classes helped me to initiate conversations and continue them in English." About half (42% in the spring and 58% in the fall) agreed with this statement. This feedback suggests that teachers may need to invest more time in speaking and/or fluency activities and consider promoting use of the tutor service as a chance for students to practice their conversation skills outside of class.

Table 3

Summary of student responses to the ELF-specific questionnaire items

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I agree with the practical focus on English in ELF classes. (spring)	506 40%	619 48%	135 11%	15 1%	4 <1%
I agree with the practical focus on English in ELF classes. (fall)	447 38%	565 47%	141 12%	34 3%	4 <1%
The ELF classes helped me to initiate conversations and continue them in English. (spring)	-	535 42%	522 41%	177 14%	5 3%
The ELF classes helped me to initiate conversations and continue them in English. (fall)	191 16%	496 42%	339 28%	126 11%	39 3%

I don't think English belongs to native speakers. It can be my language too. (spring)	459 36%	615 48%	178 14%	22 2%	5 <1%
I don't think English belongs to native speakers. It can be my language too. (fall)	422 36%	581 49%	154 13%	26 2%	8 <1%
I think I will use English with non-native speakers in the future. (spring)	476 37%	553 43%	204 16%	35 3%	11 1%
I think I will use English with non-native speakers in the future. (fall)	469 39%	484 41%	185 16%	44 4%	9 <1%
English is not only a language which native speakers use, but a language that I may construct/modify for my communicative purposes. (spring)	351 27%	668 52%	225 18%	32 2%	3 <1%
English is not only a language which native speakers use, but a language that I may construct/modify for my communicative purposes. (fall)	328 28%	631 53%	195 16%	32 3%	5 <1%
When learning English, I want to aim towards a native speaker model of English. (spring)	483 38%	510 40%	228 18%	44 3%	14 1%
When using English, as long as my English is internationally intelligible, I don't have to be like a native speaker. (fall)	191 16%	496 42%	339 28%	126 11%	39 3%

Note: *Due to a formatting error in the electronic survey, students were unable to choose the strongly agree option when responding to the statement, "The ELF classes helped me to initiate conversations and continue them in English" in the spring semester survey.

** Percentages have been rounded to remove decimal places.

Students generally appear to have embraced ELF, yet most students still appear to want to target native models. Respondents either strongly agreed (38%) or agreed (40%) with the statement "When learning English, I want to aim towards a native speaker model of English." This statement was rephrased for the fall questionnaire, as "When using English, as long as my English is internationally intelligible, I don't have to be like a native speaker." This time, a total of 58% students were in agreement. This result may suggest a change in values for some students after they experienced ELF classes, however, the 164 (14%) respondents in disagreement and a further 339 (28%) choosing neutral illustrates that some students

may still hold native speaker benchmarks. It has been observed by Suzuki (2011) that these perceptions may have been influenced by previous educational experiences, or popular ideologies in Japan (Harris, 2012). There is a long-held assumption that native speaker competence should be a primary teaching and learning objective in English language education (McKay, 2002; Seidlhofer, 2011; Tanaka & Ogane, 2011; Widdowson, 2012a). Consequently, ELF users are characterized as incompetent when their performance does not conform to standard native speaker norms (Widdowson, 2012b). The CELF is planning to consider this issue more deeply as it reviews learning support materials and considers a reconfiguration of speaking assessments used in the ELF program.

One aspect of a program such as ours is that students do not often have contact with speakers of other first languages. There were a total of 52 student comments relating to this theme in the spring survey and 26 in the fall. Some examples of student comments included: (1) *"I would like more opportunities to speak in English"*; and (2) *"I would like more opportunities to study abroad and to interact with native speakers."* During spring semester some classes were visited by students from the University of Guam. One Japanese student noted, *"When the Guam students came to class, it was the best learning experience for me. I would like to have experiences like this at least once a week."* Unfortunately, there are no exchange students studying at Tamagawa University, and as a result, there are few opportunities on campus for students to communicate with other English speakers outside class time. A student noted, *"There are many teachers from other country in Tamagawa University, so I want to talk with many teachers from many countries."* This comment suggests that the CELF needs to consider how it can leverage its most valuable ELF asset, its teachers, to increase student engagement using ELF. The ELF tutor service represents one construct where students can engage using ELF. As stated earlier more students are using the service and some students recognized the benefits of this service when they made comments about the ELF program. For example, (1) *"It was great being able to listen to a variety of teachers."*; and, (2) *"It's nice how we can talk with a variety of teachers in the tutor service. I also learned that it was easier to communicate with some teachers compared to others."* The CELF will continue to compare these results with results from future student questionnaires to achieve a deeper understanding about student perceptions of the ELF program and ELF-related issues, and to make decisions on how the program can be refined.

8. CELF TEACHER SURVEY RESULTS

Results from the teacher questionnaire conducted in the spring and fall semesters of 2014 were collated via SurveyMonkey < www.surverymonkey.com> and analyzed in order to understand teacher perceptions of the ELF program and ELF usage. The response rate was 53% (19 out of a total of 34 teachers) in the spring and 88 % (30 out of 34) in the fall. The results are presented in Table 4.

Table 4

Teacher perceptions of the ELF classes and curriculum

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is all right if my students don't become like native English speakers as long as they can communicate effectively. (spring)	16 85%	3 15%	-	-	-
I think my students should have the freedom not to follow native speaker models. (spring)	10 53%	4 22%	3 15%	2 10%	-
Students' effective communication is more important than strict conformity to native speaker norms. (fall)	18 86%	2 9%	1 5%	-	-
I would like to spend less time in class on the finer points of normative models of English and more on attainable forms of English. (spring)	8 43%	7 37%	3 15%	1 5%	-
I would like to spend less time in class on the finer points of normative models of English and more on attainable forms of English. (fall)	7 33%	8 38%	6 29%	-	-
I believe the use of the students' native language in the classroom can be a pragmatic resource. (spring)	7 37%	9 48%	2 10%	1 5%	-
I believe the use of the students' native language in the classroom can be a pragmatic resource. (fall)	7 33%	10 47%	2 10%	2 10%	-
I think ELF is suitable in a Japanese context. (spring)	11 58%	5 27%	2 10%	1 5%	-
I think ELF is suitable in a Japanese context. (fall)	9 42%	7 33%	5 24%	-	-
The ELF classes have helped my students initiate conversations and continue them in English. (spring)	7 37%	8 43%	3 15%	1 5%	-
The ELF classes have helped my students initiate conversations and continue them in English. (fall)	4 19%	14 67%	2 9%	-	1 5%

Note: *Percentages have been rounded to remove decimal places.

This questionnaire explored teacher perceptions of the ELF classes and curriculum, providing evidence of a strong degree of teacher support for the curriculum and for the application of ELF principles in classroom learning. In relation to the belief that it is alright if their students do not become like native speakers as long as they can communicate effectively, there was agreement or strong agreement from 100% of the teachers. In the spring questionnaire, a majority, 75% of the teachers, were in agreement that their students should have the freedom not to follow native speaker models. In the fall questionnaire this item was modified to, "Students' effective communication is more important than strict conformity to native speaker norms." Teacher responses to this item attracted the highest rate of agreement (85%). These results might suggest that teachers are considering some of the information relating to ELF principles that is being shared between CELF faculty. Some teachers, however, may not be entirely convinced that ELF is suitable for the tertiary Japanese context. A total of 85% of the CELF teachers agreed or strongly agreed that "ELF is suitable in the Japanese context" in spring, and 75% agreed or strongly agreed in the fall. The fact that a quarter of respondents in the fall chose neither to agree nor disagree with the suitability of ELF may suggest that some teachers are actively considering the appropriateness of ELF principles.

Teacher responses to the statement, "The ELF classes have helped my students initiate conversations and continue them in English" somewhat contradicted student perceptions. A total of 85% of teachers in the fall agreed or strongly agreed with this statement. Whereas 339 students (28%) were neutral and 165 (14%) disagreed with the statement "The ELF classes helped me to initiate conversations and continue them in English." This misalignment suggests that more work needs to be done to investigate student and teacher benchmarks for a successful conversation and whether one is able to continue conversations over a duration of time.

Evidence of teacher awareness concerning ELF-related teaching practices can be found in comments offered by the spring questionnaire respondents. In regard to the issue of learner errors one teacher commented, "*Japanese students are very conscious of mistakes, particularly in grammar.*" Another teacher commented on learner 'errors' in connection with class time, stating, *"I realize I have used class time unproductively in the past by correcting writing errors which students would not be expected to remember or to master in the time available."* Additionally, in relation to the evaluation of listening and speaking assessment, the following perspective was offered by a teacher: *"I reflected from an ELF perspective on the way I scored the listening and speaking test, and I realized how insignificant it was to focus too much on grammatical errors."* This teacher's perception of classroom teaching and learning practices highlights the importance of facilitating alignment of ELF principles with components of the curriculum. Results from this questionnaire indicate that the majority of the program's teachers are in agreement with practicing ELF-informed teaching and that the teachers from various backgrounds find the ELF program satisfactory and meaningful.

9. OVERVIEW OF TOEIC RESULTS

The Test of English for International Communication (TOEIC) is the most widely accepted English test in Japan and in a majority of cases, a TOEIC score is required on job applications

(Chujo & Oghigian, 2009) and for giving promotions (Tsuji & Tsuji, 2006). The TOEIC Listening and Reading Test is administered twice a year during the ELF Program; once in the spring term and once in the fall term, and these results make up one component of the final ELF course assessment. For the first time this year, the TOEIC Speaking and Writing Test was offered to those students interested in determining their English skills as measured by this speaking and writing proficiency test. The table below shows the average 2014 spring and fall listening and reading test results for all participating colleges and departments.

Table 5

Average 2014 Listening & Reading TOEIC IP test scores for each of the participating colleges and departments

College	Department	Spring TOEIC IP	Fall TOEIC IP
Humanities	Comparative Cultures	391.4	407.9
	Human Sciences	300	375
Arts & Sciences	Liberal Arts	346.6	344.1
Business Administration	International Management	342.6	345.8
	Tourism & Hospitality Management	387.7	403.3
Arts	Performing Arts	315.5	327.5
	Media Design	312.3	321
Tourism & Hospitality Management	Tourism & Hospitality Management	439.7	456.8

10. CONCLUSION & CELF MOVING FORWARD

The globally widespread use of English for communication involving non-native English speakers has provoked a questioning of traditional approaches to the teaching and learning of the language. ELF suggests a reorganizing of pedagogical priorities, and a focus on how learners can most effectively use the language they already know as well as practicing the communication processes that are most useful for them. The CELF is Tamagawa University's response to such globalization processes as the ELF phenomenon. Our research and discussions on ELF will continue as we endeavor to develop teaching and learning practices in which are most beneficial for our students, bearing in mind the importance of Tamagawa University's Zenjin educational philosophy.

Teacher knowledge is crucial to effective classroom practice. Professional development activities at CELF not only encourage our teachers to exchange ideas on research and teaching practices, but also provide opportunities to help raise ELF awareness and understanding among the faculty. Professional development opportunities include presenting at the CELF Forum and contributing to the CELF Journal. Teachers may also

participate in CELF workshops and use the BlackBoard for sharing teaching resources. CELF initiatives in professional development will continue and be strengthened.

Our survey results show that many CELF students appear to be targeting native speaker proficiency. The majority of CELF teachers, on the other hand, appear to believe that the students need not become like native speakers as long as they can communicate effectively. A majority of teachers also appear to believe that students should have the freedom not to follow native speaker models. Survey feedback also indicates that while some CELF students want more listening and speaking opportunities, most teachers believe they are helping them in initiating and continuing conversations. It is hoped that the diverse linguistic and cultural backgrounds of our teachers may help students become more aware of the different usages of English as they learn together not only in class but also during tutor sessions. We hope to help prepare them to become adept speakers in ELF contexts which are manifestations of the globalization process.

As the CELF moves to become a campus-wide enterprise in 2015, we continue our work to develop guidelines for an ELF-oriented pedagogy. Immediate plans are to evaluate the teaching materials and speaking assessments used in our program. Our goal for CELF is to raise an awareness of language in our students, an awareness of language in use which involves the negotiation and accommodation of linguistic form and meaning.

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Developing Intercultural Communication in an ELF Program through Digital Pen Pal Exchange

ELFプログラムにおけるデジタルペンパル交流による異文化コミュニケーションの発達

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ABSTRACT

Development of English as a Lingua Franca (ELF) is parallel to development of intercultural communicative competence. However, ethnocentrism is seen as a major obstacle in developing intercultural communication. Increasing intercultural experience is prescribed as a method for overcoming ethnocentrism. This paper reports on a study involving 49 Japanese ELF students who were enlisted to participate in a six-week digital pen pal exchange. Using a pretest-posttest experimental design, the effects of the exchange were quantified. Results of this study revealed both decreases in ethnocentricity and increases in intercultural confidence as a result of this six-week exchange. This study contributes to research into effective ELF practices and the use of technology to support intercultural development.

KEYWORDS: intercultural communication, intercultural sensitivity, ELF, CALL

要旨
リンガフランカとしての英語(ELF)の発達は、異文化間コミュニケーション能力の発達と平行している。しかし、単一文化の国では異文化コミュニケーション力を発達させることは容易ではない。異文化経験を増やすことがその問題を解決する一つの方法として挙げられている。本稿では、 ELFプログラムを受講している日本人学生のうち、 6週間のデジタルペンフレンド交流に参加した49人のコミュニケーション力の研究について報告する。事前事後テストを使用して、交流の効果を観察した。この研究の結果としては、学生の単一文化的な考えが薄れ、異文化間コミュニケーションに対する自信が増加した。本研究は、異文化間コミュニケーション力の発達を促すことができるテクノロジーの利用を提唱することで、ELFの今後の実践研究に貢献するものである。

1. INTRODUCTION

Development of English as a Lingua Franca (ELF) is seen by many as the next stage of internationalization for Japan. Tamagawa University is at the forefront of this movement, recently opening the Center for English as a Lingua Franca (CELF) in 2014. Along with the

fundamental change in the way we see the world through the ELF lens, comes the need for a fundamental change to the teaching practices used in support of ELF. Yet, there is still very little literature in regards to what actually constitutes effective ELF teaching practices. This study seeks to contribute to an understanding of ELF by investigating the effect of a digital pen pal exchange and its potential benefit in supporting the ELF paradigm.

2. LITERATURE REVIEW

ELF deals with the concept of global Englishes which distinguishes between "inner circle," "outer circle," and "expanding circle" English users (Kachru, 1992); however, ELF attempts to level the playing field in sociolinguistic terms. One of the challenges of any new movement within language learning pedagogy is in centralizing terms. The definition of ELF is no different. Rather than attempting my own definition, I will use that of one of its seminal proponents, Jennifer Jenkins (2009):

> The vast majority of ELF researchers take a broad rather than narrow view, and include all English users within their definition of ELF. The crucial point, however, is that when Inner Circle speakers participate in ELF communication, they do not set the linguistic agenda. Instead, no matter which circle of use we come from, from an ELF perspective we all need to make adjustments to our local English variety for the benefit of our interlocutors when we take part in lingua franca English communication. ELF is thus a question, not of orientation to the norms of a particular group of English speakers, but of mutual negotiation involving efforts and adjustments from all parties. (p. 201)

So, in ELF all agents must cooperate in order to communicate. It is not surprising, then, that ELF is seen as "precursor and partner" to intercultural communication (Hülmbauer, Böhringer, & Seidlhofer, 2008), though this in some ways still leaves the notion that ELF could somehow precede intercultural communication. I might reverse this and argue that intercultural communication is precursor and partner to ELF. Michael Byram highlights this when he says "lingua franca use requires engagement with both familiar and unfamiliar experience through the medium of another language" (1997, p. 3). Therefore, use of a foreign language presupposes a desire to communicate interculturally. Therefore, at least affectively speaking, the seed of intercultural communication begins before the language for communication is even considered.

In studies of intercultural communication we find ethnocentrism to be a major and recurring theme. Indeed, ethnocentrism is seen as a major obstacle in developing intercultural communicative competence (Bennett, 1998). In a study conducted among university students in the United States it was concluded that ethnocentrism had a negative effect on intercultural willingness-to-communicate (Lin & Rancer, 2003). Within ethnically more homogeneous environments, ethnocentrism may be an even greater obstacle. For instance, in a study comparing Japanese university students with American university

students it was discovered that Japanese students had significantly higher levels of ethnocentrism (Neuliep, Chaudoir & McCroskey, 2001).

If ELF as a practice is affected by ethnocentrism, then we might expect to find the literature of ELF to reflect this connection. In fact, ELF literature is filled with language which highlights the ethnocentric or ethnorelativistic nature of the ELF discussion. Claims such as ELF helps students to "take control over" the development of English (Houghton, 2009, p. 78) suggests a war is taking place over the future of the English language. Others seem to react to these notions by reminding us that native speakers are still relevant to the ELF discussion (Carey, 2010). More recently the term "native speaker" itself has been rebuked for its unspoken prejudicial deference (Houghton & Rivers, 2013). What seems clear from this ongoing debate is that issues of ethnocentrism and discussion of ELF are intimately intertwined; and since ethnocentrism is a hindrance to developing intercultural communication, then overcoming ethnocentrism should be of pinnacle importance in an ELF program - perhaps even more so than language proficiency itself.

Dong, Day, and Collaço (2008) conducted a study among 419 university students in the United States on the issue of ethnocentrism and discovered a converse relationship between low levels of ethnocentrism and high levels of intercultural sensitivity. The authors concluded that teachers should focus on increasing intercultural sensitivity in order to overcome ethnocentrism. A connection between intercultural sensitivity and ethnocentrism was also identified in a separate study by Chen (2010).

Hammer, Bennett and Wiseman (2003) state that "as one's experience of cultural difference becomes more complex and sophisticated, one's potential competence in intercultural relations increases" (p. 423). This suggests that authentic encounters with different cultures can contribute to an increase in intercultural sensitivity. Pen pal programs provide one such avenue for authentic intercultural contact. In addition, pen pal programs promote learning and literacy. Studies have shown that exchanges between children and adults, for instance, allowed the children to develop their own letter writing through modeling (Yellin, 1987). Studies of intercultural pen pal exchanges from members of inner circle and outer circle groups have shown that participants can model each other and develop a shared library of vocabulary for the purpose of communication (Barksdale, Watson, & Park, 2007). Pen pal exchanges have also been used successfully between inner circle and expanding circle groups to develop both intercultural understanding and language development (Xing, 2014; Yang & Chen, 2014).

3. PURPOSE OF THIS STUDY

It was the purpose of this study to test the effectiveness of a digital pen pal program in developing intercultural communication. In doing so this study seeks to answer the following questions:

1. Can a digital pen pal exchange be an effective way of decreasing ethnocentrism?
2. In what ways will development of intercultural sensitivity affect potential competencies with ELF usage?

4. METHOD

4.1 Subjects

The subjects of this study were 49 Japanese university students at Tamagawa University's Center for English as a Lingua Franca (CELF). The students ranged from 19-20 years of age. The CELF currently uses TOEIC IP scores as part of student assessment. The students in this study had an average TOEIC IP reading score of 111. This is comparable with CEFR level A2 which identifies them as basic users (ETS, 2013, p. 22). The total average TOEIC IP test scores for this group of students was 314. Educational Testing Services (ETS, 2013) describes subjects with this score as follows:

> [Between 220-470] Can understand simple conversations when the other party speaks slowly and repeats or paraphrases what is said. Is capable of reporting on familiar topics. Knowledge of vocabulary, grammar, and structure is generally inadequate. However, if the other party is used to dealing with non-native speakers, the individual can manage to get the point across. (p. 23)

4.2 Instrument

Intercultural sensitivity in this study is measured using the Intercultural Sensitivity Scale (ISS) developed by Chen and Starosta (2000). The ISS is a 24-item questionnaire which measures the following affective concerns: (1) Interaction Engagement; (2) Respect for Cultural Differences; (3) Interaction Confidence; (4) Interaction Enjoyment; and (5) Interaction Attentiveness (See Appendix A). The ISS was shown to be "highly internally consistent" with an 86% reliability coefficient within its context of U.S. college students (Chen & Starosta, 2000, p. 11) and relatively consistent with similar and more widely used instruments (p. 12). The ISS has been used in other studies as well in the United States (Dong et al., 2008), Germany (Fritz, Mollenberg & Chen, 2001), and China (Peng, 2006). In preparing the ISS for this study, the questionnaire items were translated into Japanese by the author and a native Japanese speaker with extensive English experience (See Appendix B). The Japanese items were then put into digital questionnaire form for distribution. The questionnaire was given a 5-point Likert scale measurement for each item with Japanese responses equivalent to: (1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree, and (5) Strongly Agree.

