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目次・Table of Contents

授業実践報告・Teaching Practice Report

Implementation of Data-Driven Learning (DDL) in a Course for *English Reading and Writing*

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Abstract

This research evaluates the effectiveness of data-driven learning (DDL) in Japanese university-level English classes. DDL, where learners use corpora to discover linguistic patterns, was applied in two first-year mandatory classes in *English Reading and Writing* at Rikkyo University. The paper reports our educational practices on the development of the DDL tasks, focusing on the target vocabulary covered in the assigned coursebooks and the inductive instructions to encourage the students to engage in DDL. The qualitative analyses focused on DDL tasks involving vocabulary, collocations, and grammar. The findings suggest that DDL enhances lexical comprehension, particularly when learners are guided toward specific linguistic elements. Tasks on collocations and verb-noun combinations were notably effective. However, challenges such as the time-intensive nature of DDL and its inconsistent impact on practical language use were observed. These insights highlight the need for a balanced DDL task design and further research on optimizing DDL for diverse learning environments. The study underscores the potential of DDL in English language teaching and its role in fostering independent learning.

Keywords: *Data-driven learning (DDL), English language teaching (ELT), Corpus linguistics*

Introduction

Data-driven learning (DDL) is an approach in which learners actively consult corpora to inductively discover linguistic patterns and usages. As originally advocated by Johns (1991), this approach utilizes rich real-world language data, empowering learners to notice and deduce rules of grammar, vocabulary, and semantics, autonomously. The efficacy of DDL has been corroborated through meta-analytical studies by scholars such as Boulton and Cobb (2017) and Mizumoto and Chujo (2015), highlighting its pedagogical advantages in language teaching.

In response to the rise of DDL in the field of language teaching, this study aims to promote the implementation of DDL in English language teaching (ELT) in Japan. This aim is pursued through an investigation into the effectiveness of various DDL tasks, which are tailored

to align with the Common European Framework of Reference for Languages (CEFR) levels, to promote the development and subsequent prevalence of pedagogical materials designed to accommodate learners at varying stages of language proficiency.

The 2023 academic year serves as the foundational phase for our research, during which diverse DDL tasks targeting different grammatical and lexical items will have been put into practice. As one of the foundation phase practices, this paper reports on the authors' DDL practice conducted at Rikkyo University. This initial stage is pivotal, as it sets the groundwork for subsequent analysis and material creation. We hope the outcomes of this project will be of significant value to English teachers in Japan seeking options for teaching materials, thereby contributing to a broader understanding of the role of DDL in language teaching.

Literature Review

DDL is a pedagogical approach wherein learners are immersed in vast amounts of authentic usage of the target language in corpora, facilitating their independent navigation and deduction of linguistic patterns. This approach originated from Johns (1991). Since then, DDL has been an option in second language (L2) instruction, supported by the evolution of computer technology and the widespread availability of the Internet, drawing considerable scholarly focus on using corpora in L2 education.

The efficacy of DDL in enhancing language acquisition has been reported by various meta-analytic studies (e.g., Boulton & Cobb, 2017; Lee et al., 2019; Mizumoto & Chujo, 2015). An example of previous empirical research in this domain was conducted by Tono et al. (2014). Their research scrutinized the impact of consulting the British National Corpus (BNC) on correcting errors in writing in English as a foreign language (EFL). In this study, 93 university students engaged in an essay-writing exercise without reference materials, and the authors gave feedback on two identified errors in each student's paper. Subsequently, after a three-week interval, the students revised the essay, consulting either the BNC or dictionaries. The 188 errors identified were categorized into three major types: omission (where lexical items are omitted), addition (which contains a redundant item), and misformation (where a grammatical form is misplaced). The results demonstrated that corpus usage significantly enhanced the correction of omission and addition errors but was less effective in correcting those categorized as misformation, suggesting that certain errors are more amenable to correction through corpus resources than others.

Notwithstanding the demonstrated benefits of DDL, its adoption in ELT in Japan remains underutilized. While meta-analyses have made clear some of the controversial aspects of DDL (Tono, 2015), the longitudinal research on corpus use conducted in Japanese educational contexts, which has reported the impacts on learning English (e.g., Satake, 2020; Chujo et al., 2015; Hadley & Charles, 2017), is relatively scant. This paucity of evidence may contribute to teachers' hesitancy in taking a DDL approach in English classrooms in Japan.

There is a need for further research that shows the specific benefits of corpus use on L2 learning, potentially persuading a greater number of English teachers in Japan of DDL's value and encouraging its integration into their teaching. Thus, this study investigates the effects of various DDL tasks within the framework of English courses where instructors are constrained by university-wide, unified syllabi with semi-mandatory textbook assignments.