4.3 Procedure

In order to test the effectiveness of the pen pal exchange on intercultural development, students were given the ISS both before and after the six-week exchange. Of the 49 students who participated in the exchange, 46 students completed the pretest, and 42 completed the posttest. The online version of the questionnaire was administered during class and students answered the questionnaire using their smartphones. Student identification was not collected with their responses.

4.4 Materials

For the pen pal exchange, I used an online program called PenPalSchools <https://penpalschools.com>, an online Learning Management System (LMS) style tool for teachers to manage pen pal exchanges over the internet. The LMS format allows both instructors of the participating groups to monitor the exchanges online through a simple interface.

The exchange was centered on weekly editorial articles which both students were challenged to read and respond to. The editorials covered different topics each week such as: the environment; poverty; technology; war and conflict; government; and, culture. The articles were associated with question prompts which both exchange partners were encouraged to respond to. The intention was that discussion would be generated between the exchange partners on each of the weekly topics.

PenPalSchools offers both three-week and six-week exchanges. They also offer exchanges at the beginner, intermediate, and advanced level. The subjects of this study were enrolled in the beginner level due to their low reading comprehension level. This is in keeping with the practice of providing reading material which does not overwhelm the reader with new vocabulary in hopes of maintaining focus on the overall meaning of the passage (Harmer, 2001, p. 213-215). Due to unknown reasons, the students were not placed into the beginner level program which was initially selected, but instead placed into an advanced course. Students complained that they could not understand the passages, and so the key points of each week's readings were reviewed collectively during class.

The subjects of this study were paired with a group of American high school students. There were more Japanese university students in this pairing than American high school students; so some of the exchanges were between three member groups consisting of two Japanese students and one American student. In many cases the American student was unresponsive and did not participate in the exchange which may have affected the results of the study.

All of the Japanese students in this study were encouraged to continue reading the editorials and responding to the question prompts until the end of the six-week exchange despite any cases of unresponsiveness from their American counterparts. In terms of teacher involvement with the process of student writing, a case-by-case tutor role was taken. The instructor gave minimal correction, and only where the intended message seemed compromised. In other words, meaning was emphasised over form. The students were not graded on their writing, but rather participation in the exchange was rewarded with full points towards the writing component of the course which was 20% of the final grade.

4.5 Data Analysis

Pretest and posttest comparisons of the ISS questionnaire were examined using an unpaired two-tailed t-test to determine probability (p). Industry standards have long suggested a p-value below .05 is statistically significant, however opposition to this standard has been steadily growing (Nuzzo, 2014). Effect size is argued to be an equally important, if not a more important measurement to consider (Cummings, 2013). Effect size in this study is reported as a measure of Cohen's d. The formula used to calculate Cohen's d for this study can be found in Figure 1.

Figure 1
Formula for calculating Cohen's d as taken from Lakens (2013)

$$d_s = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{(n_1-1)SD_1^2+(n_2-1)SD_2^2}{n_1+n_2-2}}}$$

Results in this study report both p-values and effect size. Statistical significance is given to p-values below .05. Effect size (d) is interpreted where a value of 0.2 is considered a small effect, a value of 0.5 is considered a medium effect, and a value of 0.8 is considered a large effect (Cohen, 1988; Cummings, 2014). Results were calculated such that positive d-values indicated a positive effect while negative d-values indicated a negative effect.

5. RESULTS

Analysis of the pretest-posttest ISS yielded statistically significant results in two areas: a medium positive effect on the Interaction Engagement factor (d = 0.5); and a medium positive effect on the Interaction Confidence factor (d = 0.5).

Table 1
Results of statistical analysis on the pre and post ISS (df = 83)

Subscales	Pre/Post	*M*	*SD*	*t*	*p*	*d*
Interaction Engagement	Pre	3.51	0.43			
	Post	3.71	0.43	2.17	**0.04**	**0.5**
Respect for Cultural Differences	Pre	3.65	0.47			
	Post	3.45	0.57	-1.76	0.08	-0.4
Interaction Confidence	Pre	2.65	0.8			
	Post	3.02	0.72	2.33	**0.02**	**0.5**
Interaction Enjoyment	Pre	3.52	0.76			
	Post	3.39	0.91	-0.69	0.33	-0.2
Interaction Attentiveness	Pre	3.48	0.61			
	Post	3.7	0.64	1.59	0.12	0.3

Note: *Statistical significance present at the p < .05 level. Effect size is measured by Cohen's d where a value of 0.2 is considered to be a small effect, a value of 0.5 is considered to be a medium effect, and a value of 0.8 is considered to be a large effect (Cohen, 1988). Positive d values indicate an increase in the attribute measured, while negative d values indicate a decrease in the attribute measured at the end of the 6-week exchange.

5.1 Medium Positive Effect on Interaction Engagement (d = 0.5)
Results showed a medium positive effect in the Interaction Engagement factor. Interaction Engagement was measured by items 1, 11, 13, 21, 22, 23, and 24 of the ISS questionnaire. Analysis of item 11 and item 24 yielded the most statistically significant results.

Table 2
Detailed results of statistically significant changes to the interaction engagement factor

Item	Pre/Post	M	SD	t	p	d
1. I enjoy interacting with people from different cultures.	Pre	4.00	0.84			
	Post	4.24	0.91	1.27	.21	0.3
11. I tend to wait before forming an impression of culturally-distinct counterparts.	Pre	3.13	0.81			
	Post	3.67	0.69	3.37	**.001**	**0.7**
13. I am open-minded to people from different cultures.	Pre	3.74	0.95			
	Post	4.02	0.90	1.44	.15	0.3
21. I often give positive responses to my culturally different counterpart during our interaction.	Pre	3.39	0.83			
	Post	3.50	0.89	0.59	.56	0.1
22. I avoid those situations where I will have to deal with culturally-distinct persons.*	Pre	2.65	0.64			
	Post	2.57	0.70	-0.56	.58	-0.1
23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.	Pre	3.78	0.84			
	Post	3.64	0.88	-0.76	.45	-0.2
24. I have a feeling of enjoyment towards differences between my culturally distinct counterpart and me.	Pre	3.87	1.05			
	Post	4.31	0.72	2.32	**.02**	**0.5**

Note: *Items are reverse coded.

5.2 Medium Positive Effect on Interaction Confidence (*d* = 0.5)
Results showed a medium positive effect in the Interaction Confidence factor. Interaction Confidence was measured by items 3, 4, 5, 6, and 10 of the ISS questionnaire. Analysis of item 5 and item 6 yielded the most statistically significant results.

Table 3
Detailed results of statistically significant changes to the interaction confidence factor

Item	Pre/Post	M	SD	t	p	d
3. I am pretty sure of myself in interacting with people from different cultures.	Pre	3.00	1.03			
	Post	3.33	1.00	1.53	.13	0.3
4. I find it very hard to talk in front of people from different cultures.*	Pre	2.32	1.20			
	Post	2.36	0.98	0.17	.86	0.0
5. I always know what to say when interacting with people from different cultures.	Pre	2.26	1.04			
	Post	3.05	1.10	3.43	**.001**	**0.7**
6. I can be as sociable as I want to be when interacting with people from different cultures.	Pre	2.87	1.05			
	Post	3.43	1.02	2.54	**.01**	**0.5**
10. I feel confident when interacting with people from different cultures.	Pre	2.78	1.19			
	Post	2.95	1.15	0.68	.50	0.1

Note: *Items are reverse coded.

5.3 Other Notable Results

There were a few other question items which showed statistical significance: item 12 from the Interaction Enjoyment subscale; item 18 from the Respect for Cultural Differences subscale; and item 19 from the Interaction Attentiveness subscale.

Table 4

Other notable results from detailed analysis of ISS items

Item	Pre/Post	*M*	*SD*	*t*	*p*	*d*
12. I often get discouraged when I am with people from different cultures.*	Pre	3.87	1.09			
	Post	3.27	1.14	-2.51	.01	-0.5
18. I would not accept the opinions of people from different cultures.*	Pre	4.30	0.63			
	Post	3.38	1.34	-4.07	< .001	-0.9
19. I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.	Pre	2.83	1.06			
	Post	3.21	0.78	1.97	.05	0.4

Note: *Items are reverse coded.

6. DISCUSSION

6.1 Reduction in Ethnocentrism

Participants experienced a medium positive effect in the Interaction Engagement factor of the ISS (d = 0.5). Item 11, "I tend to wait before forming an impression of culturally-distinct counterparts," scored a notable increase (d = 0.7), as did item 25, "I have a feeling of enjoyment towards differences between my culturally distinct counterpart and me," (d = 0.5). Both of these would indicate they were able develop a more complex understanding of cultural differences which gave them both greater wisdom in knowing that first impressions are not always correct, and that discovering cultural differences can be a source of enjoyment. This suggests a reduction in ethnocentric tendencies. Indeed, this is confirmed by Chen's study identifying intercultural engagement as the best predictor of ethnocentrism (2010, p.5). As overcoming ethnocentrism is of prime importance to developing intercultural communication (Bennett, 1998; Lin & Rancer, 2003), and intercultural communicative competence is so intimately tied to ELF (Byram, 1997; Hülmbauer, Böhringer, & Seidlhofer, 2008), we can say that students moved closer towards more effective ELF communication as a result of this exchange.

6.2 Gains in Confidence

The students also experienced a medium positive effect in the Interaction Confidence factor of the ISS (d = 0.5). Item 5, "I always know what to say when interacting with people from different cultures," scored a significant increase (d = 0.7), as did item 6, "I can be as sociable as I want to be when interacting with people from different cultures," (d = 0.5). This can also be seen as a contributor to intercultural willingness-to-communicate and may have something to do with a lowering of anxiety in relation to communication in the English language.

One of the more positive things to come out of the era of Krashen was the Affective Filter hypothesis (Krashen, 1982), or more specifically, the research that it inspired into studies of learner anxiety (Brown, 1994; E. Horwitz, M. Horwitz, & Cope, 1986; MacIntyre & Gardner,1994; Young, 1991). Anxiety studies have found particular interest among researchers in Japan (Kitano, 2001; Ohata, 2005; Williams & Andrade, 2008). Williams and Andrade (2008) sought to study the source of the anxiety that Japanese university students felt with regard to English language learning. They discovered that the fear of making a bad impression or receiving a negative evaluation from their teacher (associated with the inability to express oneself clearly and correctly) was the largest contributor to anxiety (p. 186). It seems then, that we as teachers can be the greatest hindrance to a student's sense of ownership of ELF.

In terms of the Japanese subjects of this study, it is possible that using English to communicate with someone other than their teacher contributed towards a reduction in anxiety. Their counterparts were younger, so there was no authority to fear. Their communication was not graded beyond simply receiving points for participation, so there was no need to fear a negative evaluation from their teacher. Their American high school counterparts made frequent spelling and even occasional grammar mistakes, so there was no need for perfection unless to outperform inner circle users. One could argue then, that the increase in intercultural confidence these subjects experienced points to a greater awareness of their mutual ownership of ELF.

6.3 Negative Results

There were some areas of reduction in intercultural sensitivity. Most notably the near medium effect on the Respect for Cultural Difference factor ($p = .08$, $d = -0.4$). This seems to be mostly the result of student responses to item 18, "I would not accept the opinions of people from different cultures," ($p < .001$, $d = -0.9$). Chen (2010) identified respect for cultural differences as the best predictor of intercultural communication apprehension (p. 5). Lin and Rancer (2003) also linked intercultural communication apprehension to intercultural willingness-to-communicate, although to a lesser extent than ethnocentrism. Perhaps then it is fair to say that intercultural willingness-to-communicate was more affected positively by a lowering of ethnocentrism and an increase in confidence than negatively by any apprehension experienced as a result of the exchange.

6.4 Issues with the Experimental Design of this Study

Due to the exclusion of student identification in soliciting responses to the ISS, pretest and posttest results were unable to be tested for linear correlations. Collecting student identification information would also allow for both linear correlations and cross-analysis with student feedback. This could help answer questions such as why the exchange seemed to affect a small increase in intercultural communication apprehension. In addition, there are always language translation issues when translating instruments. Analysis of the Japanese version of the ISS should be examined for internal consistency.

6.5 The Role of Digital Sojourn in the Future of ELF

Michael Byram, who is famous for both his work in intercultural communication and

linguistics, acquaints intercultural communicative competence with "sojourners" who are fundamentally affected by their experiences, affect change in others they meet along their travels, and return home with new perspectives to affect upon their native culture (1997, p. 1). We live in a rapidly changing digital landscape which now provides us ELF teachers with new ways to develop intercultural communicative competence. I see digital sojourn, then, as the next stage of intercultural development. By digital sojourn I mean the use of technology to spend extended amounts of time "traveling" among a particular culture and its people. While it is impractical to expect each ELF user to physically travel around the world in order to gain the invaluable experience associated with intercultural development, ELF users can use modern technology to support their efforts toward intercultural communicative competence through digital sojourn.

In addition to digital pen pal exchange, there are many other ways we can capitalize on our current technological landscape in support of digital sojourn. One example would be to move past the traditional view of pen pal exchange as being between two people. In the age of the Internet, we are no longer limited to one-on-one exchanges as a result of separate, physical mailing addresses. Rather than stick with the notion of pen pal exchanges being between two people, a kind of collaborative pen pal experience could be had using modern social networking tools. There has been some emerging work in this area which has yielded promising results (Jones, 2008). As previously mentioned, many of the American students did not participate in the exchange leaving quite a few of the Japanese students alone or with only another Japanese student to communicate with. A collective exchange would resolve the need for all members to be equally responsive, and could contribute to collaborative intercultural development. In addition, social networking tools can support a social learning atmosphere, an atmosphere which values both emotional and cognitive development equally (Kreijns, Kirschner, & Jochems, 2003).

Most social networking tools are developed for mobile devices, which provides some additional benefits. We already have nearly 100% smartphone use among Japanese university students (Cote, Milliner, Flowers, & Ferreira, 2014), and Japan is not alone in this trend. Whether this trend is ultimately for better or for worse, the fact remains that smartphones are already playing an integral part of this next generation's social and cultural development. Rather than letting this fact discourage us, we might find ways to implement their use in teacher supported intercultural social development. Using mobile devices for the exchange would allow for easy extension beyond the classroom and the seamless inclusion of multimedia content. Two or more classrooms could easily share cultural artifacts from their individual geolocations through a combination of photos and text, or even video. Students could be inspired by their instructors to generate content to share, or they could simply inspire each other. Here in Japan, students have been observed successfully completing highly complex, multimedia projects in social learning contexts (Flowers, 2014).

In addition to finding creative ways of using technology to support digital sojourn, educators can supplement online intercultural experiences with traditional classroom based methods of intercultural development. Multiple perspectives pedagogy and reflection have been shown to significantly enhance intercultural development over experience alone in overseas exchange programs (Pedersen, 2009). Combining classroom based instruction with student reflection and online intercultural experiences should also effectively bolster

intercultural development in teacher orchestrated digital sojourn.

7. CONCLUSION

Helping our students to overcome ethnocentrism is an important part of our duty as ELF instructors as it supports our student's transition towards intercultural sojourner and empowers them in their mutual ownership of English as a lingua franca. Through a six-week digital pen pal exchange, the students in this study were able to develop their intercultural sensitivity, most notably through decreases in ethnocentrism and increases in confidence with regard to intercultural communication. The fact that they were able to do this without the need for a physical exchange supports the notion that digital sojourn is a viable method for developing intercultural communication. It is hoped that this study will inspire others to experiment with digital pen pal exchange and other such applications of modern technology, which can be used to unite classrooms around the world in authentic ELF.

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APPENDIX A

Intercultural Sensitivity Scale questionnaire (Chen & Starosta, 2000, p. 14)

1. I enjoy interacting with people from different cultures.
2. I think people from other cultures are narrow-minded.*
3. I am pretty sure of myself in interacting with people from different cultures.

4. I find it very hard to talk in front of people from different cultures.*
5. I always know what to say when interacting with people from different cultures.
6. I can be as sociable as I want to be when interacting with people from different cultures.
7. I don't like to be with people from different cultures.*
8. I respect the values of people from different cultures.
9. I get upset easily when interacting with people from different cultures.*
l0. I feel confident when interacting with people from different cultures.
11. I tend to wait before forming an impression of culturally-distinct counterparts.
12. I often get discouraged when I am with people from different cultures.*
13. I am open-minded to people from different cultures.
14. I am very observant when interacting with people from different cultures.
15. I often feel useless when interacting with people from different cultures.*
16. I respect the ways people from different cultures behave.
17. I try to obtain as much information as I can when interacting with people from different cultures.
18. I would not accept the opinions of people from different cultures.*
19. I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.
20. I think my culture is better than other Cultures.*
2l. I often give positive responses to my culturally different counterpart during our interaction.
22. I avoid those situations where I will have to deal with culturally-distinct persons.*
23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.
24. I have a feeling of enjoyment towards differences between my culturally distinct counterpart and me.

Note: *Items 2, 4, 7, 9, 12, 15, 18, 20, and 22 are reverse-coded.
Interaction Engagement items are 1, 11, 13, 2l, 22, 23, and 24,
Respect for Cultural Differences items are 2, 7, 8, 16, 18, and 20,
Interaction Confidence items are 3, 4, 5, 6, and l0,
Interaction Enjoyment items are 9, 12, and 15,
Interaction Attentiveness are 14, 17, and 19.

APPENDIX B

Intercultural Sensitivity Scale questionnaire (Japanese Translation)

1. 私は異なる文化の人たちとのふれ合いを楽しむ。

2. 私は他の文化の人たちが狭量だと思う。

3. 私は異なる文化の人たちとのふれ合いに少し自信がある。

4. 私は異なる文化の人たちがいる空間で話すのがとても難しい。

5. 私は異なる文化の人たちとふれ合う時に何を言えば(話せば)いいかいつも分かってる。

6. 私は異なる文化の人たちとふれ合う時に赴くままに社交的になることができる。

7. 私は異なる文化の人たちと一緒にいるのが好きではない。

8. 私は異なる文化の人たちの価値観を尊重する。

9. 私は異なる文化の人たちとふれ合う時に怒りやすくなる。

10. 私は異なる文化の人たちとふれ合う時に自信がある。

11. 私は文化的に異なる相手に対しての印象を作る前に待つ傾向がある。(すぐに印象を形成しない)

12. 私は異なる文化の人たちと一緒にいる時に落胆する。

13. 私は異なる文化の人たちに対して偏見がない。

14. 私は異なる文化の人たちとふれ合う時によく観察する。

15. 私は異なる文化の人たちとふれ合う時に役に立たないとしばしば感じる。

16. 私は異なる文化の人たちの振る舞いを尊重する。

17. 私は異なる文化の人たちとふれ合う時にできるだけ多くの情報を得るようにする。

18. 私は異なる文化の人たちの意見を受け入れない。

19. 私は文化的に異なる相手とのふれ合いの中で、曖昧な意味(裏の意味など)を理解する。

20. 私は自分の文化が他の文化よりも優れていると思う。

21. 私はしばしば文化的に異なる相手とのふれ合いの中で肯定的な応答をする。

22. 私は文化的に異なる相手に対処しなければならない状況を避ける。

23. 私はしばしば文化的に異なる相手に対して自分の理解を言語もしくは非言語の合図を通して示す。

24. 私は文化的に異なる相手と自分との違いを楽しむ気持ちがある。

A Teacher's Exploratory Inquiry of Language Awareness: Language Learner Perceptions from Oral Presentations

言語意識に関する調査：オーラルプレゼンテーションにおける学習者の言語認識

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ABSTRACT

This paper presents a teacher-led inquiry into learner language awareness and learner perceptions of: oral presentations using first language (L1) support when using a second language (L2); and L2 learner and user identity. The quantitative-based results of this preliminary inquiry represent a source of understanding for the researcher, who later, intends to undertake a qualitative-based study of learner oriented language awareness and speaking assessment. A questionnaire was distributed to 144 Japanese first and second year tertiary students who completed a semester course in general and academic English. A cross-sectional analysis was applied to the questionnaire results which aimed to gather student perceptions of the use of and identity with a L2, that is, English. Key findings from the exploration of learner perceptions in this research included the acceptance of spoken errors when giving oral presentations and a sense of ownership of English among the participants. This research presents learner perceptions that may prompt teachers to consider conducting language awareness research with their students with the aim of reflecting upon the modification of traditional speaking assessment practices.

KEYWORDS: ELT, language awareness, learner perceptions, oral presentations

要旨

本稿は、第二言語でオーラルプレゼンテーションを行う際に第一言語のサポートを使うことに対する学習者の言語意識と認識、また第二言語使用者のアイデンティティについてのアンケート調査を纏めたものである。この量的調査の結果は、後の学習者の言語意識とスピーキングの評価に関する質的調査の基として使用される。アンケートは一般的なアカデミック英語コースを受講している日本の大学1年生と2年生合計144人を対象に実施された。学生の第二言語である英語の使用とアイデンティティに対する認識に関する情報を集めることを目的にアンケートを行い、断片分析によって考察された。結果として、学生の間で、プレゼンテーション時における言語エラーに対する許容と英語を自らの言葉とする感覚が見られた。この研究結果により、スピーキングの評価を行う際の教員の対応、すなわち学習者の言語をどう修正するかということに影響を与えるであろう学生の言語意識が確認された。

1. INTRODUCTION

The researcher explored students' perceptions about giving oral presentations in class using their L2 (English) while also having the freedom to use their L1 (Japanese) to support their communication. A review of the literature is provided next with a focus on three main areas: learner perceptions, language awareness (LA), and the development of L2 user identity. This is followed by the methodology section which includes the research design, the activity and participants, and the research questions asked. Lastly, the findings and a discussion of the research conducted is presented. In this current research, the teacher is hereafter referred to as the researcher.

2. LITERATURE REVIEW

2.1 Student Perceptions of their Learning and their Importance to Teachers

It was important for the researcher to understand students' perceptions of their learning in order to understand how they viewed themselves as both learners and users of English and to develop better speaking assessment in the future. In the context of the current research, perceptions of oneself can be defined as how a student understands and makes sense of himself and his learning (Williams & Burden, 1999). As suggested by Tudor (1993), the main role of the teacher in traditional modes of teaching is to supply knowledge. However, the current research valued the knowledge that students had about their learning preferences and the views that they had of themselves as learners and users of English. The role of the teacher is important in the process of facilitating self-reflective practices and in the promotion of learner autonomy among students. As noted by Barfield, Ashwell, Carroll, Collins, Cowie, Critchley, Head, Nix, Obermeier, and Robertson (2001, p. 3), "the ability to behave autonomously for students is dependent upon their teacher creating a classroom culture where autonomy is accepted."

In order to better facilitate self-reflective practices among students and encourage them to think actively and independently, Asmari (2013) recommends that retrospective tasks, such as interviews, group discussion and structured questionnaires be employed to encourage learners to reflect upon learning and help learners to take responsibility for their language learning processes. In the current research, a questionnaire was the selected instrument for data collection. An important point about observing learner perceptions is that "particular ways of experiencing a phenomenon are seen to occur because students attend to different aspects of a phenomenon and experience those aspects in different ways" (Marton & Runesson, 2003, p. 18). Thus, it was important for the researcher to be aware that his students experience a phenomenon, such as language learning, both as individuals and as members of a learning community.

2.2 Language Awareness (LA)

The concept of language awareness (LA) was central to the exploration of learner perceptions as it provided one approach for the researcher to observe student perceptions about their use of English to communicate while engaged in an oral presentation activity. On its website, the Association for Language Awareness (ALA, 2015) defines LA as:

explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use…(and) covers a wide spectrum of fields. For example, LA issues include exploring the benefits that can be derived from developing a good knowledge about language, a conscious understanding of how languages work, of how people learn them and use them…

According to ALA, LA is relevant for the learner and the teacher. LA was important in the current research because it provided a platform for understanding the way students demonstrated their use of language through their oral presentations, and their self-perceptions as English speakers. The researcher was a participant observer in the sense that he was present in the classroom when students prepared and presented their work and was present when the students completed the questionnaire. Subsequently, the researcher gained a partial understanding of students' language awareness as a classroom observer and gained further understanding from the questionnaire results.

The selection of PowerPoint for the oral presentation activity was an attempt by the researcher to incorporate technology into coursework oral assessment criteria. The software was chosen to provide students with opportunities to: do web-based research, work at their own pace, have the freedom to choose their own materials, and achieve a degree of autonomy in the way they used language (Pinkman, 2005).

An important reason for a teacher to consider the implementation of a LA approach in teaching and learning is that: "it is a departure from the traditional top-down transmission of language knowledge that requires least active thinking in learners. Instead, LA can be developed only by learners themselves through paying deliberate attention to language usage" (Lin, 2011. p. 125). Lin (2011) also notes that the evaluation format can be effective in raising LA. In relation to the oral presentation activity utilised in the current study, students were given the opportunity to focus on the criteria outlined in Table 1 and decide whether or not to additionally focus on the accuracy of their grammar and pronunciation despite the omission of these items from the evaluation criteria.

Table 1

Oral presentation evaluation criteria

Name:		Topic:		Score:		
Comments:						
Contents & Timing	Posture	Visual Aids	Eye Contact	Gestures	Volume & Inflection	Questions & Answers
0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

Note: *Answer key: 0 = poor / 1 = average / 2 = good

In terms of LA, everyone is a learner, even teachers have to continue to explore language systems, so it is a lifelong process (Bourke 2008). According to Wright (2002), a teacher's language awareness encompasses an awareness of his learner's developing interlanguage. Interlanguage (Selinker, 1972) refers to the way a L2 learner approximates the L2 while preserving some features of their L1. Subsequently, the perceptions that students had about their use of interlanguaging when giving an oral presentation was an area of interest for the current researcher to pursue.

2.3 L2 user identity: To be or not to be my language?

The researcher explored his students' sense of themselves as users of English in relation to their identity with an L2. The current research viewed an individual's perception as being central to identity formation. The definition of identity offered by Burke and Stets (2009), a set of meanings that define who an individual is when occupying a particular role in society or as a member of a particular group, was instrumental in framing this research. This is because the current research explored the various influencing factors that may shape a student's sense of L2 identity, including global and local cultural influences of the language on the student as both English learner and user.

Kirkpatrick's (2007) view of native speakers as a diminishing best model of English informed the researcher's perspective by providing some initial grounding to approach the issue of L2 identity. Consequently, the researcher sought an understanding from the literature as to how this stance might position his students in terms of their L2 identities. Canagarajah (2005) suggests that L2 speakers often appropriate English in order to meet their localised needs and pursue their localised interests. While Jenkins (2003) notes that many L2 speakers express a desire to preserve something of their L1 accent in order to project their lingua-cultural identity in English. It is also possible that the development of identity among L2 English speakers may sometimes be related to identifications with both local and global cultures, resulting in hybrid identities (Pennycook, 2007). With these views in mind, the researcher explored the possibility that a variety of identity-driven positions existed amongst his students and hence this phenomenon was of value to explore in the current research.

In order to support L2 learner perceptions and the development of L2 identity among language learners, Jindapitak (2013, p. 124) suggests that teachers can encourage their students "to feel free to use their localized versions of English, as long as they are intelligible and comprehensible, without having to worry that these productions will be evaluated vis-à-vis native-speaker benchmark." A justification proffered by Matsuda (2003) for why English as an international language (EIL) learners may benefit from an orientation towards local English varieties is that linguistic assessment in the EIL paradigm does not focus on how closely learners approximate the standards of native speakers, but rather, it realistically focuses on the learners' communicative effectiveness. EIL is defined by Kachru (1992) as being the present state of English that is used as a global language for wider communication. The researcher kept in mind the potential significance of communicative effectiveness for assessment purposes while engaged in the current research. Of particular interest to the researcher was the orientation that his students chose, that is, to target either a native speaker model of English or a local variety of English when giving oral presentations.

3. METHODOLOGY

3.1 Data Collection and Analysis

A cross-sectional study design was employed to explore the phenomena of language learner identity and learner perceptions of language learner use of L1 and L2 in an oral presentation activity. Primary and secondary data were used in the current research. Primary data was obtained from students who each participated in an oral presentation activity and post-activity questionnaire, see Appendix 1. The questionnaire consisted of closed and open items. In order to minimise the possibility of acquiescence bias (Schuman & Presser, 1996), that is, the tendency to agree, regardless of content, to all questions, particularly when in doubt, the researcher sought a justification for the particular responses made by participants in the questionnaire. Of the questions asked, four questions related to the presentation and the fifth question referred to students' perceptions of language user identity. Participants were requested to write responses in English and use translation software (e.g., Google Translate) for language support. Participants answered anonymously and were individually unidentifiable. An abridged version of the questions follows, see Appendix 1 for the full version:

1. My goal in the presentation was:
   A - to speak native speaker English.
   B - to speak as a Japanese speaker of English.
2. Which was more important when you did the oral presentation:
   A - to speak English with no mistakes or almost no mistakes?
   B - to speak English with a clear message, but also some mistakes are ok?
3. Do you think it was useful to speak some Japanese when you were presenting?
4. Which Japanese words did you write on your slides or speak during your oral presentation?
5. Japanese is my language, but also English is my language. Agree or Disagree? Why?

The fifth question was included in the oral presentation post-activity questionnaire for comparison to a similar item which appears in a program-wide student end-of-semester questionnaire that all students who study general and academic English are requested to complete. The item is: I don't think that English belongs only to native speakers. It can be my language too. Students are required to select a response of agreement (strongly agree or agree), neutrality, or disagreement (disagree or strongly disagree). All 144 participant responses to the fifth question in the oral presentation post-activity questionnaire were compared with the responses from the aforementioned end-of-semester questionnaire item. The program-wide student questionnaire was conducted in the 2014 spring semester (1279 students) and again in the 2014 autumn semester (1191 students), see Tables 6A and 6B for the results. After tabulating the data, the researcher analysed that data by correlating the responses from participants and totaling the results in terms of percentages.

3.2 Activity & Participants

A cohort of 144 students participated in the oral presentation post-activity questionnaire. Participants were enrolled in either 100 level courses (introductory), 200 level courses (lower-

intermediate), or 300 level courses (higher-intermediate). The four groups that participated in this research in 2014 were: Spring 200s; Spring 300s; Autumn 100s; and Autumn 200s. In the autumn semester, students engaged in a language awareness lecture in their class time. The researcher did not include a language awareness component in spring semester courses because the materials had not been prepared at that time. Preceding the oral presentation activity, three teacher-led workshops during class time were held in order to help students prepare for their presentations. Each class participant completed a three-minute PowerPoint monologic oral presentation which included a dialogic question and answer session with a whole class audience. The post-activity questionnaire, see Appendix 1, was written in both English and Japanese and was completed by each participant at a later date during class time. Responses were written in English only, with some students using translation software to support their written responses. In the 2014 spring semester, 61 second-year students were involved in this study. Among these participants were, 21 (Spring 200 level) students in the College of Liberal Arts and 40 (Spring 300 level) students from the College of Tourism and Hospitality Management. In the 2014 autumn semester there were 83 participants, including 37 first-year (Autumn 100 level) students from the College of Humanities and 46 second-year (Autumn 200 level) students from either the College of Business Administration or the College of Performing Arts.

4. RESULTS

Findings were collated from the responses of the 144 learners who completed the oral presentation activity as part of their general and academic English course assessment. From the oral presentation post-activity questionnaire, responses to the first question determined the course level and the other five questions explored learner perceptions of doing the activity and students' use of various lingua-cultural resources in their presentations. As mentioned in the previous section (see Methodology), in the 2014 spring semester, a language awareness component was not included in the course syllabus. However, in the 2014 autumn semester this component was added to the syllabus in time for the oral presentation activity, and as part of an ongoing developmental initiative in the general and academic English program.

On the issue of learners aiming to be either a native English speaker or Japanese speaker of English when giving an oral presentation, the results presented in Table 2 suggest that a greater number of learners in the autumn semester identified themselves as desiring to be Japanese speakers of English when compared to the spring semester responses. This result raises the issue of a possibility that the addition of a language awareness component in the autumn courses may have influenced a shift in students' perceptions about aiming to be a native English speaker or a Japanese speaker of English. Further research would be required to investigate the validity of this assumption.

Table 2
Aim towards a native speaker variety or a local speaker variety of English?
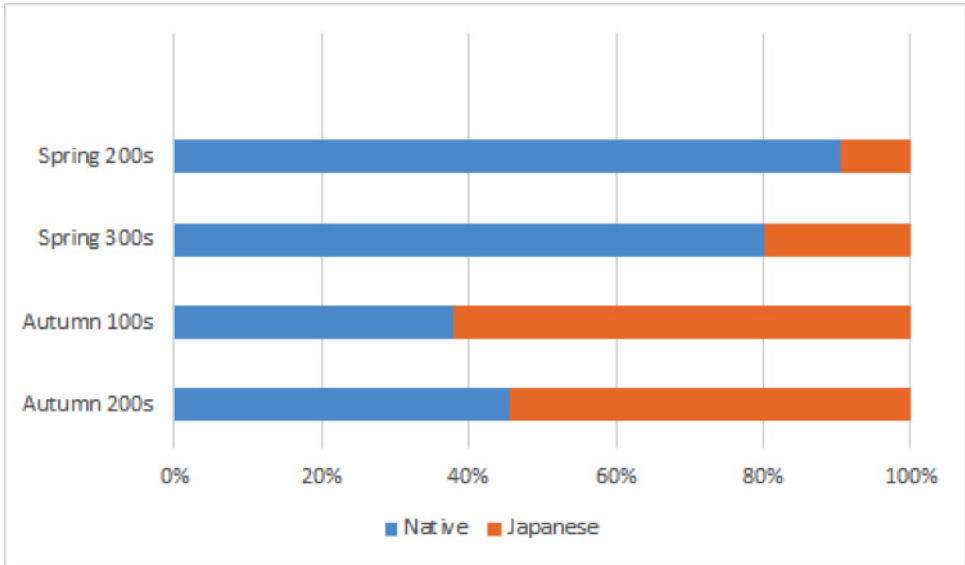
Learners were also asked if they aimed to speak in English either without any mistakes (or perhaps almost no mistakes) or with some mistakes as being acceptable. The results in Table 3 indicate that there was a strong acceptance of some spoken errors with the view to presenting a clear message as being an appropriate goal. Among the possible reasons for this commonly-held view, as evidenced in Table 1, is that the assessment for this activity did not include a spoken accuracy component and so participants viewed the acceptance of spoken errors as appropriate in this communicative context.

Table 3
Acceptance of English speaking mistakes or not?
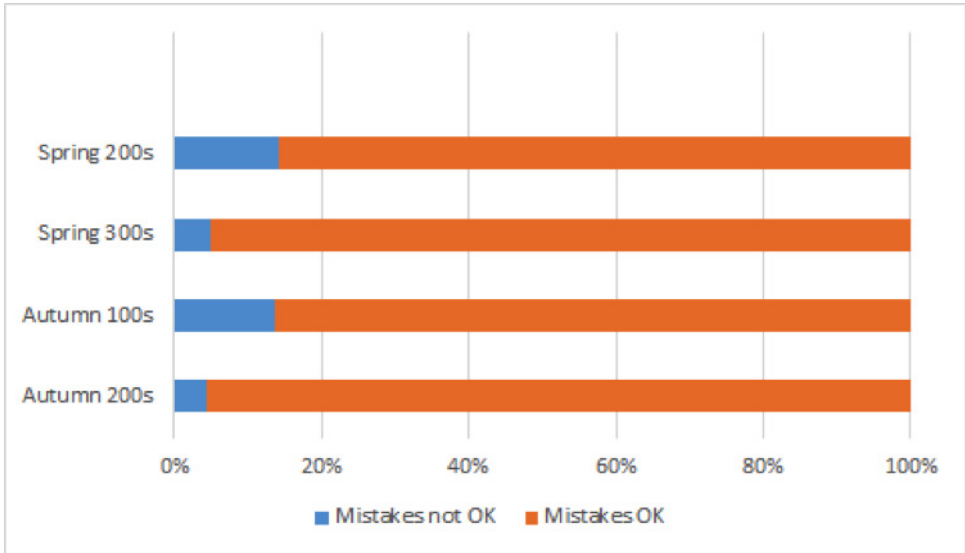
The belief that speaking some Japanese was a useful resource when presenting was strongly affirmed by a majority of participants, see Table 4. The two most commonly selected reasons for the usefulness of Japanese were: (a) it could assist the speaker to communicate the meaning of difficult English words or terms; and (b) it was necessary to help the audience understand presentation-based content. The reason most cited as to why Japanese language

was not useful when presenting was a perception among some students that the purpose of the activity was to learn to present in English in class.

Table 4
The use of L1 (Japanese) when giving an oral presentation
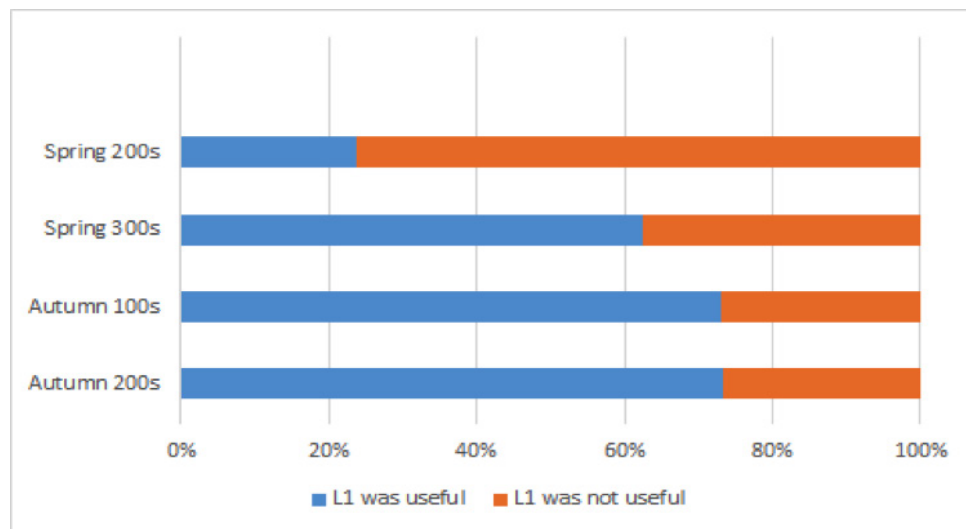
The actual usage of Japanese, either spoken, written, or both, was significantly higher in the autumn semester when compared to its usage in the spring semester, see Table 5. Perhaps in alignment with the results found in Table 2, and the goal of aiming to be a native speaker of English or a Japanese speaker of English, participant responses exhibited in the 2014 autumn semester questionnaire may have been influenced by the inclusion of a language awareness component in their courses prior to the oral presentation activity.

Table 5
The actual forms of L1 when giving an oral presentation
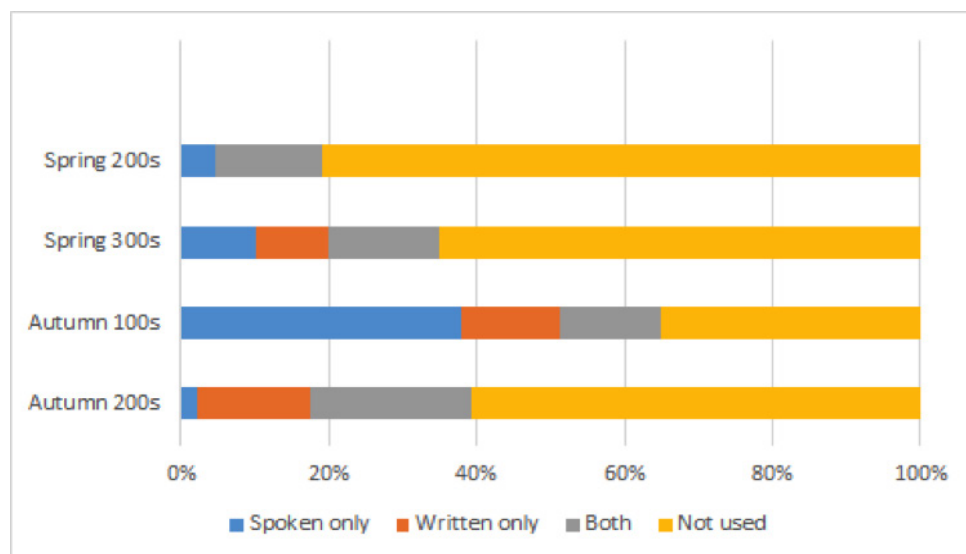
The perception among participants that both Japanese and English belonged to them was held by a majority of learners in each of the four groups, see Table 6A. The two most commonly cited reasons written by respondents were: (a) English is a common and

popular language in the world; and (b) it is important in the future lives of these participants. However, for those participants who did not perceive English to be their language, the two most commonly selected reasons were: (a) a lack of ability to understand English well; and (b) a lack English use in their lives. When compared with the program-wide results from the 2014 spring and autumn semesters, see Table 6B, all four course level groups, as presented in Table 6A, contained a lower percentage of students who felt that English was their language too. That is to say, Spring 200s, Spring 300s, and Autumn 100s.