Methods

Participants

The participants in this research were first-year students enrolled in two classes of a 14-week mandatory English course focusing on reading and writing, taught by the authors of this paper in the spring semester of the 2023 academic year. One class of 21 participants was designated as Level 2, corresponding to CEFR levels B1 to B2, while the other class, comprising 19 participants, was classified as Level 3, aligning with CEFR levels A2 to B1. Before performing the DDL practices, the participants received a thorough explanation of the research, and their written informed consent was obtained. Only data from those who consented to participate were included in the analysis for this paper.

Development of Tasks and Corpora Used in DDL

In both Levels 2 and 3 classes, the participants engaged with corpora to perform DDL tasks designed to facilitate learning vocabulary items featured in the semi-mandated course textbooks. After completing all the DDL tasks, the authors observed and analyzed the worksheets of the participants in their respective classes. This research primarily focused on a qualitative observation of the effects of various DDL tasks. Consequently, it did not involve any quantitative validation processes, such as pre- and post-testing.

Level 2 Class

The Level 2 class used the coursebook titled *Q: Skills for Success: Reading & Writing 4* (Daise & Norloff, 2020). The second author, who also served as the instructor, developed and implemented a set of six worksheets to help students learn collocations, prefixes, and suffixes. Each session gave the participants 15–20 minutes to engage with a DDL task. The participants were given instructions and encouraged to complete the worksheets in English. When the participants were unable to complete a given task within an allocated time, they worked on the unfinished parts as homework outside of class time.

In this class, a corpus tool called Sketch Engine for Language Learning (SKELL) provided by Lexical Computing CZ s.r.o. (2021) was utilized for DDL activities. The data sources of this tool contain a varied collection of texts including news, academic papers, Wikipedia articles, open-source books, web pages, discussion forums, and blogs. This data is selectively compiled to aid learners of English to access examples providing how language

is used in various contexts. SKELL allows users to explore authentic language use through example sentences in the *Examples* page, the *Word Sketch* page showing co-occurring words, and thesaurus functions in the page of *Similar Words*. SKELL enables learners to observe how words and phrases are used in various contexts, which can aid in understanding nuances and usage patterns in the target language. SKELL was used for this research due to its user-friendly interface, which requires no registration and is freely accessible. Users can swiftly receive results by simply typing the target word or phrase, making it an ideal tool for exploring language patterns in our research.

Level 3 Class

The first author taught the Level 3 class, covering Units 1, 2, and 4 from the coursebook *Q: Skills for Success: Reading & Writing 3* (Ward & Gramer, 2020). We collaboratively developed eight worksheets focusing on the target vocabulary in the units during the course. The students received the instructions and engaged in the DDL activities in the classroom (with approximately 20–30 minutes dedicated to each) and were also assigned some of the worksheets to complete autonomously outside the classroom. Considering their English proficiency level, the participants' mother tongue (Japanese) was used in the instructions and in the worksheets where they were asked to fill in their findings on lexical behaviors from corpora. This is in contrast to Level 2, where the major instruction language was mostly limited to English.

In this class, SKELL was utilized in five worksheets (i.e., Worksheets 1, 2, 3, 5, and 8) as classroom activities and homework assignments submitted via the university's Learning Management System, while the BNC—a balanced corpus composed of one hundred million tokens of spoken and written data of British English, representing a wide variety of genres in the late 20th century—was used for three worksheets (i.e., Worksheets 4, 6, and 7) in class. The Rikkyo University Library provides registered users with free access to BNC Online in the Shogakukan Corpus Network (NetAdvance Inc., 2022) via the university's network. The interface allows users to access concordance lines, frequency information, collocations, and inflectional patterns by searching the target lexical word or phrase. Users can also specify the part-of-speech information of the target words. In the Shogakukan Corpus Network, the function tabs in the BNC are given in Japanese. However, as this service will terminate at the end of March 2024, the university library holds an institutional account for students to freely access the Sketch Engine, which contains 700 corpora in more than 100 languages, including the BNC and SKELL, with various advanced corpus tools such as *Word Sketch* (i.e., collocations and word combinations), *Thesaurus*, *Word Sketch Difference* (i.e., comparing collocations of two words), *Concordance*, *Wordlist*, etc. (Lexical Computing CZ s.r.o., n.d.).

Results and Discussion

This section describes the procedures of DDL activities and reports the participants'

observations of lexical behaviors of the target vocabulary in specified corpora in Level 2 and 3 classes. First, we describe two worksheets that required participants to find collocations and lexical meanings of the target vocabulary using several corpora, conducted in the last three weeks of Level 3, where receptive observations were mainly performed. Then, we summarize the quantitative and qualitative overview of the Level 2 participants, not only their findings on lexico-grammatical features, such as nouns, verbs, collocations, prefixes, and suffixes, but also applications of their findings to their own written products.