Table 6A
English is my language too (post-activity questionnaire)
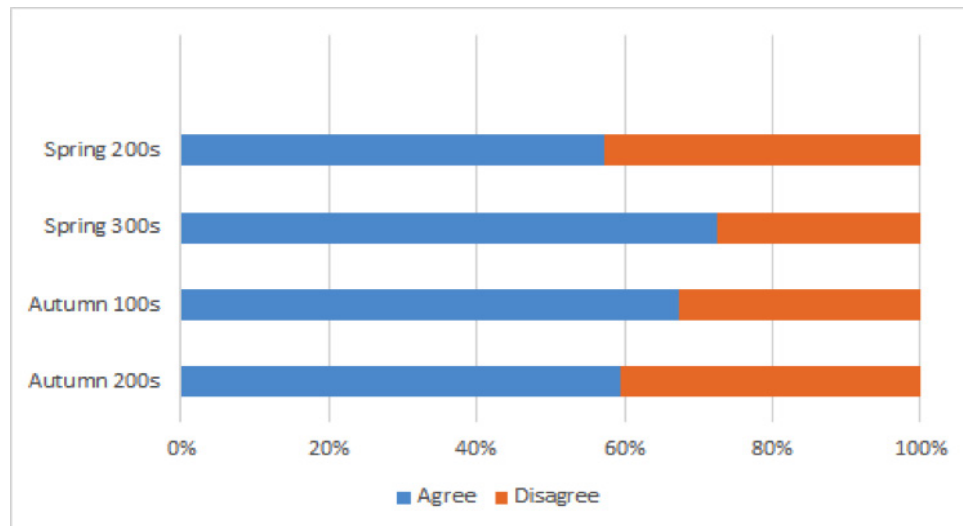
Table 6B
English is my language too (program-wide questionnaire)
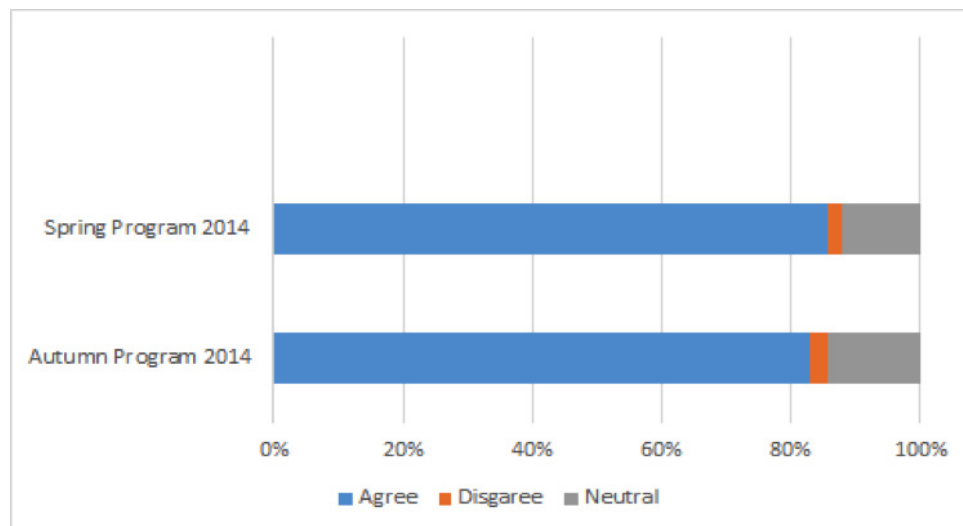
5. DISCUSSION

In this section, a discussion is presented on: a) the findings in relation to the literature review, b) limitations and considerations of the current research, and c) the researcher's intention to conduct future research on language awareness.

5.1 Findings in Relation to the Literature Review

The researcher gained an understanding of his students' sense of language awareness. In particular, students demonstrated a non-uniform desire in their determination to aim to be either a native speaker of English or a local (Japanese) speaker of English. Further, language awareness among the students was displayed through the overwhelmingly affirmative perception that speaking with some errors was acceptable when giving an oral presentation. It must be noted that speaking with some errors was understood by participants in the context that when giving an oral presentation they were not evaluated on the accuracy of their grammar or pronunciation. Satisfactory evidence about the value of using L1 to support their oral presentations in L2 was indicated by students' usage of L1, in either written, spoken, or both forms of communication. In regard to the issue of L2 user identity, a majority of respondents indicated that they felt a sense of ownership of English which may be noted as their L2. The researcher intends to conduct future research to explore the phenomenon of multiple language user-identities as a consequence of these findings.

5.2 Research Limitations & Considerations

The results demonstrate associations among the variously studied variables of: a native variety versus a local variety speaker goal; the acceptance of spoken errors when presenting; written and spoken forms of L1 language support when giving an oral presentation in an L2; and a sense of ownership and identity with an L2. However, a cross-sectional research design cannot reveal causation of the phenomena being studied (Gray, 2014). While a longitudinal study may have offered revelations of causation, the respondents in this research were only available to participate during a semester long period. Another disadvantage of the cross-sectional study design used in the current research concerns the feasibility of replicating the results, because again, the participant course groups disbanded at the end of each semester. Also, the oral assessment activity cannot be viewed as generic in design and cannot easily be replicated by a different researcher. There would be some expectant differences in approach between researchers when conducting the oral presentation activity and the post-activity reflection. Despite some limitations in this research, it is possible for a future study to be conducted using an oral presentation activity and post-activity reflection to establish primary data that could be used to compare against secondary data, as was done in the current research.

5.3 Future Research

Findings from the current research show that for a teacher, there are benefits to be gained from conducting an exploratory inquiry into the language awareness of one's students. The cross-sectional analysis of learner perceptions about their language awareness and L2 learner and user identity provides grounding for future research in the form of a small-scale qualitative design (e.g., interviews). It is the researcher's intention to further explore learner perceptions on preparing for and giving an oral presentation, primarily in English. An in-depth inquiry can be expected to reveal further understanding of learner language awareness, which may be of benefit to speaking assessment formulation and implementation.

6. CONCLUSION

It can be understood from the current research and literature review that language learner perceptions are important to both a teacher and a student. A teacher can be influential in the development of how students view their learning and usage of, and identity with, an L2 by encouraging them to be self-reflective, active, and to think independently. Language awareness serves a purpose as a strategy that can aid students to be responsible for their language learning process and can help teachers to develop and improve speaking assessment.

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APPENDIX 1

Oral Presentation Activity Questionnaire

Please circle: ELF 101/102 or ELF201/202 or ELF301/302

1. Please circle (A or B) AかBのいずれかに○をしてください:
    A - My goal in the presentation was to speak native speaker English.
    プレゼンテーションの目標はネイティブスピーカーのように話すことである。
    B - My goal in the presentation was to speak as a Japanese speaker of English.
    プレゼンテーションの目標は日本人の英語使用者として話すことである。

2. Which was more important when you did the oral presentation: (circle A or B)
    プレゼンテーションを行う際、どちらがより重要でしたか。
    A - to speak English with no mistakes or almost no mistakes?
    ミスをせずに、または少しのミスだけで話す。
    B - to speak English with a clear message, but also some mistakes are ok?
    伝えたいことが明確に伝われば、ミスをしても良い。

3. Do you think it was useful to speak some Japanese when you were presenting?
(circle please) 発表の際、少し日本語を使うことは有益であると思いますか。
Yes or No.
Why? _____

4. Which Japanese words did you write on your slides or speak during your oral presentation? (Please give two or three examples and circle spoken or written)

発表の際に使用した日本語の単語は何ですか。下線部にその単語を日本語と英語で書いてください。また、スライドに書き込んだ日本語は、平仮名、カタカナ、漢字のどちらで書いたかを選んでください。

i.   spoken/written romaji/hiragana/katakana/kanji _____ English _____
ii.   spoken/written romaji/hiragana/katakana/kanji _____ English _____
iii.   spoken/written romaji/hiragana/katakana/kanji _____ English _____

5. Japanese is my language but also English is my language. (circle one answer)
日本語は私の言語であるが、英語もまた私の言語である。（どちらかに〇をし、理由を説明してください。）
Agree or Disagree.
Why? _____

A Guide to Setting Appropriate Reading Targets for Extensive Reading

多読における適切な読書目標を設定するための指標

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ABSTRACT

To enable teachers to set measurable and fair reading targets for graded reading, the author used average word counts from major publishers to develop a simple rule of thumb. As many have found, setting an appropriate reading target for an extensive reading programme is not as straightforward as it might seem. A number of complex issues, such as how much reading learners need, and at which levels, makes target setting difficult. In order to justify the proposed rule of thumb, this paper explores how much reading is necessary for learners to be successful. The focus is on suitable reading volume and reading level.

KEYWORDS: extensive reading, reading, fluency, vocabulary development

要旨

教員がグレイディッドリーディングに対して測定可能で公平な読書目標を設定するために、著者は大手出版社の平均単語数を使用することで、分かりやすい指標を生み出した。多くの教員が直面しているように、多読において適切な読書目標を設定するのは容易なことではない。学習者がどのくらい読む必要があるのか、どのレベルかといった様々な問題が目標設定を困難にしている。本稿では、成功した学習者になるためにどのくらい読む必要があるのかということを考察し、提示している読書目標の適切さについて、主に、読書量とレベルに着目して議論する。

1. INTRODUCTION

This paper will discuss the setting of appropriate word targets for extensive reading (ER) programmes. It is the aim of this paper to advise teachers on suitable reading targets. It is sometimes the case that reading targets are set either too low or too high, or students read books that are not at a suitable level. Inappropriate targets and levels can have various negative effects such as minimal gains in reading proficiency and may be counterproductive to the goals of ER. It is hoped that this paper will go some way towards helping teachers select optimal reading goals. To do this, first the main goals of ER will be laid out. Then, the reliability of commonly suggested reading targets will be examined. Next, the amount of reading needed to reach the aforementioned goals of ER will be discussed. Finally, a method

for calculating reading targets will be presented.

2. WHAT ARE THE GOALS OF EXTENSIVE READING?

In order to know what constitutes an appropriate and worthwhile reading target for an ER programme we must first understand the goals of ER as a methodology. Nation and Wang (1999) state that ER goals "include gaining skill and fluency in reading, establishing previously learnt vocabulary, learning new vocabulary and grammar, and gaining pleasure from reading" (p. 356). Similarly, the Longman Dictionary of Language Teaching and Applied Linguistics defines ER as an approach which is "intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" (Richards, Platt, and Platt, 1992, p. 132 in Bamford & Day, 1998). Day and Bamford (1998) suggest as goals that students will "have increased word recognition ability… [and] read at an appropriate rate" (p. 45-46). From these examples, we can see that fluency, reinforcement of previously learnt vocabulary and grammar, and fostering a positive attitude toward reading in a second language are at the forefront of ER's goals.

3. WHAT IS THE MOST COMMON READING TARGET RECOMMENDATION?

As many may guess, as with any skill, "Reading must be developed, and can only be developed, by means of extensive and continual practice. People learn to read, and to read better, by reading" (Eskey, 1986, p. 21 in Day & Bamford, 1998, p. 4). "The more time allotted to a program, the more the students read, the greater the likelihood that they will become effective and efficient readers" (Day & Bamford, 1998, p. 46). Many studies have been conducted that back up these statements (see Day & Bamford, 1998, for an in-depth discussion of these studies), but what is the minimum amount of reading a learner should do if they want to make significant gains? The most common guideline given by ER advocates (Day & Bamford, 1998; Nation, 2009; www.erfoundation.org; www.robwaring.org) is one book a week at the learner's level. This simple piece of advice becomes difficult to follow however, when one discovers that different publishers, and even graded readers series from the same publisher, use different grading schemes. For example, a Penguin Readers level two book is not at the same level as an Oxford Bookworms level two book, and an Oxford Bookworms level two book is not even at the same level as an Oxford Dominoes level two book. Fortunately, standardising scales such as the Kyoto Scale and the Extensive Reading Foundation (ERF) Graded Reader Scale (<www.erfoundation.org>) can solve this problem.

Another complicating issue is the fact that books lengths can vary greatly. This is common, even among books from the same level, series, or publisher. For instance, Detective Work (Penguin Readers, level 4) is 10,933 words long while On the Beach (also Penguin Readers, level 4) is 32,655 words long. This kind of discrepancy means that even if students do read one book a week, the actual amount that each learner reads is likely to vary considerably, and some less motivated students may seek to lighten their workload by seeking out and reading short books. This of course means they will benefit less from the ER programme and, if students are being evaluated, will unfairly receive equal reward for less effort. A solution to this problem will be presented in the conclusion of this paper.

Obviously, the oversimplification present in the "one book per week" guideline, while having some merit in that it is likely to encourage a significant amount of reading, has the potential to have negative influences on an ER programme due to the discrepancies in book levels and lengths mentioned earlier in this section.

4. HOW MUCH READING IS NEEDED TO DEVELOP VOCABULARY?

Nation (2009) states that "one way an extensive reading programme can contribute to proficiency development is through vocabulary growth" (p. 54). Day and Bamford (1998) elaborate, claiming that "An extensive reading approach… ensures that students have the best possible chance to… learn words from context through multiple encounters and to become better readers so that incidental vocabulary learning becomes easier" (p. 18). Furthermore, Coady (1993, p. 18 in Day & Bamford, 1998) claims that "the incidental acquisition hypothesis suggests that there is gradual but steady incremental growth of vocabulary knowledge through meaningful interaction with text" (p. 17). Nation (2009) adds, however, that despite this optimism, incidental learning is fragile, and therefore, "it is important to have a quantity of input with substantial opportunities for vocabulary repetition" (p. 50) to reinforce learning. Nation (2009) also states that "it is important to make sure that there are repeated opportunities to meet the same vocabulary in reading, and these repeated opportunities should not be delayed too long" (p. 51). As Waring and Takaki (2003) found, over time, learnt vocabulary is forgotten when such opportunities no longer existed.

In a study which utilised the Oxford Bookworms series, Nation and Wang (1999) examined vocabulary learning possibilities using graded readers and found that in order to achieve sufficient repetition of the words at each level, learners need to read one book a week at levels 2 and 3 respectively, one and a half books at level 4, and two books at level 5 and 6 respectively per week. For reference, these levels correspond to Kyoto Scale levels 5, 6, 7, 8, and 9, and have average words counts of 5,973, 9,853, 15,881, 23,953, and 29,411 words respectively. Reading at this volume and pace ensures that the new words introduced at each level are met repeatedly and often enough that they can be learnt incidentally. However, reading two level 6 books per week, as Nation and Wang (1999) suggest is necessary for the acquisition of new words at that level, would amount to 58,822 words per week. It should be noted, that this suggestion is made with the caveat that, at higher levels, because the headwords occur with low frequency, a significantly larger amount of reading needs to be done to repeatedly encounter the headwords of that level. Nevertheless, if we imagine a fifteen week course, the projected reading target while reading at this rate would be 882,330 words; an unrealistic figure for most L2 learners. Using data from their study, Nation and Wang (1999) also concluded that in order to learn words through incidental acquisition it was necessary to read more books at higher levels than lower levels, and to proceed through the levels relatively quickly. They conceded, though, that this approach would be counterproductive to the goal of fluency development, as fluency development relies on reading easy books to build automaticity of previously learnt words. The notion that the goals of incidental vocabulary acquisition and fluency development are at odds to some degree will be dealt with in the conclusion of this paper.

5. HOW MUCH READING IS NEEDED TO DEVELOP FLUENCY?

Fluency development, one of the main goals of ER, involves large amounts of reading which can be of great benefit to learners. Beglar and Hunt's (2014) assertion that "reading fluency development is built on a foundation of large amounts of reading" (p. 32), has been echoed repeatedly by second language reading experts (Beglar & Hunt, 2014; Day & Bamford, 1998; Nation, 2009; Waring, 2009).

While it is true that a larger amount of reading will lead to more significant gains in fluency, it should be noted that even a limited amount of ER has been shown to have a positive impact on fluency. A compilation of studies by Beglar and Hunt (2014) demonstrated that both low intensity and relatively short ER programmes resulted in reading speed gains. For example, Sheu's (2003) investigation reported an average increase of 36.1 words per minute (wpm) during a low intensity programme, while Iwahori (2008), found an average increase of 28.64 wpm in a short programme. Sheu's (2003) study dealt with a low-intensity ER programme in which learners read only nine graded readers over the course of two semesters, while Iwahori's (2008) study examined an intensive reading programme that lasted just seven weeks. These results can be taken into account when considering a reading target for an ER programme.

To achieve significant gains in fluency, Beglar and Hunt (2014) found in their study that 200,000 words annually is the minimum amount that should be read at the beginner and intermediate levels. This goal seems to be backed by the results of the study which show that "the top quintile, who gained an average of 32.99 wpm, read an average of 208,607 standard words over the academic year" as well as Beglar and Hunt's impression that "a goal of reading 200,000 standard words in one year has been shown to be feasible in a variety of educational contexts" (p. 42). In this study, which focused solely on reading rate gains, it was also found that "lower-level simplified texts were more effective than higher-level simplified texts" in promoting fluency (Beglar & Hunt, 2014, p. 44).

The contrast between this finding, suggesting the efficacy of lower-level reading for fluency, and Nation and Wang's (1999) finding, suggesting the efficacy of higher-level reading for incidental vocabulary acquisition, adds further support to the notion that recommended reading levels differ depending on whether the goal of reading is fluency development or vocabulary acquisition. Again, this will be taken into consideration in the conclusion of this paper.

6. A METHOD FOR CALCULATING READING TARGETS

Minimum weekly reading targets using words read, and not books read, will be presented here. (For information on book word counts see the ERF Graded Reader List (<erfoundation. org>). The targets (see Table 1) are based on the average length of books from major publishers at each level (based on the Kyoto Scale). The rule of thumb I am suggesting is to use the average word count, at the appropriate level for each student, as a weekly reading target. As these are minimum targets, students should be encouraged to read more if possible by whatever means of motivation the instructor prefers. Of course, for significant reading gains, it is recommended that extensive reading be continued for several years.

Table 1

Average word counts of graded readers at different reading levels

Kyoto Scale Level	Starter	1	2	3	4	5	6	7	8	9
Average word count	545	1015	3459	3747	5163	8569	9890	13821	20153	22824

Note: *Recommended reading targets for each level (based on the Kyoto Scale), which have been calculated by simply finding the average word count of books from major publishers at each level.

As can be seen in Table 1, the length of books does not increase in equal increments through the levels. This is probably due to the variation of word counts between publishers combined with the fact that not all publishers have books available at each level. Despite word count variation and differences between publishers, however, if one does wish to designate measurable and fair reading targets for learners, then this table may be useful as a guide to enable them to do so.

7. CONCLUSION

The complicating factors of setting appropriate reading targets for an ER programme include the use of different grading schemes by publishers, as well as variations in the amount of ER and the way that ER should be done to achieve different goals (i.e., vocabulary development or fluency development). It has been demonstrated that the common recommendation of reading one book a week at the appropriate level works well as general advice, but needs qualification because there is significant variation in the length of books at each level depending on publisher and series. Other studies in ER have also identified that gains in fluency and overall reading proficiency are more achievable than gains in incidental vocabulary acquisition. And therefore, these goals should be prioritised in the language classroom. If reading large amounts is one of the best ways to become a good reader, and if vocabulary can be learnt in other ways such as with flash cards, it makes sense to set a minimum reading target that is more conducive to fluency development than to vocabulary acquisition. This seems prudent since, at advanced levels, intensive study that pays direct attention to low-frequency vocabulary appears to be more efficient and practical than relying on incidental acquisition by way of extensive reading. This view is supported by Brown (2008) who says that "There is no doubt that for simply learning the meaning of words, direct intensive methods are far more efficient than extensive reading" (p. 239), and Paribakht and Wesche (1997, in Huckin & Coady, 1999) whose study showed that reading coupled with vocabulary instruction leads to quantitatively and qualitatively superior gains when compared to reading alone.

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Devising an Effective Methodology for Measuring the Benefit of L2 Subtitled Extensive Watching on Learner Motivation, Autonomy and Skill Development

Ｌ２字幕付き多試聴 (Extensive Watching) によるモチベーション、自律学習、スキル発達に与える効果に対する測定方法の考察

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ABSTRACT

As the digital revolution continues apace, those involved in education are presented with an increasing number of choices for improving second language (L2) skills and abilities. Some of these technological advancements represent a relatively novel way to incorporate modern media into educational approaches. This paper maintains that watching videos in particular, lends itself to heightened student engagement. As Uematsu (2004) has demonstrated, students who engage in film watching, with L2 captions enabled, showed a distinct improvement over subjects who watched the same material with using L1 captions. The authors hope to take these findings a step further and distinguish a quantified comparative advantage in the efficiency of this practice, when combined with Extensive Watching (EW) activities that maximise exposure to authentic, natural and contextualized language. The contention is that, by engaging in EW activities with English Captions (EC) enabled, students can simultaneously exercise both their listening and reading faculty. Although this paper does not attempt to gauge tangible skill-improvements at this time, it will act as a precursor to a forthcoming and deeper study that will attempt to do so. For now, we will investigate the effects of an EW pilot project on learner motivation and autonomy.

要旨

デジタル革命の急速な進行に伴い、教育関係者にとっては第２言語の技能向上をはかる上でより多様な学習方法が選択できるようになりつつある。こうしたテクノロジーの進歩により、現代のメディアを教育手法に取り入れた比較的新しい学習方法も提起されている。本稿ではその中で特に映画鑑賞が学習行動を促す効果に着目する。植松(2004)は英語(L2)字幕を利用した映画を使用し、同じ映画を日本語(L1)字幕で鑑賞したグループよりも高い学習効果が得られたことを示している。本稿ではこの知見をさらに深め、上記の活動と、Extensive Watching(EW)ー学習者がより現実に近い自然でかつ状況を伴った言語使用に可能な限り多くふれることを意図した活動ーとを組み合わせ、その活動の優位性について量的な分析を行うことを想定している。この研究の目的は、英語字幕を使用した多試聴（EW)という学習活動を採用することにより学習者がリスニングとリーディングの両方の技能を並行して学習することができるかを検証することである。なお、本稿は学習者の技能の向上について量的に測定を行うことを意図するものではなく、これを行うためのより詳細な研究に向けての先行研究として位置付けられるものである。今回の研究は、後に予定されているより包括的な研究の計画に向け、まずはEWの試験運用による学習者の動機づけや自律学習への効果を検証する。

1. INTRODUCTION

1.1 Brief Background

Technological advancements in the last 20~30 years have led to an immense increase in the availability of digital media and Information Technology (IT) resources for a growing number of people. The increasing ubiquity of these developments has led to great changes in the ways people approach all manner of activities and daily pursuits – educational practices and ways of learning have by no means been immune to these vicissitudes. It is impossible to investigate all these manifestations and their effects on teaching practices in one essay. However, the authors would like to focus on a particular advancement and how it might be beneficially applied in the realm of foreign language study: digitised video material with controllable subtitling capabilities. It is the authors' belief that the digitisation of videos, such as DVDs and web streaming, represent a modern media advancement that can provide learners with several education-specific advantages while also providing students with innovative and engaging materials that increases motivation. Used strategically, the authors postulate that these can be immensely valuable tools in these changing times.

1.2 Aims of This Paper

More specifically, this paper will focus on a teaching practice termed Extensive Watching (EW), and look to investigate learners' attitudes toward it. In this instance, the implementation of this EW methodology was aimed at improving the listening and reading skills of several university-level English as Lingua Franca (ELF) students in Japan. It's hard to pin down exactly when EW activities began, but it is safe to say that it is a relatively new concept in ELT -especially when one considers the novelty of controllable subtitling capabilities, that have only come about in the Digital Age. That said, EW derives many of its tenets from the well-established practices of Extensive Reading (ER) and places a specific focus on exposing students to large volumes of language use as its greatest benefit. Stalwarts of both the EW and ER philosophy, contend that activities of this nature can foster and improve higher levels of motivation and learner-autonomy in ELF study, while simultaneously improving

ability in the target language (Bell, 2001; Day & Bamford, 1998; King, 2002; Lin, 2002; Uematsu, 2004). One of the key concepts behind the advantages of EW implications is a direct derivative of Extensive Reading (ER), as adapted to film and video viewing. There is already considerable research to support the utility of the ER methodology and its practical effectiveness (Bell, 2001; Day & Bamford, 1998). This paper aims to distinguish a competent and practical means of implementing EW techniques in the realm of ELF education, as well as make initial explorations into its effects on user motivation and learner autonomy. The authors believe that the digitisation of visual media (and its expressed relation to DVDs and their language options), adds a tremendously valuable functionality, when applied to EW exercises and activities.

The basis of this claim is heavily founded on studies and papers that have been published and presented elsewhere, which make assertions to the advantage of watching English language films with the English Captions (EC) engaged (King, 2002; Uematsu, 2004). It has been argued that by doing so, students not only improve their listening abilities, but also improve their reading capacity as well (King, 2002; Uematsu, 2004). The primary goals of this project are twofold: first, to shed further light on the advantages of using digital video media with English captions, as an interesting means for students to work on improving their listening and reading capacities; and second, doing so while also being exposed to high volumes of vocabulary and language-in-context, in the same spirit of ER enterprise.

1.3 A Small Caveat

Finally, it is important to note that this project is very much a "work-in-progress" and is a precursor to a longer forthcoming paper that aims to investigate the comparative advantage of this method over more traditional means of study. However, at the time of publication, the project lacks the empirical data and primary sources to distinguish these claims with any definitive proclamation. Without deliberately attempting to answer any specific research question(s), the aim of this paper is to discern and delineate the theories and practices behind this project; the overall architecture of its methodology; analyse implications of learner autonomy and motivation; and address any considerations and adaptations that the researchers may need to undertake in the longer-term.

2. LITERATURE REVIEW

2.1 Video and DVD use in ELT

There have been a great many studies conducted on the efficacy of using films, TV shows, and other video technology resources (VTR) material as tools in English Language Study (Hirano & Matsumoto, 2011; Ismaili, 2013; King, 2002; Lin, 2002; Nakamura, 2007). Although there is great variance in approaches and techniques, the general consensus is that these are useful study mechanisms, with somewhat nuanced differences in findings and conclusions. Where there is contention, it is largely in the arenas of comparative effectiveness of one method over another, or the depth of their efficacy and utility. Without contesting a singular procedural superiority, a brief review of these findings is useful here.

There are countless arguments that have shown that video use enhances several areas of language capacity and Nakamura (2007; p.126) has conveniently listed these

advantages as providing: (a) exposure to genuine and realistic language (demonstrating natural speed and pronunciation); (b) understandings of different cultural features or practices; (c) clear contexts for students and learners to understand situation-specific English usage; (d) enjoyable settings to lower students' affective filters; (e) identification of common spoken language through subtitles and/or scripts; (f) encouragement of independent and autonomous study outside the classroom; and (g) longer concentration periods with lower levels of study fatigue. There is little research to contest these assertions, yet the potency of corollary outcomes in actual language ability and improvement is debatable. Yet, almost all scholars agree on the positive effects and affirmations above, when taken in relation to the advantages of student motivation and engagement, as they relate to video watching activities.

The use of subtitles and their effectiveness on the other hand, is an area of scholastic review that has generated a fair degree of dispute. There is a relatively large body of inquiry in this sphere and one can find any number of reports and papers to make assertions (with a high level of certainty) about the positive and/or negative outcomes of watching video with (or without) captions engaged. That said, the vast majority of these analyses have been too myopic in their scope. Most reports tend to focus on the utility function or marginal benefit as it applies to one specific area of language improvement (most often listening ability) (Hirano & Matsumoto, 2011). Where studies have not focused on individual language skills, there is limited literature that investigates the direct benefit of watching videos with L2 audio and L2 captions simultaneously engaged. For example, some reports look at using video as supplemental to scripts, captions and other reading material or vice versa (Ismaili, 2013; Iwasaki, 2011); or the comparison of focusing on one video extensively, over many short clips from several sources (Osuka, 2007). Although the findings are interesting, most studies of this sort do not look at the marginal benefit of watching English language videos with the ECs engaged -especially not in the spirit of an extensive exercise, where high volumes of consumption are specifically encouraged.

On the other hand, Uematsu (2004) has cogently demonstrated that when students watched video content with ECs engaged they were able to improve in multiple skill areas (both listening and reading) and demonstrated the advantages of this practice. His study separated students into two groups and had them watch the same material. One group watched the films with L2 audio and L1 subtitles, the other with both L2 audio and captions. Upon completion of the project, it was discovered that while both groups saw some improvement in listening abilities, as measured by the TOEIC Test, the second group (with L2 audio and L2 captions), also enjoyed a measurable enhancement in the reading section of the test -presumably, other areas of language proficiency would have seen some comparative improvement in the second group as well, but these were not quantified. Additionally, Ryu (2011) and Lin (2002) have argued that closed caption use (either L1 or L2) lowers the difficulty level of the authentic material movies, and makes input more comprehensible. Also, Garza (1991) explained that watching captions-engaged video gives students a familiar graphic representation of spoken language. Students are therefore more empowered to begin assigning meaning to previously difficult aural utterances and can gradually build up their listening comprehension, in tandem with their reading fluency.

Keeping these advantages in mind, the digitalisation of video and the widespread

development and distribution of DVDs means that students have increasing access to controllable media, where language and caption choice can be decided by the user. Further, because DVDs allow viewers to stop, pause, rewind and review scenes or whole films and programs, there is an undisputed gain in learner-autonomy for the development of effective study practices. This is of course not limited to the DVD format (some video-streaming websites such as www.TED.com have toggles for multi-lingual closed captioning capabilities). However, since almost all films are now released or available on DVD, there is an immense amount of choice for pupils to select from and they can elect to watch films or other media that suits their individual preference. This element of choice and learner-agency is an important factor when considering extensive study exercises and their merits for student incentive and action. This consideration was a key motivating factor when devising this study and the authors aimed at creating a high level of choice for the students to decide from.

2.2 Principles of Extensive Reading and Applications for Extensive Watching

Although its educational merit is somewhat less contested in terms of measured advantages for language learners' skill development, the field of study surrounding ER practices is quite profound. Yet, for the purposes of this project, the authors will focus on the key advantages of the ER approach and its theoretical understandings; especially as they relate to their adaptation for EW activities and methods.

Extensive Watching is not an entirely novel concept and its development or conception is heavily couched in the literature, philosophy, and practice of the Extensive Reading approaches (Holden, 2000; Lin, 2002). A key theoretical principle of ER is the Self-Determination Theory (Deci & Ryan, 1985), which generally states that learners are intrinsically motivated when they have more control of their learning and the materials used. In their Top Ten-Principles of Teaching Extensive Reading, Day and Bamford (2002) include the following tenets (among others) as being central to the effectiveness of ER activities: (a) students and learners should choose what they want to read; and (b) the purpose of reading is usually related to pleasure, information acquisition and general understanding. Both of these claims are consistent with the theory of self-determination and, when applied to a medium such as films or TV shows (which already lend themselves to higher degrees of learner motivation and engagement), should (as this paper contends) provide a virtuous cycle of reinforcement in regards to learner-autonomy and motivation.

Yet, before addressing elements of engagement and motivation, it is important to note that Day and Bamford also distinguish two other aspects of effective ER activity that have some bearing on this study: (a) the material should be easy; and (b) a focus is placed on students reading as much as possible. With regard to the former, deciding levels of written texts is somewhat easier than choosing levels of films and videos. There is a litany of resources, such as Graded Readers and thorough investigation in the ways and means of grading written material. However, this is not the case for films, and cataloguing video according to English difficulty or content is an underdeveloped area of study - something that proved to be a minor stumbling block when designing this survey.

In terms of the volume of consumption, it is the position of these researchers that exposure to English (in any form) is tantamount to any effective learning in L2 study. With that sentiment, EW activities adapted from ER principles (particularly with ECs engaged),

espouse an unprecedented level of consumption of the target language in all its forms. In a highly homogeneous and relatively insular society such as Japan (where access to natural, authentic, and contextualised English is at a premium), the value of this exposure to aural varieties of the studied language cannot be understated.

2.3 Enhanced Learner Autonomy and Motivation
Furthering the above arguments, Yoshino (2008) has shown that using Graded Readers through ER activities in her course promoted learner autonomy and reported a positive attitude toward English study among learners. Her conclusions implied that students were more intrinsically motivated to study on their own time and their own terms, when given a high level of choice regarding the materials employed to improve their foreign language fluency.

As evidenced above, other scholars have argued that video use also increases learner engagement and motivation (Hirano & Matsumoto, 2011; Ismaili, 2013; Lin, 2002; Nakamura, 2007). Therefore, it stands to reason that if these two practices are combined in EW-inspired education, students should demonstrate a high level of commitment and autonomous educational industry. As such, the first stage of this project, and the primary purpose of this paper, is to establish a strong correlation between EW-oriented enterprise and user or student motivation -learner autonomy. With that in mind, the authors devised a scheme to grade and quantify student responses to EW-directed study in order to measure the effectiveness of the longer-term study centered on the efficiency of EW-based curricula.

3. METHODOLOGY

Before discussing the finer details of the methodology it will be useful to restate that this was a pilot project and its main goals were to: (a) to examine learners' attitude toward the activity; and (b) to flesh out any administrative problems or drawbacks that the researchers could face when implementing the more robust investigation of EW benefit in an educational context. Since these purposes were rather limited in scope, it was deemed sufficient to only allot a short period of time for its completion.

More specifically, this activity was assigned as homework in four separate ELF classes during the 2014/15 Fall-Winter Semester (assigned over the year-end winter break from December 20, 2014 ~ January 8, 2015), at a private Japanese university. The classes ranged in size from 15-20 students (69 participants total) and all subjects were Japanese nationals (save one, who was from China), in 1st and 2nd year university (usually aged 18-20), majoring in either the Liberal Arts or Comparative Culture faculties. Subjects were explicitly instructed to watch the various titles with ECs engaged and asked to watch as many films as possible. The completion of this project was mandatory and students were told that it would factor into their final grades, yet in order to maintain an element of the voluntary spirit of Extensive Watching, subjects were given a large list of films and TV shows to choose from, which included 100 titles, and set a minimum watching requirement. Anything beyond that minimum was done on their own accord, however, a grading incentive was attached to the extra films they watched.

In order to devise the list, the researchers brainstormed several titles that were thought

to be interesting or relevant to the students. During this process, considerations were made to include a wide variety of titles and genres that would give the subjects as much choice as possible. However, since the researchers are also the teachers of these classes and have well-founded relationships with the learners, the list was devised with the students' levels in mind. An in-depth review of the films will reveal that there is a slight bias toward films and titles that are marketed to more juvenile audiences or subjects. This is a direct reflection of generally selecting level- and subject-appropriate movies or shows.

It must also be mentioned that there was no way to assign levels to the films and TV shows, as there is a considerable dearth of research and study in this area. There are a few web resources and studies, which aimed to create a quasi-leveling system for films, however these were based on scripts found on the Internet Movie Script Database <www.imsdb.com>, which is a crowd-based site and materials are all user-generated. Scripts on IMSDB are written or submitted by anyone who choses to do so, therefore there is a considerable degree of variance in standards and styles. As such, the accuracy of word counts and levels is very unreliable. For example, some scripts were very heavy on scene descriptions or character actions, while others were explicitly dialogue based.

Since accurate word counts of the various scripts were unavailable among the accessible resources, the authors decided to use runtimes as the congruent variable by which to assign points for the films. The purpose of this points system was twofold: first, to ensure that students watched the films and participated in the activity; and second, to establish a baseline of viewing time to meet minimal requirements of sufficient quantifiability. The titles were awarded one point for every thirty-minute block of runtime. For example, a 102 minute film would receive 3 points as it is in the 3 block range, whereas a 22 minute TV show would be awarded 1 point as it did not surpass the first 30 minute block. Regretfully, this led to some discrepancy and potential selection bias among the titles since a video that was, for example, 94 minutes long would receive the same point value as a film that was 119 minutes in length (both fall in the 30 minute block of 91~120 minutes, meaning they both get 3 points). A further shortfall of this method was that it did not account for films that might be seen to utilise difficult language or subject matter, however, as mentioned above, the overall importance of the project was to expose students to as much English as possible, and the authors felt this was the simplest way to achieve this end.

Once the list was compiled and distributed to the classes, the researchers asked that students complete two online surveys, which were facilitated by the survey and data-generating website, SurveyMonkey <www.surveymonkey.com>. The two surveys differed in the fact that one was to be filled-out on multiple occasions, after watching each selection (the Extensive Watching Film/Video Report –see Appendix B); and the second was to be completed at the end of the whole activity, to provide overall feedback about the assignment. The purpose of these questionnaires was threefold: (a) to demonstrate evidence of task completion and film viewing; (b) to provide an element of interactivity and help students to digest the films they were watching by delivering task-based activities and questions pertaining to each title watched; and (c) to generate data for analysis of the project's efficacy and development of autonomous study practices.

Upon completion of the assignment, the researchers were able to draw certain conclusions from the data and generate several suggested changes and amendments for

their proposed forthcoming research project, as well as considerations for further analysis. These findings and any limitations that were encountered are discussed below.

4. FINDINGS AND RESULTS

Relying more heavily on the second survey (a post-activity questionnaire), the authors proceeded to clean the data and found that 49 of 66 responses were suitable for analysis. The pertinent data to gauge motivation and effectiveness of the project are delineated here.

4.1 Volume of EW Completion and Student Activity

In the final survey, Q1 and Q15 (Tables 1 & 2) demonstrate the overall amount of films watched and approximate time spent for the EW activity. Except for two subjects that watched 12 movies, the majority of students watched between 2 to 6 films, or between 4 to 16 hours.

Table 1

Q1. How many movies did you watch?

Number of movies	Number of respondents
12	2
11	0
10	0
9	0
8	1
7	1
6	6
5	5
4	5
3	19
2	8
1	2

Table 2

Q15. About how many hours did you spend on this activity in total?

Hours	Number of respondents
24-26	2
22-24	0
20-22	1
18-20	0
16-18	0
14-16	5
12-14	2
10-12	2
8-10	7
6-8	17
4-6	10
2-4	2
0-2	0

Unfortunately, these figures do not demonstrate a high level of EW activity on the part of the students by their own agency, and when one cross-checks these results with answers provided in the Extensive Watching Film/Video Reports, or the points allotment in the video list, it is plain to see that many of the students chose to do the minimum required viewing. Unless a subject chooses two extremely long films worth 6 points each, they must watch between 3 and 4 films. This majority likely reflects students choosing to view the minimum runtime (or slightly above it) to ensure completion of the assignment and receive a passing grade.

However, the structural time limitation of the exercise may account for part of the reasoning behind this. Since this project was assigned over the winter holidays students may not have had enough time to view much more than the base requirement. Given more time to watch these films or had the project been implemented earlier in the term these numbers may have reflected a higher level of interest and participation. That said, the subjects within the majority that demonstrated slightly higher viewing rates than the mean average (5 to 8 films in Q1, or 10 to 16 hours in Q15), did show some level of engagement beyond the minimum requirement.

A final note regarding the two subjects who claimed to have watched 12 films each must be made here. Upon further inspection, there were some discrepancies between the data provided by these two students and their responses compiled in the Extensive Watching Film/Video Reports. Discrepancies of this sort represent a form of administrative constraint, which will be discussed in greater detail under the Limitations and Constraints section below. Since the assignment had a direct link to the students' grades there was an inherent incentive for the subjects to exaggerate the number of films they watched. Although the answers provided by these two subjects were found to contain potential deviations of this sort, it is impossible to ascertain whether or not this reflects the structural bias intrinsic in the assignment's grade component. There is a possibility that the two students in question misunderstood the task or were confused about the method of filling out the two different surveys. Despite this variance, the subjects' responses were included even after the data cleaning stage, as the authors deemed that their feedback in the rest of the survey would still be useful.