DDL for CEFR A1–B1 EFL Learners (Level 3 Class)

The target vocabulary in Level 3 were "appreciate," "confidence," and "research (noun)" from Unit 1; "at risk," "arrange," and words related to food such as "recipe," "onions," "flavor," "limes," and "restaurants," from Unit 2; and "accurate" and "relevant" from Unit 4 (Ward & Gramer, 2020). The basic format of the worksheets using SKELL includes activities such as searching the target vocabulary in *Examples* (i.e., observing the word in context), *Word Sketch* (i.e., finding collocations of the word), and *Similar Words* (i.e., checking synonymous words).

Table 1 describes Worksheets 7 and 8, which focus on the words "accurate" and "relevant," given in lessons in the 11th–13th weeks. See Appendix A for the worksheets.

Table 1

Description of DDL Activities in Worksheets 7 and 8

Lesson	Worksheet	Corpus	Activities
Lesson 11	Worksheet 7 (25 minutes in class)	BNC	• Check the contexts of the target vocabulary ("accurate" and "relevant") in the coursebook • Find 10 collocations • Find frequent co-occurring prepositions, write down the example phrases, and summarize the findings
Homework	Worksheet 8	SKELL	• Re-check the contexts in the coursebook • Find collocations with *Word Sketch* and summarize the findings • Find synonyms with *Similar Words* and summarize the findings • Write reflections on the activities and the findings of the vocabulary using BNC and SKELL
Lesson 12	Teacher's Feedback on Worksheet 7	N/A	• Teacher shows the entries of the vocabulary from the Longman Dictionary of Contemporary English Online (English-Japanese) • Teacher shows some students' findings in the worksheet as model answers

Lesson 13	Teacher's Feedback on Worksheet 8	Sketch Engine	Teacher shows some students' findings in the worksheet as model answers Teacher introduces the Sketch Engine and its output of *Word Sketch Difference* between "relevant" and "accurate," which visually depicts the co-occurring degrees of the target word and collocates

Table 2 summarizes the participants' findings of the co-occurring prepositions of the target vocabulary and identification of the meanings in Japanese after observing the concordance lines (i.e., the target word in contexts) in Worksheet 7. The English translations are given in brackets.

Table 2

Participants' Findings and Observations of Lexical Behaviors and Meanings in Worksheet 7 Using the BNC

	"relevant"	"accurate"
Frequent prepositions co-occurring with the vocabulary	• *...relevant **to** the potential drama student* • *...relevant **for** the explanation of the character* • *...relevant **in** an industrialised country*	• *The distance is accurate **to** within 1 cm at a range of 25 metres.* • *The mid-year estimates are accurate **for** natural change...* • *The advance has proved highly accurate **in** recognizing...* • *It turned out to be accurate **in** every respect.*
Observed lexical meanings	• ～に関する、関連のある (related) • ～に適する、適切である (appropriate) • 妥当である (valid)	• 正確である (correct) ➢ 正確な情報などを見分けるときの程度として使われる(どの程度の精度か)。(It is used when identifying the degree of accuracy.) ➢ データや図のようなものを表すものが多い。(The words representing data and diagrams are frequently collocated.) ➢ 結果や情報の前につくことが多い。(It is frequently followed by words describing outcomes and information.) ➢ toの後には誤差を表す数値が入る。 (A small difference or error is placed after "to.") ➢ in, toの後にはevery, decimal など数を表す単語がついている。(After "in" and "to," words expressing figures and numbers, such as "every" and "decimal," are given.)

Table 3 shows the participants' findings of collocations derived from *Word Sketch* from the SKELL with the identification of the meanings of the vocabulary based on the concordance lines in Worksheet 8.

Table 3

Participants' Findings and Observations of Lexical Behaviors and Meanings in Worksheet 8 Using SKELL

Frequent collocates and observed meanings	"relevant"	"accurate"
Words with property X	• 情報: *information* • 証拠: *evidence* • 話題、問題: *issue*, *topic*, *matter*	• 情報: *information* • 報告: *report*, *statement* • 予測、見積もり: *prediction*, *estimate* • 数字: *figure*, *percent*
Nouns modified by X	• 情報、事実: *information*, *fact* • 法令に関する語: *provision*, *registration*, *statute* • 権限: *authority*	• 情報、報告: *information*, *report* • 測定、診断など医療関連のことで現在のことを表す語 (describing what is current in terms of medical care): *measurement*, *diagnosis*, *description* • これからのことを予測させる語: *prediction*, *forecast*
Modifiers of X	• 医療に関する語 (related to medical care): *clinically, physiologically*, *medically* • 共同体に関する語 (related to community): *culturally*, *socially* • 特に: *particularly*, *especially*	• 学問に関する語 (related to academic areas): *historically*, *scientifically*, *medically*, *technically* • 程度を表す語 (describing the degree): *reasonably*, *fairly*, *entirely*, *amazingly*, *surprisingly*