4.2 Levels of Learning and Perceived Skill Improvement
Q2 to Q4 (see Table 3), probe the perceived levels of skill improvement for each of the major areas in language study. However, since time constraints did not allow for empirical testing via a standardised proficiency test such as the TOEIC®, these results cannot be verified with quantifiable data. Yet, it is still useful to note that the majority of students felt they had improved their overall abilities and this could have a positive influence on confidence and learner engagement in the future. With a particular focus on listening and reading capacities, the subjects demonstrated a very high level of accordance with the statements affirming the positive effects of this activity.

Table 3
Summary of student perceptions about the language learning benefits of EW

Statement	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Q2. Watching videos for this activity helped you improve your listening skills.	41%	49%	10%	-	-
Q3. Watching videos for this activity helped you improve your reading skills.	22%	47%	24%	6%	-
Q4. Watching videos for this activity helped you improve your writing skills.	2%	31%	33%	31%	4%
Q5. Watching videos for this activity helped you improve your speaking skills.	8%	29%	49%	10%	4%

4.3 Learner Attitudes and Motivation

Overall, the results of the final survey showed a generally positive attitude toward the activity. Table 4 shows responses to Q6, Q7 and Q8, which address participant opinions about the project. Generally, students claimed that they enjoyed this method of study and many of them showed a markedly positive attitude toward the endeavor as a means to keep motivated in their continued pursuit of English improvement. The responses to Q7 and Q8 in particular, demonstrate a very positive sentiment toward the EW experiment and this reassures one of the central assumptions of this paper, regarding student motivation and learner autonomy.

Table 4
Numerical representations of learner attitudes and opinions

Statement	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Q6. Watching videos for this activity motivated you to learn English more.	49%	39%	8%	4%	-
Q7. This is a good way to study English.	65%	27%	8%	-	-

Q8. I would recommend this method of study to a friend.	57%	37%	4%	2%	-

4.4 Negative Questions

Negative questions were also employed in the survey to act as a secondary check for the purposes of cross-referencing answers and distinguishing any deviations that may arise from students failing to understand the questions. Table 5 speaks to these questions and the data suggests that these effectively served their purpose of reinforcement. In both topic areas (Preference and Attitude for Q9; and Perception of Learning in Q10), subjects showed positive attitudes and opinions toward the activity.

Table 5

Student responses to the negative statements

Statement	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Q9. I did not like this activity.	-	8%	6%	43%	43%
Q10. I did not learn much from this activity.	-	-	10%	49%	41%

4.5 Continued EW Study

At first glance, the following preferences illustrated in Table 6 shows somewhat contradictory information, but upon consideration, there is a logical explanation for the minor discrepancy. The responses to Q11 seem to suggest that the subjects were interested in viewing films with ECs engaged. In fact, upon completion of the method after the term of the project, 86% of respondents affirmed their intention to continue utilising this method. Yet the student responses to Q12 suggest that many students (who had an opinion on the matter) felt that this may not be the best method for improving their English. The authors feel that although the information in these two figures might be at odds with one another, one explanation for this could be that many students choose to utilise a wide variety of techniques when studying English. Although a lot of the respondents may not have felt that this method was the optimum practice available to them, they may elect to include it among their repertoire of study approaches and continue to occasionally watch films with ECs engaged.

Table 6

Student responses to items relating to the future implementation of EW

Statement	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Q11. I will continue to use this method of study to improve my English.	37%	49%	12%	2%	-
Q12. I feel that other methods of study are better for improving my English.	4%	29%	63%	4%	-

4.6 Language Preference Before and After

Although the respondents were not explicitly queried on their language preference for films before the assignment, Q13 asked what their predilection is in their free time (see Table 7). Since this was asked at the termination of the exercise, it's likely safe to assume that even after the EW activity, the majority of subjects still preferred Japanese subtitles when watching films for leisure. Conversely, Q14 (Table 7) suggests that the EW activity had an impact on their preference of language. However, from this survey, we cannot tell how this inclination has changed and to what degree. To investigate this further, the researchers may want to administer a pre-activity questionnaire and a post-hoc survey to quantify and determine the depth of its effect on language preference when watching L2 films. In the future, it will be useful for researchers to conduct a focus-group discussion to elicit immediate responses. It will also be good to include open-ended questions to learn more about the extant preferences and how they might change over time. Lastly, it will be interesting to see how much students will engage in viewing films with L2 audio and L2 captions when watching media without the explicit goal of language study in mind.

Table 7

Students' language preference of film viewing for leisure

Q13. When I watch English language films in my free time I prefer...	Japanese dubbing	Japanese subtitles	English subtitles	Neither dubbing nor subtitles	-
	8%	55%	35%	2%	
Q14. The activity changed my preference for language films.	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
	20%	53%	24%	2%	-

5. LIMITATIONS AND CONSTRAINTS

The authors encountered several limitations to this study and these will need to be addressed going forward with this research. The limitations can be broken down into the four sub-headings of: Administrative Issues; Structural Biases and Shortcomings; Survey- or Data-Specific Problems; and, User Engagement Issues.

5.1 Administrative Constraints

As analysis of the data took place it became apparent that some students may not have been entirely honest in their answers or about how thoroughly they completed the assignment. Overall, there was no mechanism to ensure the candor of the students when performing the tasks demanded of them. Participants could cut corners at any number of areas in the assignment (e.g. actually watching the films with ECs engaged; actually watching the videos at all; copying each other's work; etc.) and responses had to be taken at face value.

As mentioned above, there were some debatable answers to some of the questions (more so in the Extensive Watching Film/Video Reports than elsewhere) and the only recourse was to clean the data as thoroughly as possible to ensure the legitimacy of the research. Of course, these constraints exist in other areas of study as well, and one must understand that there will always be some incentive to cheat or not be entirely honest when completing the tasked homework.

Ideally, as the longer-term project is rolled out over entire semesters and restructured to not have as much of a time constraint factor, there could be a change in the way subjects approach the activity. Furthermore, as discussed below, making EW a weekly exercise, where students are asked to fill out a form each week, might help to mitigate the urge to cheat. That said, there is currently no means by which to totally ensure user honesty and the researchers must have faith that the incentive to cheat does not outweigh the desire to maintain academic integrity.

5.2 Structural Biases and Shortcomings

As with all research, there were some structural biases and issues that affected the research. Chief among these was time constraints, as this was carried out over a very short period of time. Students did not have enough time to develop a habit of EW practice and were only allotted a few weeks to complete the assignment. If this were made into a weekly exercise, where learners were asked to view and report on one film per week, perhaps they would have watched more videos and benefited from a habit-forming routine that ensured greater amounts of films were watched and thus larger data generated. Although the short term goals were seen to be reached for this stage of the project, the authors are currently entertaining ideas that could mitigate this minor drawback and ideally demonstrate a quantifiable and tangible improvement in skills and abilities.

Additionally, although the list of film and show titles was quite vast, it was limited to approximately 100 titles. This is partly due to the fact that the researchers did not have enough time to compile a more comprehensive list and will surely be addressed by the next stage of the study.

Finally, since the authors were unable to discover truly useful grading or leveling

quotients for the films and TV shows, there was no means to assist students in selecting level-appropriate films to ensure the maximum benefit of an extensive reading style programme.

5.3 Survey or Data-Specific Problems

There were also some areas related to the data collection that could be improved upon. The biggest of these is certainly with regard to the verification of improved skills and abilities. Since there was no empirically measurable testing done (such as a standardised proficiency test) at the beginning and end of the project, any perceptions of language improvement on the part of the subjects had to be taken at face value and could not be objectively quantified. In relation to this, the study lacked a control group against which to measure the marginal utility value of this method. That said, it was never the purview of this study (at this stage, anyway) to attempt to investigate this comparative advantage.

Furthermore, it became apparent that several of the questions were perhaps poorly formulated. In hindsight, it will be useful to restructure several of the questions to improve on response options and data accuracy. For instance, many questions included a middle option such as "3 -Neither Agree Nor Disagree". Although the availability of this option is appropriate in certain questions, there were quite a few (particularly in the post hoc survey) that may have conditioned the respondents' answers.

Finally, and somewhat in relation to the above, the authors encountered some questions where students were given too much leeway in response types. For example, there were some questions that should have been limited to selecting a numerical value, but during the survey creation stage, "text input" options were used on SurveyMonkey and therefore respondents could give ambiguous or inaccurate answers. This meant that in the data cleaning and analysing stage, researchers had to use rounding and approximations to discern the optimum quantitative data. More care will be necessary in future.

5.4 User Engagement Issues

Although closely linked with the Structural Biases and Shortcomings above, a few user- or subject-centered problems were encountered as well.

First, as we saw in the data analysis section, many of the students chose to only do the minimum-viewing requirement. Again, had the subjects been given more time, then perhaps this problem would not have been so acute. However, it must be noted that the true strategy behind Extensive Watching was not entirely realised. Although the majority of the learners completed the assignment, there were only a few who elected to watch a greater number of titles and videos.

Also, there may have been some confusion regarding the English used in the survey questions. This was addressed in the preceding section, but must also be understood as a shortcoming of the study subjects as well. As mentioned above, it will probably be useful to have bilingual questions that ensure the subjects fully comprehend each question, allowing for responses to be as accurate as possible.

6. FUTURE CONSIDERATIONS

Beyond what has already been discussed above, the authors feel that in order to create

more effective and directed study, there are several areas that will benefit from some attention. First, giving more time to conduct the exercise will certainly alleviate some of the concerns and difficulties in implementation. As alluded to above, the project should prosper if the subjects are asked to watch one film per week and keep a film viewing log or report. Second, having a direct correlation between grades and a minimum viewing requirement over a limited time will tempt students to cheat or be disingenuous about their answers. Minimum thresholds are certainly useful, but if the participants are given a more leisurely viewing schedule, then perhaps the outcomes would be different. As for quantifying the progress and effectiveness of this exercise in regard to skills-assessments, the authors will be continuing the project in the coming terms and using TOEIC IP results to discern if there are any tangible benefits, as Uematsu (2004) has already suggested.

In a slightly different vein, since the students involved are all enrolled in a university ELF program, more ELF-specific principles and considerations could be taken into account. There was some effort made to include a selection of films that were demonstrative of different English varieties, however these titles were quite limited and the list could certainly include a few more. Interestingly, the most popular titles were from the Harry Potter series and/or Disney selections, so the subjects may not actually be interested in viewing a large selection of films that demonstrate the worldwide variances of English. Again, this could change if the term of the assignment is altered and/or if the instructors made more of an effort to emphasise the importance of ELF philosophy in the regular classes. If a priority on ELF tutelage were made more apparent, then perhaps the surveys should include questions that deliberately force students to think about and consider ELF, while watching the films. Finally, with consideration to the list itself, more titles in general will provide more choice and the authors should attempt to devise a means by which to have accurate leveling and grading for the video options.

However, overall the researchers found that the data - albeit limited in scope and depth - was sufficiently reassuring to continue with the project and devise a more comprehensive study to engage in for the future. At the time of writing, the authors are already working to adjust the parameters of the inquiry to accommodate the above considerations, as well as delineate a truly effective means of implementing this digitised medium and approach in their ELT methodologies.

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APPENDIX A

CELF 202/302 Extensive Watching Assignment
INSTRUCTOR: Thomas (Tommy) Chikao Saunders/Kensaku Ishimaki
SEMESTER: F/W 2014
COURSE CODES & SECTIONS:
2014F-ELF 302 (E9)   (Tues. 1/2 & Fri. 3/4) Rm. 348
2014F-ELF 302 (F9)   (Tues. 3/4 & Fri. 1/2) Rm. 348
2014F-ELF 202 (E4)   (Tues. 1/2 & Fri. 3/4) Rm. 434
2014F-ELF 202 (F4)   (Tues. 3/4 & Fri. 1/2) Rm. 434
OVERVIEW/BACKGROUND:

There are many ways to improve your English comprehension techniques and abilities. One of these methods, that might be more enjoyable, is to watch English films and/or TV shows. However, sometimes this can be a bit difficult, as the dialogue can be very fast or a bit advanced. There is significant evidence to suggest that the best way to maximise your English learning experience in while watching videos, is to watch them with the English

subtitles/captions enabled. In this way, you can work on your listening ability, at the same time as improving your reading speed and proficiency.

      With that in mind, the following assignment (which will count toward the "Homework and Participation" portion of your grade) is aimed at helping you improve your English skills in a fun and interesting manner. The main purpose of this assignment is to have students expose themselves to as much naturally spoken English as possible, while reading in English (at the same time) to follow the story. In this way, we hope that the students will be able to strengthen their listening and reading skills, while experiencing a variety of vocabulary in contextual settings.

      Finally, the students who participate in this activity will be given an opportunity to communicate their opinions and feelings about the project, and their responses will assist researchers find the best way to incorporate videos, films and other audio-visual material in the ELF/EFL classroom.

**Note: The information gathered in this exercise will be used for a teaching practices article that Mr. Saunders and Mr. Ishimaki are co-authoring for the forthcoming CELF Journal, published by Tamagawa University. That said, in accordance with Japanese Personal Information Protection Laws, none of your personal information will be published or made public to the readers of the journal. The authors appreciate your assistance and cooperation in this matter and thank you in advance for your honest and clear answers in completing the accompanying surveys and documents.

INSTRUCTIONS:

      Each of the films in the list below has been given a point value between 1~6, based on its length (measured in minutes per video). Students will be asked to watch a minimum of 12-points worth of videos, with the English captions engaged (and English audio on). Students can choose any combination of films and TV shows, so long as they meet the minimum requirement of 12-points for the entire assignment.

      As an added bonus, if students watch more than the minimum 12-points of video they can earn extra points toward their final grade. For every 3 points above the minimum 12-points, students will earn an additional 1% toward their final grade in their ELF class (up to a maximum of 5%).

      In addition, students will have to complete a short Movie/TV Show Report at the end of each video they watch. This report can be found at this address https://www.surveymonkey.com/s/-video-report.

      Also, upon completion of the entire assignment student will be asked to fill out a short survey about their feelings toward the "Extensive Watching" exercise. The final survey can be found here: https://www.surveymonkey.com/s/EWFinalSurvey. If either of these reports or surveys are not completed, the instructors will not be able to verify (check) the completion of the assignment and this may result in a student not being awarded the correct grade for the work they have done.

• To be clear, students must watch the various media WITH ENGLISH AUDIO AND CAPTIONS ENGAGED.

• Also, the Extensive Watching Film Report(s) are to be completed after watching each TV

show or film.

• Lastly, the Extensive Watching Assignment Final Survey is to be done after the student as finished watching videos and will only be available to complete from.

APPENDIX B

Extensive Watching Film/Video Report
Extensive Watching Video Report - Basic Info

Please answer each question on this page and include as much information as necessary.

1. What was the title of the movie or TV show you watched (if it was a TV show, please indicate the episode title, the season number and the episode number - Example: (Friends; Season 1, Episode 1)?

2. Who is the director of the film?

3. What was the genre of the film?

4. When was the film or TV show originally released (what year was it made)?

5. What was the film's runtime (how long was the video in minutes -- Example: "112 min")?

Next

Extensive Watching Film/Video Report
Extensive Watching Video Report - Comprehension

Please answer all of the questions with as much information as necessary

6. What was the setting of the film (where did it take place)?

1

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APPENDIX B continued

7. Who was in the film (names of the main actors) and what were their character's names?

8. Please give a brief plot summary of the film (explain what happens in the story).

9. Was there anything about the film that surprised you?

○ Yes

○ No

10. If you answered, "Yes" to question #9, please explain more.

11. Overall, how much of the movie do you think you understood (with English audio and English Subtitles engaged)?

○ 0% ~ 20%

○ 21% ~ 40%

○ 41% ~ 60%

○ 61% ~ 80%

○ 81% ~ 100%

[Prev] [Next]

Extensive Watching Film/Video Report

Extensive Watching Video Report - Personal Response

Please answer all of the questions with as much information as necessary

12. Why did you choose this film?

2

APPENDIX B continued

13. On a scale of 1 -5 (1 = worst; 5 = best), how much did you enjoy the film?

○ 1 " I did not enjoy the film at all"

○ 2 "I only enjoyed the film a little"

○ 3 "I enjoyed the film"

○ 4 "I really enjoyed the film"

○ 5 "I really enjoyed the film a lot!"

14. What was your favourite part of the film? Please describe it in detail.

15. How would you rate the difficulty of the ENGLISH in this film/TV show (1 = very easy; 5 = very difficult)?

○ 1 "Very Easy"

○ 2 "Easy"

○ 3 "Moderate"

○ 4 "Difficult"

○ 5 "Very Difficult"

16. How would you rate the difficulty of the STORY of this film/TV show (1 = very easy; 5 = very difficult)?

○ 1 "Very Easy"

○ 2 "Easy"

○ 3 "Moderate"

○ 4 "Difficult"

○ 5 "Very Difficult"

17. Would you reccommend this film/TV show to a friend?

○ Yes

○ No

* 18. Have you seen this film/TV show before in Japanese?

☐ No

☐ Yes, with English audio and Japanese captions/subtitles engaged

☐ Yes, with Japanese audio/dubbing

[Prev] [Next]

3

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Extensive Watching Film/Video Report

Extensive Watching Video Report - Student Information

Please answer the following questions to ensure that you will recieve grades for this assignment

* 19. What is your name?

[   ]

* 20. What is your student ID?

[   ]

21. Which class are you in?

○ CELF 302

○ CELF 202

[Prev]   [Done]

4

Student Nameplates for Classroom Management and Beyond

学級経営及び様々な用途に有益な
学生ネームプレートの活用法

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ABSTRACT

As educators, our common aim is to develop and refine our classroom practices for the betterment of the learners to whom we have been entrusted. The realization of this goal is dependent, in large part, on how effectively we can implement a combination of both classroom teaching practices and management techniques. While the significance of the former seems self-evident, the latter, and how the use (or lack) of such techniques can affect outcomes, may be less obvious. As such, educators who are unfamiliar with, or simply unaware of, the variety of classroom management options that are available may be missing a valuable opportunity to further develop their own teaching skills as well as to enhance their students' overall learning experience. To this end, this paper describes how, by implementing a single, yet versatile, classroom management tool, namely a student nameplate, teachers can acquire vital and ongoing information about their learners to help make more informed choices, organize groups effectively, and enhance teacher-student rapport. At the same time, the system provides a means for students to express their individuality, develop a personal study plan, reflect on their progress, and take on greater accountability in their own learning.

KEYWORDS: accountability, affective, self-expression, self-reflection, trust

要旨

教育者としての共通の目標は、我々に託された学習者の能力向上のために、ティーチング技法をより発展させ、より洗練させることである。この目標を達成するには、いかに効果的にティーチング技法とマネジメント技法をうまく併用して実施していくかが重要である。前者のティーチング技法の重要性は明白である一方で、後者のマネジメント技法についてはあまり着目されていない。様々な授業のマネジメント方法に精通していない教育者や単にそれらになじみのない教育者は、教育手法を開発することや学生が学習経験を積む貴重な機会を見逃してしまっている可能性もある。本稿では、教育者がどのようにして、マネジメント技法のツールでもある"ネームプレート"を活用しているのかを説明する。これは単純なツールではあるが、用途が広く、教育者は学習者の現況を知ることにより、指導におけるより良い選択ができ、グループ活動を効果的に纏められ、さらに教員との信頼関係を築くことができる。また、学生は個性を表現し、学習計画を立て、自分の進歩を振り返り、自らのライティングに責任を持つというスキルを発達させることにも役立つ。

1. INTRODUCTION

Success in the language classroom is dependent on a host of factors, not least of which is a teacher's ability to manage the class and the learner's ability to manage their own learning. A classroom management system which utilizes student nameplates can help teachers and students better cope with their individual management needs simultaneously with a single tool. In doing so, it places them on parallel paths toward achieving both their common and individual goals in the language classroom.

Even in their most basic form, nameplates help teachers identify students and learn their names (Abell, 2003; AlAamri, 2013; Heil, 1995). Beyond this basic function, however, when we consider how much of the hidden space (e.g., of an A4 sheet of paper) of such a nameplate is unused, the design reflects an inefficient use of resources, and its functions are limited. It follows then that, the more functional the design, the greater its potential. Clearly, this was realized by Kamibeppu, Kelly, and Fryckman (2003, p. 2), whose multi-purpose classroom management nameplate design incorporates innovations which, in addition to fulfilling the (above) basic requirement of any nameplate, enables students to keep track of their attendance and homework assignments, and provides space for them to enter the "course name, class day/time, name in kanji and romaji, address, e-mail, ID number, etc."

This paper discusses an alternative nameplate design that builds on the features proposed by Kamibeppu et al. (2003) by offering modifications to the 'Name & Photo', 'Attendance', 'Homework', and 'Student Information' sections of their nameplate. The author also goes beyond their design by incorporating three additional components, namely, 'About You', 'Assessment', and 'My Study Plan', thereby taking advantage of all the available space on both sides of the A-4 sheet of paper (see Appendices 1 and 2).

2. THE SEVEN COMPONENTS OF THE NAMEPLATE

2.1 Name & Photo

According to Savignon (1997), providing opportunities in which language learners are free to make personal choices, and which give them freedom to express their individuality is essential to building a successful language learning environment. It is a vital aspect of good language teaching practices that Savignon has termed 'My Language is Me'. This section of the nameplate (see Figure 1) presents learners with such opportunities. Students should, therefore, be given the freedom to choose the name they wish to use in class–be it their actual first name, nickname, or even an imaginary (English) name. This same level of autonomy should be extended to students regarding the photo they attach and how (or if) they wish to design this section.

The author concurs with Kamibeppu et al. (2003), that the end result of this process of free expression is not merely a collection of individuals' names, but more importantly, windows which reveal insights into the personalities behind the names. Moreover, this component enables teachers to refer to students by their individual names from the outset, even in large classes. From a classroom management perspective, this is significant as "referring to students by their name…builds rapport and stops discipline problems before they occur" (Mclean, 2012, p. 310).

Figure 1

The 'Name & Photo' component of the student nameplate

Note: *Students write their (in-class) name and attach their photo in the space provided.

2.2 Attendance

The method by which the author uses the nameplates to take class attendance is similar to the one described by Kamibeppu et al., (2003). First, students receive their nameplates one-by-one from the teacher at the beginning of each lesson. Students then enter the class date in the grey cell (see Figure 2) along with the symbol 'O' below it to record their attendance. If a student enters late, they must approach the teacher to obtain their nameplate. Before handing the nameplate to the student, the teacher (not the student) enters the date and the symbol 'L' (Late), and if the teacher so chooses, how many minutes the students was late. This places the onus on the student to inform the teacher of their tardiness, thereby eliminating the possibility of students challenging the teacher about the time they entered. For students who are absent, the teacher enters the date and the symbol 'A' (Absent) on their nameplates during the lesson. Perhaps most notably, this section eliminates the need for students to ask the teacher about the number of lates or absences they have accumulated during the course – placing greater accountability and responsibility on the student (Kamibeppu et al., 2003).

In the empty box below their attendance, students have space to write brief comments to the teacher at the end of each lesson. To date, the range of comments received by the author has been extensive. Some of the more typical comments include: *"Today's nice lesson and useful"* (feedback about lesson); *"Difficult todays test."* (feedback about assessment); *"This unit looks a little difficult and interesting."* (feedback about materials); *"I'm sic(k)"* (feedback about physical well-being); *"I think you shouldn't smoke."* (advice); *"I'm happy."* (affective feedback); *"What's something you need to do this year?"* (recycling key language structures covered in class); *"I love soccer. My position is defense."* (sharing information); *"Did you watched soccer game yesterday?"* (initiating small-talk). Visual learners, on the other hand, often prefer to express their thoughts and emotions with pictures or diagrams.

Teachers have options when it comes to responding to students' comments, that is, either verbally, for example face-to-face, as they are handing out nameplates or with written responses (on the nameplates), which they do outside of class. In a way, it is almost like having a class Twitter® account, albeit a paper version, which enables brief, yet meaningful, exchanges between the teacher and individual students on an ongoing basis.

As a side note, teachers may wish to consider whether to make the writing of daily comments a course requirement or something that students can engage in voluntarily. Additionally, because one of the aims of this section is to promote greater learner self-expression based on the tenets of 'My Language is Me' (Savignon, 1997), grammar

correction should be avoided unless it is requested by the student.

Figure 2

The 'Attendance' component of the student nameplate

Note: *Students use this to record their attendance and to exchange comments with the teacher.

**The above student sample also contains comments by the author.

2.3 Homework

The homework section in the nameplate presented by Kamibeppu et al., (2003) is useful in that students "are constantly reminded by the blank spots next to homework assignments about what has not been done, and what needs to be done" (p. 3). Building on this novel concept, the author has incorporated a feature, namely, a grading scale as seen in Figure 3, which provides greater functionality and added benefits. Thus, in addition to having a complete record of homework that either has or has not been completed, the teacher can also keep track of how well it was completed by entering one of the symbols 'A', 'B', 'C', or 'X' in the students' nameplates. This serves as a helpful reminder to students that the teacher is monitoring, not only whether or not they have completed their homework, but also the quality of their work.

Providing students with a detailed record of their homework enables them to monitor their progress and manage their learning more effectively. Needless to say, for teachers, the very same data serves as a valuable resource when calculating students' final grades.

Figure 3

The 'Homework' component of the student nameplate

Note: *Completed homework is signed and graded by the teacher.

2.4 Student Information

In this section (see 'Student Information' in Appendix 1), students provide their full name (in English and in Japanese) and student number to assist the teacher with administrative duties. Students also write the name of their supervisor (or their homeroom teacher, seminar teacher, advisor, etc.) to give the teacher greater options if or when issues arise. For example, a teacher can choose whether to address a problem with a student directly or take a less intrusive approach by contacting the student's supervisor in private to gain new perspectives on the relevant issues before proceeding further.

In addition to the above information, teachers may also wish to include space for students to provide their (university) e-mail address or (mobile) phone number. Although this can give teachers added flexibility when dealing with (certain) classroom management problems, it is important for them to first consider the privacy policies of the individual institutions to which the belong in order to determine the appropriateness of requesting such additional information.

2.5 About You

According to Savignon (1997), learner attitude has, perhaps, the single biggest impact on language learning outcomes. Thus, she strongly advocates for teachers to involve learners in the "affective as well as the cognitive aspects of language learning" (p. 181). Therefore, 'About You' (see Figure 4) is a needs analysis tool designed to involve students in both the affective and cognitive aspects of their own learning.

From a learner's perspective, the tool presents an opportunity to express their individuality in greater depth. It also makes explicit to students that their personal background, interests, feelings, opinions, and needs are pertinent to and valued by their teacher. Moreover, because evidence suggests that "high anxiety can inhibit motivation" (Agawa & Ueda, 2013, p. 11) in learners, and that, for some learners, the source of their anxiety arises from the actions of the teacher (Andrade & Williams, 2008), 'About You' provides a (confidential) means for students to share their private concerns or individual requests with the teacher. Having such information helps teachers address the needs of the class on a more personal level and reduces the risk of conflicts arising down the track.

From a pedagogical perspective, this section promotes a goal-setting mindset and places greater accountability on students from the outset. Moreover, it serves to remind students, albeit indirectly, that affective factors and their ability to identify and deal with them effectively, can influence learning outcomes. In turn, the information teachers acquire from students in this section can be summarized and shared (without referring to individual names) with the whole class during subsequent class meetings. Thus, by raising students' awareness of the class dynamics, they can gain a better sense of how their own personality, language skills, and specific needs fit in with the rest of the class and how, based on the information, the teacher plans to proceed.

Equally, teachers can use 'About You' to raise the level of transparency in the class by sharing their own personal background, interests, (course) goals, teacher concerns, and requests to students with the whole class. Ultimately, this mutual exchange of personal information and greater transparency helps to create a more social environment in which people are the primary focus, rather than the titles (or roles) attached to them. This,

particularly in a new class, can be reassuring for students.

Figure 4

The 'About You' component of the student nameplate

2.6 Assessment

Typically, course syllabi contain a vast amount of information which students are expected to process and, it is hoped, retain. However, when students stop bringing their syllabus to class, they may easily lose sight of one of the key elements of the syllabus, namely, course assessment. To address this issue, the author has incorporated a section (see Figure 5) for recording key assessments in the nameplate. This provides students with a graphical representation that is succinct and easy to grasp at a glance. Moreover, the students have easy access to their results throughout the course. With this incoming supply of information at their fingertips, students are better able to assess their progress and, through self-reflection, take appropriate measures to ensure success. Ultimately, students can use the data, along with their homework and attendance information, to estimate their final grade with greater confidence.

Similar benefits apply to teachers as well. With just a glance, teachers can easily identify which of their students are excelling and which ones are struggling. Also, teachers who make their own nameplate can use this section to jot down key assessment dates and other relevant notes/reminders during the course. Finally, having all the assessment results of each student presented in this way makes the process of calculating students' final grades more straightforward and, ultimately, faster for teachers.

Figure 5

The 'Assessment' component of the student nameplate

2.7 My Study Plan

According to Richards (1997), a defining feature of good language learners (as opposed to less successful ones) is an awareness of and ownership over their own learning. Indeed, this notion is supported by Nunan's (2000) action research study which demonstrated that providing "opportunities for learners to reflect on the learning process, did lead to greater sensitivity to the learning process over time" (p. 143), and thus, he concludes that "language classrooms should have a dual focus, not only teaching language content but also on developing learning processes as well" (p.143). Naturally, we cannot simply assume that our students come to our classes with effective learning strategies already in place, or that they even recognize their significance.

To this end, the 'My Study Plan' component is designed to raise students' awareness of various affective and behavioral learning strategies. It also helps students to formulate a study plan that is conducive to their own specific needs, and then to implement, monitor, and evaluate their plan through a process of repeated self-reflection and self-reporting.

Specifically, 'My Study Plan' consists of three sections: A) My Feelings, B) My In-Class Actions, and C) My Out-of-Class Actions. First, students (regardless of their level) respond to each of the items in sections A, B, and C with one of the following symbols: O (I will…), △ (I will try to…), or X (I don't think I can/need to…). They can also add their own items in each of the sections (see Figure 6).

Figure 6

The 'My Study Plan' component of the student nameplate

My Study Plan

Symbols O = I will…(because /for example)… △ = I will try to…(because/for example)…. X = I don't think I can/need to (because)…

A. MY FEELINGS
- O be positive
- △ be friendly
- △ be confident
- ☐ _____

B. MY IN-CLASS ACTIONS
- O attend every class
- O come to class on-time
- O ask questions
- O ask for help
- O help my classmates / teacher
- O take good notes in class
- △ take language risks and learn from my mistakes
- ☐ _____

C. MY OUT-OF-CLASS ACTIONS
- O preview & review all class work
- O do all my homework
- △ assess my skills and reflect on my progress
- △ summarize my class notes
- O check about class if I am absent
- O practice and prepare for tests
- ☐ _____
- ☐ _____
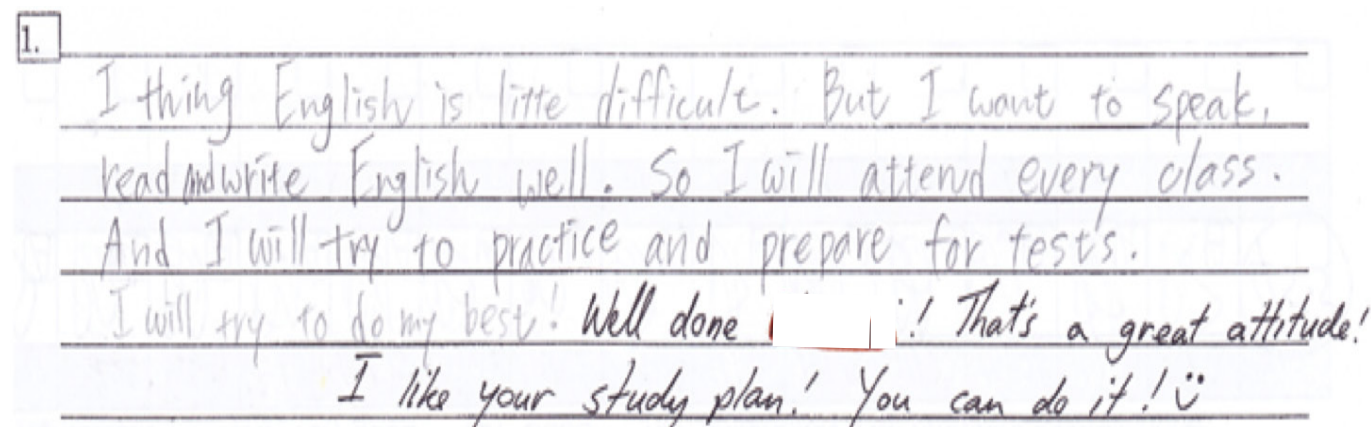
Note: *The above responses were made by a student in an intermediate level reading and writing class at the start of the course.

Next, students select items from the checklist of most relevance to them and write a short paragraph (under 50 words) (see Figure 7 & Appendix 2) in which they elaborate on and provide justification for the symbols they assigned to the items. After class, the teacher can read the information and respond with written comments accordingly.

Figure 7

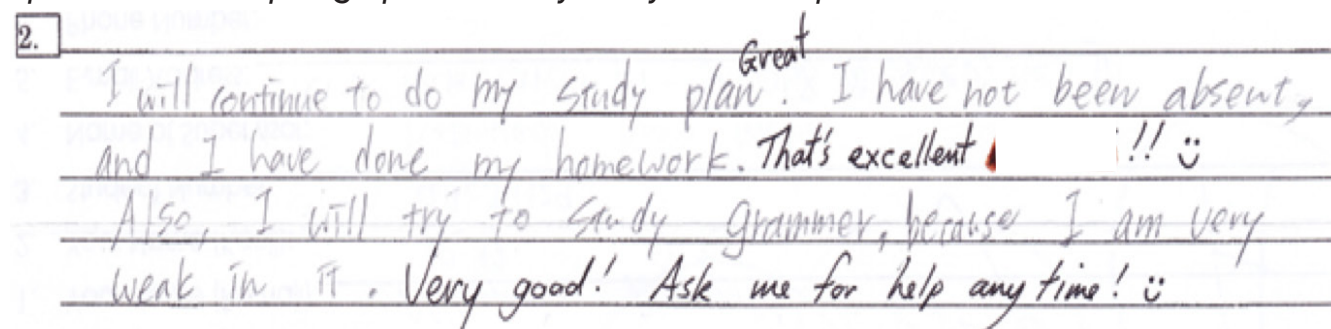*Space for first paragraph of the 'My Study Plan' component*

> 1.
> I thing English is litte difficult. But I want to speak, read and write English well. So I will attend every class. And I will try to practice and prepare for tests. I will try to do my best! **Well done ___ ! That's a great attitude! I like your study plan! You can do it! ☺**

Note: *The student wrote the above paragraph at the start of the course.

**This student sample also contains comments by the author.

Then, midway through the course, students reflect on their (initial) study plan and write a second paragraph to discuss the effectiveness of their earlier choices and to revise their plan if necessary (see Figure 8).

Figure 8

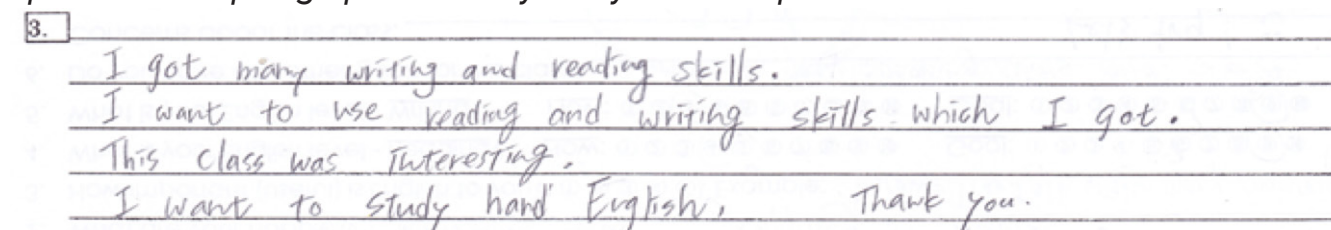*Space for second paragraph of the 'My Study Plan' component*

> 2.
> I will continue to do my study plan. **Great** I have not been absent, and I have done my homework. **That's excellent !! ☺** Also, I will try to study grammer, because I am very weak in it. **Very good! Ask me for help any time! ☺**

Note: *The student wrote the above paragraph halfway through the course.

**This student sample also contains comments by the author.

Finally, at the end of the course, students write a third and final paragraph in which they evaluate and/or comment on the overall effectiveness of the learning choices they made throughout the course (see Figure 9).

Figure 9

Space for third paragraph of the 'My Study Plan' component

> 3.
> I got many writing and reading skills. I want to use reading and writing skills which I got. This class was interesting. I want to study hard English, Thank you.

Note: *The student wrote the above paragraph at the end of the course.

Ultimately, this process of self-direction, self-reflection, and self-evaluation of learning processes helps students become more effective managers of their own learning and places a greater sense of responsibility and accountability on them.

3. CHALLENGES

Thus far, the paper has focused primarily on the benefits of the nameplate system. It is important to remember, however, that a nameplate is merely a tool, and as with any tool, it is ineffective without appropriate human input. It follows, then, that the overall effectiveness of the nameplate system is dependent largely upon the actions of the user. This means, to maximize its potential, the system requires time, effort, and an ongoing commitment on the part of the user.

Even seemingly simple tasks, like handing out nameplates to students, opening individual nameplates to check and sign homework, and reading and responding to students' daily comments can substantially add to a teacher's workload. That said, as teachers' familiarity with the system grows over time, so too their ability to streamline and integrate the system into their own unique teaching contexts.

There is, however, one aspect of the system that is an ongoing concern. Regardless of the users' familiarity with the system, there is an inherent risk, however slight, of misplaced nameplates. Thus, without backing up (vital) information contained in the nameplates, a lost nameplate can mean the loss of irretrievable student data, perhaps permanently. To safeguard against this, teachers need to be: (a) vigilant by ensuring that students return their nameplates at the end of the every lesson; and (b) prudent by storing them in a secure case or container, and by keeping a backup file which contains, at the very least, a record of students' attendance, homework, and assessment results.

Undoubtedly, the above precautionary measures add further to a teacher's workload. Even so, the author does not view such extra demands on the user as a weaknesses of the system, but rather, as one of its strengths. To illustrate, in a four-year longitudinal study of schools in the Chicago area, Bryk and Schneider (2003) found that participants' willingness "to extend themselves beyond the formal requirements of a job definition" (p. 42), in other words, "to go the extra mile for the children" (p. 43), was one of the key elements present among school communities with high levels of relational trust. In turn, they found strong evidence that "schools with high relational trust were much more likely to demonstrate marked improvements in student learning" (p. 43). In this sense, the author regards any extra effort required to maintain the nameplate system, not as time lost, but rather, as time invested in the well-being of our students.

Regarding privacy issues, if a student appears reluctant to provide personal information, such as their contact details, teachers can try to reassure them that the information is solely for the teacher and will not be shared with other members of the class. They can also add that, once the double-sided A4 sheet of paper has been folded (twice) to complete the nameplate, the only parts visible to others are the 'Name & Photo' and 'Attendance' components (see Appendix 3). This feature of the design ensures that information that is meant to be private remains just that, private. If, however, despite the above reassurances, the student remains unwilling to provide the requested information,

then naturally, their position on the matter must be respected.

It is worth noting that the author has been using the nameplate system for more than ten years in a wide variety of English language courses (and levels) in Japanese universities. Despite some challenges along the way, there have been no instances of nameplates being misplaced permanently or of students refusing to fill-in all the required information.

4. CONCLUSION

As discussed above, the nameplate system offers a host of useful applications for the language classroom. It not only helps teachers manage their classes more effectively, but also enables students to express their individuality, engages them in the learning process, helps them better manage their own learning, and promotes greater learner accountability.

Clearly, the benefits are extensive, and yet, the author believes that the nameplate system's most notable quality lies, not within the diverse functionality of its individual components, but rather, in the flexibility of the system as a whole. That is to say, the nameplate design presented in this paper is not set in stone. Instead, teachers are free to make modifications (minor or major) to the design or create original components and apply them as their needs dictate. Teachers may even wish to create digital versions of certain components and apply them to online tools for teaching such as a course management system. Albert Einstein once said, "Logic will get you from A to B. Imagination will take you everywhere". In the end, we are only limited by our imaginations, so the range of possibilities and applications is essentially endless. Through a process of ongoing experimentation, teachers can create effective nameplates which compliment their individual teaching style and develop them over time to accommodate the ever changing needs of their students.