Table 4 shows the participants' reflections on a series of activities completed in Worksheet 8 using the BNC and SKELL. The reflections included their observations of the differences between "relevant" and "accurate," which were unexpectedly provided, and comprehensive feedback on the DDL activities given in the course. All the comments were originally given in Japanese, but the English translations are only provided below.

The case study on Worksheets 7 and 8 shows that the participants autonomously derived lexical behaviors and meanings from the given concordance lines in the corpora without the teacher's explicit instructions. Engaging with abundant examples of the target vocabulary driven from the data in the corpora provided the participants with an opportunity to cultivate a deeper understanding of the vocabulary, which was enhanced by internalizing the meaning in their mother tongue, Japanese, and may not have been achieved from exercises given in the course book or consulting dictionaries. However, not all participants performed equally; 40% and 50% of the participants did not manage to complete all of the given exercises in Worksheets 7 and 8, respectively.

Table 4

Participants' Reflections on Activities Using the BNC and SKELL

Observed similarities between "accurate" and "relevant"	Observed differences between "accurate" and "relevant"
• Having the same and/or similar meanings, prepositions, synonyms, and collocations • Describing information • Not used in everyday speech, such as those used in medical or work settings • "Relevant" meaning "related" is close to "accurate," since it refers to correct information.	• "Relevant" means the results in the past tense, while "accurate" means the measurement in present. • "Relevant" refers to specific things, while "accurate" is often used with informational words.
Comprehensive feedback on DDL activities	
• I found it easy to search the vocabulary in the database but difficult to summarize the findings. • I was impressed to know that the vocabulary was used in so many different contexts and contained different meanings. • When I was a junior and high school student, I only learned the meanings of each word, but I came to realize that it was important to understand the core meanings of the word.	

DDL for CEFR B1–B2 EFL Learners (Level 2 Class)

Nouns

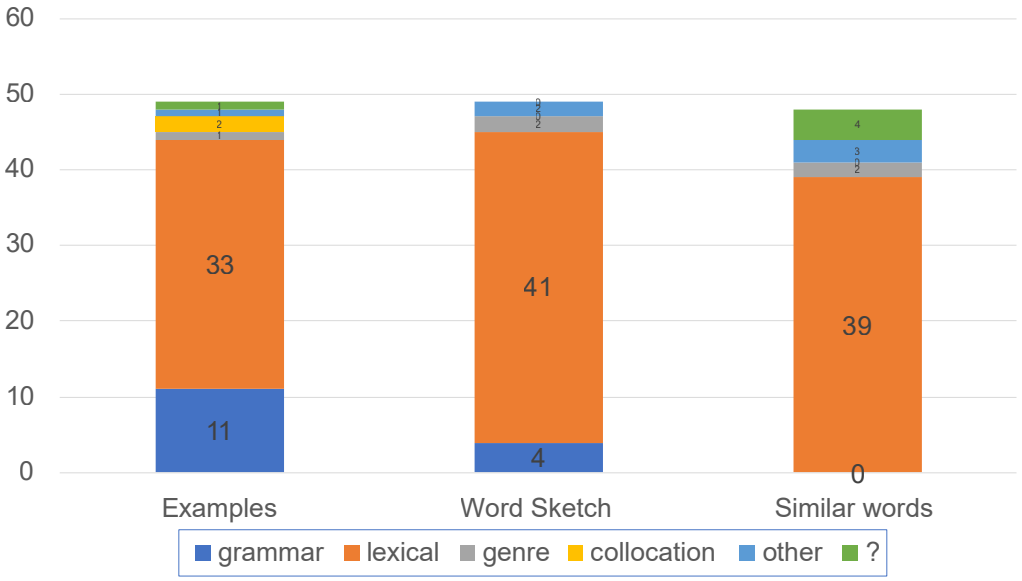
The target nouns were "achievement," "resolve," and "version" (see Figure B1 in Appendix B). The participants were asked to write a sentence for each word provided as a prewriting activity. This initial step assessed their baseline understanding and usage of the words. The participants were instructed to write observations about each word, fostering deeper engagement with their meanings and usage. The next phase involved researching the verbs commonly associated with these target nouns as objects, with the participants noting any patterns or insights they discovered.

The participants were also asked to identify three synonyms for each word and write their findings. Finally, the task concluded with a post-writing exercise in which the participants wrote a sentence for each word again. This final step evaluated whether the participants' understanding and use of the words had improved compared to the prewriting phase, thereby assessing the efficacy of the learning activities undertaken.

An analysis of the data indicated that while some grammatical insights amounted to approximately 10% from *Word Sketch* and 20% from *Examples*, most discoveries were related to lexical meanings (see Figure 1). Although prior research has reported the effectiveness of DDL in facilitating learners' study of collocations (e.g., Saeedakhtar et al., 2020; Vyatkina, 2016), in our research, the participants made very few discoveries related to collocations. This outcome highlighted that when the instructor did not specify the focus of discovery and left it to the learners, their attention tended to focus on lexical information.

Figure 1

Types and Number of Discoveries Using SKELL: Noun Search



There was no significant enhancement in the use of these collocations in written output, either before or after the intervention, as the students were unable to produce the target collocations effectively. According to Satake (2022), DDL promotes the retention of unfamiliar words and enhances the use of familiar ones, suggesting a discrepancy between acquisition and application. This finding raises the question of whether the words were entirely unknown to the learners or known only to a limited extent, with a vague understanding.

The activities designed to deepen lexical comprehension from multiple perspectives are valuable. However, they are time consuming and pose challenges in their implementation, which highlights the need to balance the depth of learning and practical classroom constraints.

Verbs

The target verbs included "personify," "perceive," "empower," "align," "crave," and "manipulate." When the focus shifted to verbs as the learning targets, the learning tasks were largely similar to those employed for the abovementioned tasks, where nouns were the learning targets (see the Nouns section), with one notable exception: researching nouns commonly used with the target verbs. This task was designed to provide a more comprehensive understanding of the verbs by exploring their contextual usage with specific nouns, thus enhancing the learners' grasp of practical verb-noun combinations in language applications.

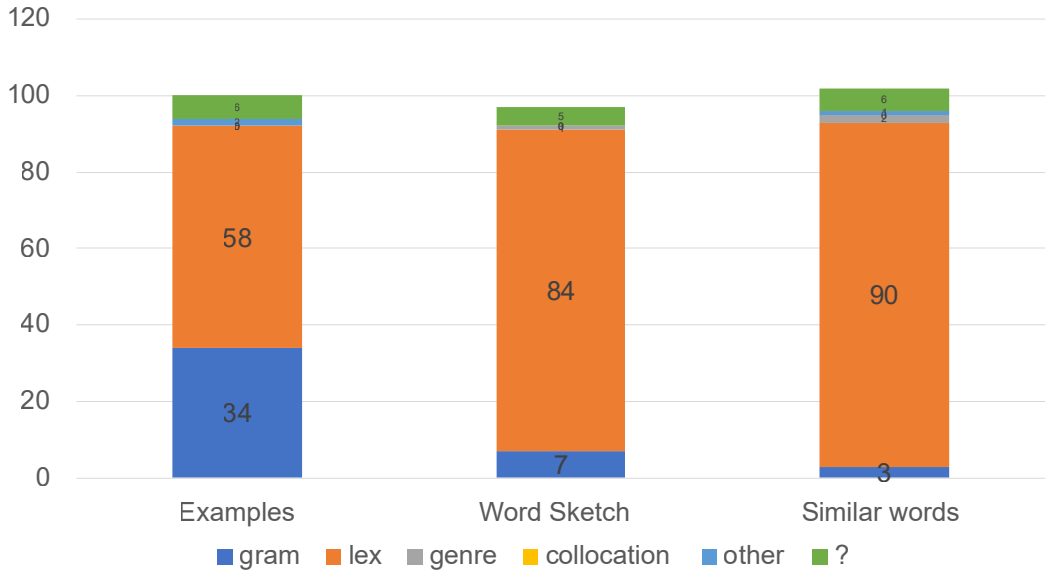
An analysis of learners' interactions with *Examples* showed that approximately 35% of the findings pertained to grammatical insights (see Figure 2). It was observed that the tasks focusing on verbs resulted in more grammatical discoveries compared to those focusing on nouns (see Figure 1), which could be attributed to how verbs were researched. The target verbs were highlighted in red and centrally positioned in the concordance lines, making them

more conspicuous. This visual prominence might have facilitated a greater awareness and understanding of the grammatical structures surrounding these verbs, leading to more frequent identification of grammatical patterns. However, similar to when the focus was on nouns, most findings were predominantly related to lexical meanings, and the participants made very few discoveries related to collocations (see Figure 2).

Despite the potential for DDL to enhance usage, there was no significant increase in the use of these verbs in the participants' writing outputs. Since a notable proficiency was observed in the pre-intervention writing tasks in this group of participants, this outcome begs the question of whether dictionary use contributed to this initial success.