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APPENDIX 1

The front side of the (A4 size) sheet of paper containing five components

About You
1. What is your hometown? _____ Where do you live now? _____
2. What are your hobbies? _____
3. How important (useful) is English to you? ① ② ③ ④ ⑤ Why? _____
4. What is your English level? Listening: ① ② ③ ④ ⑤ Speaking: ① ② ③ ④ ⑤ Reading: ① ② ③ ④ ⑤ Writing: ① ② ③ ④ ⑤
5. What is your English goal? Listening: ① ② ③ ④ ⑤ Speaking: ① ② ③ ④ ⑤ Reading: ① ② ③ ④ ⑤ Writing: ① ② ③ ④ ⑤
6. Other goals for this class? _____
7. Concerns about this class: _____
8. Requests to the teacher: _____

Student Information
1. Your Name (Romaji): _____
2. Your Name (Kanji): _____
3. Student Number: _____
4. Name of Supervisor: _____

Homewk [A]= Good [B]= Satisfactory [C]= Minimal pass [X]= Unsatisfactory/Not done

Write your FIRST NAME above

Your Photo

Attendance [O]= Present [L]= Late [A]= Absent

Note: *After it is folded to make the nameplate, the sections 'About You', 'Student Information', and 'Homework' are hidden from view.

The reverse side of the (A4 size) sheet of paper containing two components

Assessment

					TOTAL POINTS %	MY FINAL GRADE
(M) ☐ /10% (F) ☐ /10%	Draft 1: ○ Draft 2: ○ Draft3: ○ /20%	(M) ☐ /10% (F) ☐ /10%	☐ ☐ ☐ /10% /10%	☐ /20%	☐ 100%	Ⓢ Ⓐ Ⓑ Ⓒ ◇Ⓕ

My Study Plan

Symbols ○ = I will…(because /for example)… △ = I will try to…(because/for example)… ✕ = I don't think I can/need to (because)…

A. MY FEELINGS

☐ be positive
☐ be friendly

☐ be confident
☐ _____

B. MY IN-CLASS ACTIONS

☐ attend every class
☐ come to class on-time
☐ ask questions
☐ ask for help

☐ help my classmates / teacher
☐ take good notes in class
☐ take language risks and learn from my mistakes
☐ _____

C. MY OUT-OF-CLASS ACTIONS

☐ preview & review all class work
☐ do all my homework
☐ assess my skills and reflect on my progress
☐ summarize my class notes

☐ check about class if I am absent
☐ practice and prepare for tests
☐ read at least 5 Graded Readers
☐ _____

1. _____

2. _____

3. _____

Note: *After it is folded to make the nameplate, all of the information on this side is hidden from view.

APPENDIX 3

Examples of two (blank) student nameplates after being folded
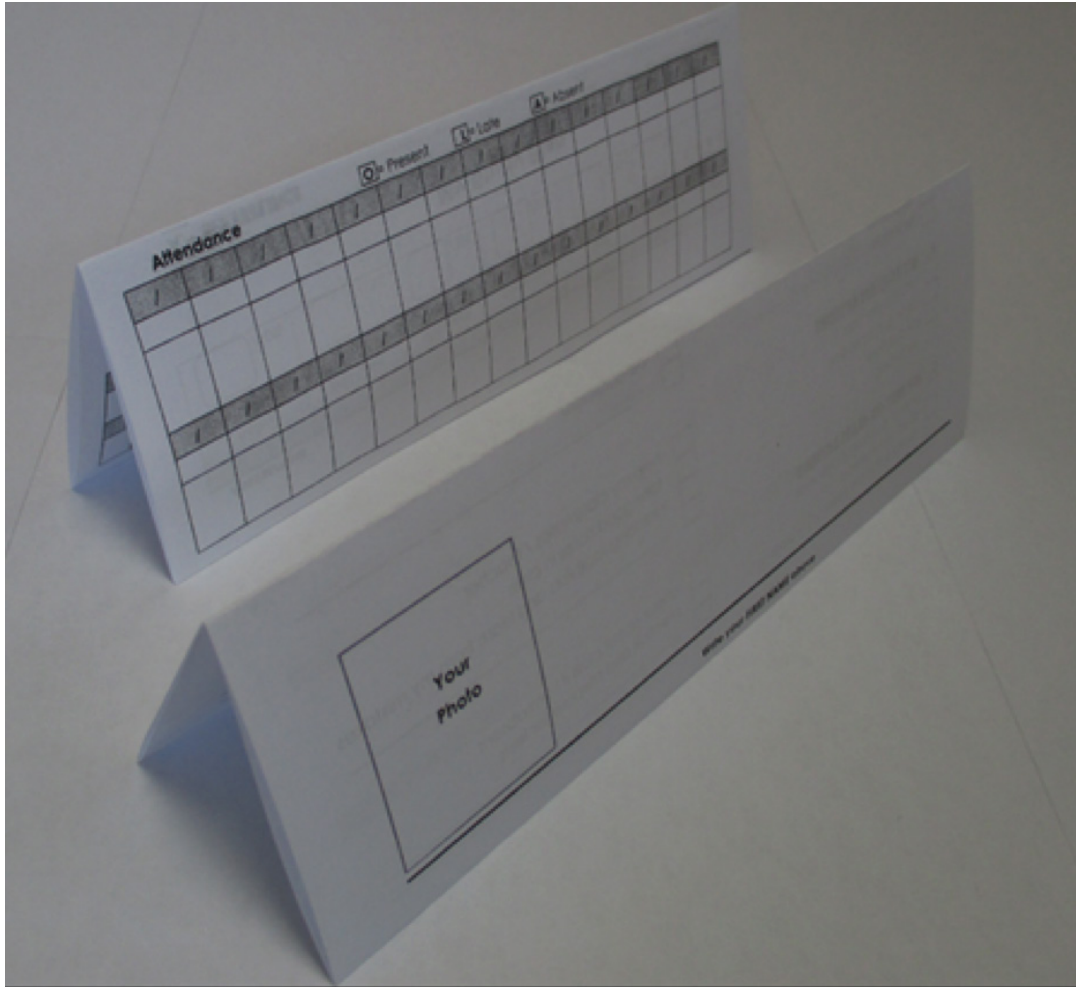
Note: *While the nameplate is being used in class, only the 'Name & Photo' and 'Attendance' sections are visible to observers.

**The nameplate in the foreground shows the side that would face the teacher, while the one in the background shows the student's eye view.

Effective Teaching with Dictation

ディクテーションによる効果的な教育法

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ABSTRACT

Dictation has an unfairly deserved reputation as a boring, uninspiring activity that is more suited for the audio-lingual classroom than for communicative classrooms. This article discusses several ways of using dictation activities in a student-centered and fun way in an EFL or ELF setting. A step-by-step description of various dictation activities including 'Rapid Connected-Speech Dictation,' 'Form-Focused Dictation' and 'Discussion Question Dictation.' will be shared in this paper.

Keywords: dictation, cooperative learning

要旨

ディクテーションは退屈でつまらないアクティビティであり、コミュニカティブな指導よりもオーディオリンガル教育に適しているというように見なされ、あまり着目されていない。本稿では、EFLまたはELFプログラムにおける、ディクテーションを使用した学生中心の楽しいアクティビティ - Rapid Connected-Speech Dictation, Form-Focused Dictation, Discussion Question Dictation - を紹介する。

When many teachers today hear the word, 'dictation,' they think of a teacher-centered activity not suitable for their student-centered interactive classrooms. In the author's experience, dictation has an unfairly deserved reputation as a boring uninspiring activity that is more suited for the audio-lingual classroom than for communicative classrooms. Nevertheless, Nation lists 'dictation' as one of the twenty most useful teaching techniques for the EFL classroom (Nation, 2013). I want to describe some ways that my colleagues and I at a private women's college in Tokyo employ dictation activities that I believe are language-focused, student-centered and, most of all, fun. Students in the Introductory College English 1A class, which is a speaking and listening class, are required to do homework each week that includes listening to a conversation about a certain topic, for example, movies. They answer comprehension questions, study fifteen vocabulary words identified as words that most students don't know[1], and then finally, they complete two dictations: (1) five sentences that

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[1]   Brent Culligan and colleagues at Aoyama Gakuin Women's Jr. College created this list. First, they compiled a 6000 word list from frequency lists including Coxhead's Academic Word List. Next, they wrote 120 yes/no tests. The students marked 'Yes' if they knew the word, or 'No' if they didn't. To control for guessing, non-words were included. Results were analyzed using Item Response Theory. Then, the researchers determined how difficult each word was, which words the students probably knew, and which words they didn't. Finally, they created a list of the 120 most frequently occurring words based on the probability that the average student would know about half of them.

we refer to as Rapid Connected-Speech Dictation and, (2) five questions about the week's topic.

In class, I repeat the five Rapid Connected-Speech Dictation sentences and ask the students to review their answers. Next, I have the students work in groups of three and compare their answers. If they find any discrepancies, they must talk within their groups and agree on a common transcription of the spoken utterance. If a shared understanding cannot be reached, they are instructed to note this and ask me at a later time. Then, I assign each group a sentence and ask them to write it on the board. Finally, we look at each sentence together as a class and if there are any grammar, vocabulary or usage points to consider, we discuss it as a class.

After I finish this activity, I move on to the activity we call a 'Form-Focused Dictation.' This is a dictation activity consisting of five sentences focused on a certain pronunciation issue, for example the reduction of 'going to' to 'gonna.' First, I explain what 'form' the dictation is focusing on and remind them that they are going to hear many spoken examples of this form in the five sentences. Thus, this activity functions as a 'noticing' activity meaning that the students are required to pay attention to a form that helps them be able to recognize it in conversation or in a listening passage and eventually use it in their own speech. Next I tell the students to write down what they hear as I read each sentence three times. After I finish reading the sentences, I put the students in groups to compare their answers. Finally, I ask the students as a class to tell me how to write each sentence on the board. If they have written something different from what I said or have forgotten a word, then I give them hints about the sentence and encourage them to figure out what was originally said. However, from an ELF perspective, the teacher might choose to focus more on the meaning of the individual sentences and to disregard differences, as long as the meaning of the sentence is the same.

After the class has finished this, I move on to checking the the five discussion questions that they wrote for homework by listening to a recording of these questions and writing them down as a dictation. These questions are the starting point for the students to work in groups to have a conversation about the topic of that week's lesson. Since the students have listened to these sentences at home, I simply read the sentences once and tell the students to review their answers. I then give them a chance to compare their answers with other students. Finally, I put the students in groups of three and ask each group to write one question on the board. We then check each question together to make sure they are all complete. The next step is for the students to create some more questions on the topic that they want to discuss. The conclusion to this activity is for the students to work in groups and talk about the topic using the questions from the dictation and the questions that they generated themselves.

In conclusion, I believe the activities I have described can be used in a student-centered communicative way that is fun. These activities are easy to use in any teaching situation and are not difficult to create. I encourage you to incorporate dictation activities into your lessons and to report on their effectiveness.

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Type	Event/Conference	Date	Location	Title	Presenter(s)
Presentation	Asia TEFL Conference	8/29/2014	Borneo, Malaysia	"How Did We End Up Here?" Narratives of Filipino English teachers in Japan	Tricia Okada
Plenary	Asia TEFL Conference	8/28/2014	Borneo, Malaysia	"Politically correct ELT"	Masaki Oda
Panel discussion	Asia TEFL Conference	8/29/2014	Borneo, Malaysia	Teacher Voices - World Englishes & ELF	Masaki Oda
Presentation	The 7th International Conference of English as a Lingua Franca	9/6/2014	Athens, Greece	Is ELF of Benefit in a Japanese Educational Context?	Paul McBride
Event hosting	YOJALT: Technology for English teachers	9/20/2014	Tokyo, Japan	Event Management	Travis Cote & Brett Milliner
Presentation	YOJALT: Technology for English teachers	9/20/2014	Tokyo, Japan	Google Forms & SurveyMonkey: Making the most of online forms	Brett Milliner & Simeon Flowers
Presentation	YOJALT: Technology for English teachers	9/20/2014	Tokyo, Japan	Introduction to Xreading	Travis Cote & Brett Milliner
Presentation	The 7th Annual Extensive Reading Seminar	9/28/2014	Tokyo, Japan	Extensive Reading on Mobile Devices: Is it a worthwhile strategy?	Brett Milliner & Travis Cote
Poster	The 7th Annual Extensive Reading Seminar	9/28/2014	Tokyo, Japan	Online extensive reading for ELF students	Travis Cote & Brett Milliner
Presentation	TEFLIN Indonesia	10/7/2014	Java, Indonesia	From native speaker models to EIL/ELF:Shifting paradigm of university ELT programs in Asia	Masaki Oda
Invited lecture	University of Bengkulu in Sumatra	10/10/2014	Sumatra, Indonesia	Globalization or Englishization: Impacts of English in educational policies	Masaki Oda
Invited lecture	University of Bengkulu in Sumatra	10/11/2014	Sumatra, Indonesia	Never ending journey: Beliefs about language learning & teaching	Masaki Oda

Category	Event Name	Date	Location	Title	Presenter(s)
Presentation	3rd LINEE+International Conference Linguistic and Cultural Diversity in Space and Time	4/29/2014	Debrovnik, Croatia	"How did we end up here? Narratives of Filipinos teaching English in Japan"	Tricia Okada
Invited public lecture	Invited public lecture on language policy	6/2/2014	Java, Indonesia	English, English, everywhere. But whose agenda?	Masaki Oda
Featured talk	LOOW4 Conference	6/4/2014	Surabaya, Indonesia	Learner Beliefs and Learning of English as a lingua franca	Masaki Oda
Poster	JALT CALL Conference 2014	6/7/0214	Nagoya, Japan	Paperless extensive reading and student engagement	Travis Cote & Brett Milliner
Invited talk & panel discussion	ISLS 2014 Conference	6/13/2014	Akita, Japan	Language Education in Japan: Current state, challenges, and future directions: Teaching English in Japan	Masaki Oda
Keynote talk	Japan Association on Asian Englishes	6/28/2014	Kyoto, Japan	Politically Correct English Language Programs for Japanese Universities?	Masaki Oda
Featured talk	Korean Association of Teachers of English (KATE)	7/5/2014	Seoul, Korea	De-mythicizing "Native Speakers"	Masaki Oda
Presentation	AILA World Congress 2014	8/11/2014	Brisbane, Australia	ELF: Identity and translanguaging	Ethel Ogane
Presentation	Asia TEFL Conference	8/29/2014	Borneo, Malaysia	Extensive reading on mobile devices: Is it a worthwhile strategy?	Brett Milliner & Travis Cote
Presentation	Asia TEFL Conference	8/28/2014	Borneo, Malaysia	Introduction to M-Reader: An online extensive reading aid for schools	Paul McBride & Brett Milliner
Presentation	Asia TEFL Conference	8/28/2014	Borneo, Malaysia	English as a Lingua Franca: From policy to practice in a Japanese university	Brett Milliner, Paul McBride, Travis Cote, Andrew Leichsenring & Tricia Okada

Invited lecture	Lecture for MATESOL program at St. Michael's College	3/2/2015	Vermont, USA	From native speaker models to EIL/ELF: Shifting paradigm of ELT programs in Japanese universities	Masaki Oda
Presentation	8th International Online Language Conference	3/3/2015	Kuala Lumpur, Malaysia	Class blogging in the EFL classroom	Brett Milliner
Event hosting	Center for English as a lingua franca forum: Language teaching in the Asian context	3/7/2015	CELF	Event Management	CELF WG
Presentation	Center for English as a lingua franca forum: Language teaching in the Asian context	3/7/2015	CELF	ELF program introduction	Ethel Ogane, Paul McBride, Brett Milliner & Tricia Okada
Plenary talk	Center for English as a lingua franca forum: Language teaching in the Asian context	3/7/2015	CELF	Doing justice to the English as a lingua franca paradigm	Glenn Toh
Presentation	Representations and self-representations of queer(s) in East Asia	3/21/2015	Vienna, Austria	Performance from diaspora: The journey of Filipino transgender entertainers in Japan	Tricia Okada

Event hosting	JACET ESP SIG: English for tourism major students	10/11/2014	Tokyo, Japan	Event management	Travis Cote & Brett Milliner
Presentation	JACET ESP SIG: English for tourism major students	10/11/2014	Tokyo, Japan	ELF and the College of Tourism and Hospitality Management	Travis Cote
Presentation	JALT National Conference	11/24/2014	Tsukuba, Japan	English as a lingua franca: Changing practices	Paul McBride, Andrew Leichsenring & Ethel Ogane
Presentation	JALT National Conference	11/23/2014	Tsukuba, Japan	Use of online assignments to increase study hours	Mitsuko Imai
Presentation	IAWE Conference	12/18/2014	New Delhi, India	ELF policy and practice in Japanese university contexts	Paul McBride
Presentation	IAWE Conference	12/19/2014	New Delhi, India	Language awareness and teaching English as an international language: A case of a Japanese University	Masaki Oda
Presentation	YOJALT: Teaching speaking and listening	1/18/2015	Yokohama, Japan	Activities for listening and speaking in small talk	Ethel Ogane
Poster	The 2nd International Symposium on Innovative Teaching and Research in ESP	2/14/2015	Tokyo, Japan	Xreading: A digital approach to extensive reading	Travis Cote
Presentation	JACET Kyushu/Okinawa Conference	2/15/2015	Fukuoka, Japan	グローバル化時代の大学英語教育‐EFL環境した での日本の英語教育は如何にあるべきか	Masaki Oda
Presentation	CAM TESOL 2015	2/28/2015	Phnom Penh, Cambodia	ELF policy & practice in Japanese University contexts	Travis Cote & Brett Milliner
Presentation	CAM TESOL 2015	2/28/2015	Phnom Penh, Cambodia	Extensive reading on mobile devices	Brett Milliner & Travis Cote

Type	Publication	Date	Title	Author(s)
Article	Proceedings of the 12th Asia TEFL and 23rd MELTA International Conference 28 – 30 August 2014	8/31/2014	Introduction to M-Reader: An online extensive reading aid for schools	Paul McBride & Brett Milliner
Article	Proceedings of the 7th International Conference of English as a Lingua Franca	9/6/2014	Is ELF of benefit in a Japanese educational context?	Paul McBride
CELF & JSCE Collaborative Journal Issue: JSCE 4(5)	The Journal of Saitama City Educators 4(5)	11/1/2014	5 articles from CELF teachers	Brett Milliner & Travis Cote
Article	The Language Teacher 38(6)	11/1/2014	Effective extensive reading management with Xreading	Brett Milliner & Travis Cote
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Book chapter	Resistance to the known: Counter-conduct in language education	12/1/2014	Dialogizing 'the known': Experience of English teaching in Japan through an essay of derivatives as a dominant motif	Glenn Toh

Type	Publication Name	Date	Title	Author(s)
Article	Peerspectives (12)	4/1/2014	What's going on at the MALL?	Travis Cote, Brett Milliner, Simeon Flowers & Dan Ferreira
Article	Peerspectives (12)	4/1/2014	Use a blog to start your paperless classroom	Brett Milliner
Article	Proceedings of Language in the Online & Offline World 4: The Latitude	6/4/2014	Learner beliefs and the learning of English as a lingua franca	Masaki Oda
Article	JALT2013 Conference Proceedings	8/1/2014	Oreintation for ELF teachers: Lessons learned	Travis Cote, Brett Milliner, Paul McBride, Mitsuko Imai & Ethel Ogane
Book chapter	The pedagogy of English as an international language: Perspectives from scholars, teachers, and students	8/1/2014	The cosmetics of teaching English as an international language in Japan: A critical reflection	Glenn Toh
CELF & JSCE Collaborative Journal Issue: JSCE 4(4)	The Journal of Saitama City Educators 4(4)	8/1/2014	5 Articles from CELF teachers	Brett Milliner & Travis Cote
Article	The Journal of Saitama City Educators 4(4)	8/1/2014	Maximizing learning outcomes for university-level EFL learners doing ICT-based oral presentations	Andrew Leichsenring
Article	Proceedings of the 12th Asia TEFL and 23rd MELTA International Conference 28 - 30 August 2014	8/31/2014	Extensive reading on mobile devices: Is it a worthwhile strategy?	Brett Milliner & Travis Cote

Article	The Language Teacher 39(3)	3/30/2015	Form technology for language teachers: How do you like your monkey?	Brett Milliner & Simeon Flowers
Article	観光学部紀要 (2)	3/31/2015	Report for the Micro-Conference on Tourism English Education Tamagawa University, 11 October 2014	Travis Cote & Brett Milliner
Article	The Journal of Tokyo University of Pharmacy and Life Sciences (18)	3/31/2015	The relationship between online assignments and study hours: How can we increase net study hours?	Mitsuko Imai