Figure 2

Types and Number of Discoveries Using SKELL: Verb Search



Collocations

The first task focused on a series of collocations from Daise and Norloff (2020), which included phrases such as "offer insight into," "social media influencers," "show resistance to," "personal brand," "see trends emerge," "price-conscious," "social good," "good value," "a person's best interest," "grab our attention," "use an app," "stream a service," "browse a website," "scroll through a Facebook feed," and "turn off notifications." The participants chose six collocations from the above target collocations. They then conducted a task that involved researching examples of these collocations, transcribing the examples they consulted, and using these transcribed examples as a basis for composing written texts. The task was implemented mainly in class, and the results were promising, with almost all students successfully incorporating these collocations into their written work. The results confirm the task's potential as an effective method for promoting the use of known vocabulary within a short timeframe,

making it suitable for classroom instruction. In addition, unlike the learning processes for nouns and verbs (see the Nouns and Verbs sections), the participants could effectively acquire collocational knowledge when specifically instructed. This finding suggests that appropriate guidance is crucial for directing learners toward the desired learning objectives.

The second task centered on the "feel + noun" collocation structure (see Figure B2 in Appendix B). The participants investigated six "feel + noun" collocations, transcribed the examples they referred to, and created their own sentences using these transcribed examples as a reference. Conducted mainly in the classroom, the findings revealed that even learners at the B1–B2 level sometimes struggled to differentiate between nouns and adjectives and referred to "feel + adjective" collocations (e.g., feel fine), thus highlighting the benefits of specifying target collocations for instruction. Although there are instances where explicit instruction is unnecessary in the implementation of DDL (see DDL for CEFR A1–B1 EFL Learners, or Level 3 Class), situations do arise where such instruction is essential. Therefore, it is necessary to observe learners' engagement carefully and respond flexibly. On the other hand, the participants showed an ability to learn the correct use of articles with nouns. The presence or absence of articles in collocations following the word "feel" varies depending on the noun used (e.g., feel an urge, feel sympathy). However, it was observed that by consulting examples, participants could discern between collocations with and without articles. This understanding enabled them to produce correct outputs frequently in their use of these collocations.

Overall, these findings indicate the value of DDL in collocation learning.

Prefixes and Suffixes

The target prefix was "anti," and the target suffixes were "-ence," "-ance," and "-tion." A significant finding was that approximately 80% of the students could correctly use the vocabulary with prefixes and suffixes in their English compositions after writing out example sentences. Approximately 20% of the responses correctly used the researched words, even though the participants did not write example sentences. This finding indicates that writing out example sentences of the referenced target phrases may not always be necessary to use the target phrases correctly. On the other hand, the DDL task was highly time consuming. To facilitate continuous implementation during classroom sessions, it is necessary to consider reducing the volume of the task. Doing so would optimize the balance between task efficacy and time management, ensuring students a more streamlined and effective learning experience.

Conclusion

The implementation and analysis of DDL tasks in English classes, as described in this study, provided significant insights into the potential of DDL in language acquisition. The study's findings underscore the effectiveness of DDL in enhancing the understanding of various language components, such as collocations, verbs, nouns, prefixes, and suffixes, within the

context of ELT in Japan.

A key takeaway from this research is the importance of targeted guidance in DDL tasks when learners do not properly understand the target vocabulary. When the participants were explicitly directed toward specific linguistic elements, such as collocations, their learning was more focused and effective. This highlights the need for well-structured DDL tasks that align with learners' language proficiency levels and learning objectives.

However, challenges were also noted regarding the time required to complete the DDL tasks, suggesting a need for optimization in task design that balances the depth of learning with practical classroom constraints to maintain learner engagement and facilitate continuous implementation.

Additionally, the study revealed that while DDL effectively promotes lexical comprehension and grammatical insights, its impact on the practical application of these learnings, such as writing, can vary. This finding highlights the necessity for further research and development of DDL methodologies that foster discovery and translate these discoveries into tangible language skills.

Overall, the research conducted at Rikkyo University demonstrates the potential of DDL in fostering autonomous, inductive learning among EFL students. The insights gained from this study contribute significantly to the broader understanding of DDL's role in language teaching and offer valuable guidance for English teachers in Japan seeking to incorporate corpus-based learning into their classrooms. The findings also lay a foundation for further research, particularly in optimizing DDL tasks for diverse learning environments and exploring their long-term impacts on language proficiency.

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Appendices

Appendix A: Worksheets for CEFR A1–B1 EFL Learners (Level 3 Class)

Figure A1

Worksheet 7

Vocabulary and Grammar Worksheet (VGW) 7

1. 教科書 p. 84 と 85 から、relevant と accurate を使っている例文を書き出してみましょう。

relevant	p. 84 p. 85
accurate	p. 84 p. 85

2. 立教大学図書館のデータベースから **BNC Online（小学館コーパスネットワーク）** にアクセスします。（大学のネットワークからでないとアクセスできません。）

3. 上部左側の**「コロケーション」**をクリックし、検索窓 に **relevant** または **accurate** を入力します。relevant と accurate と共によく使用される単語の表が出てきます。1（右隣）の列に表示された単語はどんなものがあるか（単語以外は除く）、以下に **10 単語**を書き出してみましょう。

relevant	
accurate	

4. BNC 上部右側の**「共起語の品詞」**をクリックし、新しく現れたウィンドウの**「前置詞」**に☑を入れ、上部右側の**「検索条件に追加する」**をクリックします。（現れたウィンドウが消えます）。

5. **「検索」**をクリックします。relevant と accurate と共によく使用される前置詞の表が出てきます。1（右隣）の列に表示された前置詞のうち高頻度のものを 3 件クリックして用例（文、節、語句）を観察して引用してみましょう。また気づいたこと書いてみてください。

relevant
前置詞（1） 用例
前置詞（2） 用例
前置詞（3） 用例
気づいたこと
accurate
前置詞（1） 用例
前置詞（2） 用例
前置詞（3） 用例
気づいたこと

Figure A2

Worksheet 8

Vocabulary and Grammar Worksheet (VGW) 8 (HOMEWORK)

言語学習支援ツール SKELL (https://skell.sketchengine.eu/#home?lang=en)で **relevant** と **accurate** について調べ、理解を深めましょう。検索窓に“relevant”または”“accurate”と入力し、Enter を押します。

- Finally, the ad must be **accurate**. (p. 84)
- If you plan to study in a financial area such as accounting, you need to make sure that your work is always **accurate**. (p. 85)

- Wouldn’t you rather receive ads for products or activities that are **relevant** to who you are? (p. 84)
- Jack’s question at the meeting was not **relevant** to our discussion of low sales; it was completely off topic.

(1) 検索語を入れ、検索窓の下の、“Word sketch”をクリックし、relevant または accurate の主語（words with property X）、副詞（modifiers of X）、名詞（nouns modified by X）になる語について、具体例を数個挙げ、また気づいたことを書きましょう。

relevant
主語（words with property X）
副詞（modifiers of X）
名詞（nouns modified by X）

accurate
主語（words with property X）
副詞（modifiers of X）
名詞（nouns modified by X）

(2) 検索窓の下の、“Similar words”をクリックし、relevant および accurate の類義語を数個書き、気づいたことを書きましょう。

relevant の類義語について
accurate の類義語について

(3) relevant と accurate について、BNC オンラインや SKELL のデータベースを調べてみましたが、全体的な感想や気づいたことについて、以下に書いてください。

Appendix B: Worksheets for CEFR B1–B2 EFL Learners (Level 2 Class)

Figure B1

Example of Participants' Completed Noun-Learning Worksheets

Worksheet: achievement, resolve, version

Name

(1) Write one sentence for each of the following words: achievement, resolve, version.

1	He practices everyday towards the achievement of his goal.
2	He resolved to go to America to study.
3	This is a new version of the song.

Please access SKELL (https://skell.sketchengine.eu/#home?lang=en), which is a language learning support tool. Type the target words in the search window.

(2) Write down one thing you notice about each of the words.

1	It means getting through
2	It means to solve or reconsider and decide
3	It represents various kinds of things or vision

(3) Click "Word sketch," and look up the verbs that have those words as objects and write down what you notice.

1	These verbs have a common image that something can be accomplished or released.
2	These verbs represent negative meanings or conflicting appearances.
3	These represent a range or limitation.

(4) Click "Similar words," and write three synonyms and what you notice.

1	success accomplishment progress →These have positive meaning and is stepping up.
2	tenacity perseverance fortitude →They express a feeling of patience and stubbornness.
3	model set feature →They express a feeling of patience and stubbornness.

(5) Write one sentence using each of the target words.

1	He have own achievement
2	The committee resolved that the step should be authorized.
3	I watched the English Version of the movie

Figure B2

Example of Participants' Completed Worksheets for "feel + noun" Collocations

Worksheet

Name

p.67 Vocabulary Skill Review: feel+noun(名詞)のコロケーションを SKELL で 6 つ調べ、参照した用例を書き抜き、書き抜いた用例を参考に作文しましょう。

SKELL
https://skell.sketchengine.eu/#home?lang=en

1	用例	They may feel guilt when this initiative does not produce desired results.
	作文	I feel a sense of guilt now.
2	用例	Such pressure was widely felt by many schools.
	作文	I feel pressure to do presentation.
3	用例	The reader feels sympathy and compassion for her.
	作文	I feel sympathy for him.
4	用例	I did some light work and felt fine.
	作文	I felt fine yesterday because I don't work much.
5	用例	I felt a deep love for this beautiful place
	作文	I feel a great love.
6	用例	Kate felt an urge to tell him to get stuffed
	作文	He feel an urge to study math.

How Difficult is Debate?
Proficiency-Based Lesson Modifications in ESL Debate

Andrew Tyner

Abstract

In this paper, I consider modifications to the presentation of vocabulary as well as to activity structures and timing in the context of ESL Debate lessons. I examine my classroom practices in relation to the modifications, the underlying rationale for these practices, and relevant literature that informs my consideration. I find that a focus on the meta-language of debate is of less practical value than a focus on the practice of debate itself, with a focus on vocabulary shifted toward this practice and the effective communication and receipt of ideas within a debate. I also find that dividing a debate into smaller, shorter, and more immediately manageable pieces is an effective way to introduce and get initial practice with the components of a debate. I suggest future avenues of research including quantitative and qualitative analysis of the results of the modifications considered here. Ultimately, I find that my lesson modifications appear to have been successful and I suggest that they be continued or expanded.

Keywords: *Debate, ESL, Vocabulary, Lesson structure, Activity timing*

Introduction

How difficult is Debate? It is a question often asked by students to their peers and teachers, particularly if Debate is a required subject. The answer varies, but virtually all would agree that the acts of preparing and participating in a debate carry significant challenges: detailed research, synthesis of information, careful listening and note taking, and quick thinking to construct an effective rebuttal, just to name a few. These are all worthy challenges–skills which one likely will rely heavily upon throughout their academic career and beyond.

However, as beneficial as a course in debate may be, it is not a challenge all would elect to face. If Debate is an elective course, then the matter is more or less settled, and only those who wish to take on the challenges of debate need do so. If the course is mandatory, the matter is quite different. Both student and instructor are faced with a potentially difficult task, to have a meaningful, useful, and, moreover, a comprehensible Debate class regardless of English proficiency.

Here, I shall focus on the task of the instructor. Amongst other courses, I teach Debate

at Rikkyo University in Tokyo, Japan. Debate, as taught in this context, has the dual purpose of teaching the fundamental skills of debate while also building English skills. At Rikkyo University, Debate is a required course. Because Debate is required, students with a broad range of English proficiency must, necessarily, take part. Thus, a course which may pose a significant, though meaningful, challenge to many students equally poses a challenge to instructors as they endeavor to help students of widely varying English proficiency levels get the most out of the course.

Through my experience teaching Debate at Rikkyo University, as well as other courses incorporating debate elements elsewhere, I have developed some lesson modifications and teaching methodologies upon which I would now like to reflect, with an aim toward better understanding of what methods work best and what might be further refined. Specifically, I shall consider methods of presentation of vocabulary in relation to the core principles of debate. I shall also consider lesson structure and activity timing with a focus on in-lesson manifestations of these modifications and the rationale that informs them. I shall also explore relevant academic literature to further consider the strengths, or potential weaknesses, of my methodology.

Discussion

Vocabulary

What words must one understand to participate in a debate? In other words, what vocabulary is essential? I would argue that beyond the necessary vocabulary to explain one's ideas and understand the ideas of others, very little is needed. A student must understand how to structure an argument, how to construct a rebuttal, and so forth, but calling an argument an argument is not what makes it effective. If a student with relatively lower English proficiency level finishes a Debate course with a strong command of formal vocabulary associated with debate/debate meta-language, at the cost of their ability to effectively engage in a debate, I would argue that this scenario would represent a serious failure on the part of the instructor and their course design.

It is easy to think that a class for students of relatively lower proficiency in English must be simplified. However, as has been noted numerous times[1], "ESL students, despite their limited proficiency in the target language, are interactionally competent" (Lee, 2017, p. 673). This is to say that it is very important to remember that a student's limited English proficiency in no way represents an inability to understand, form, and express complex ideas in general. Rather, their challenge lies in elevating their communicative ability in English to meet the level of their ideas. From this viewpoint, the primary challenge posed to the instructor in terms of vocabulary

1 In support of the quoted statement, the cited article by Lee (2017) notes "Cheng 2013; Hauser 2013; Hellermann and Pekarek Doenier 2010" (p. 673). It should also be noted that while "interactionally competent" (Lee, 2017, p. 673) is meant in reference, specifically, to discussions, it may be equally applicable and valid in the context of debate, particularly as a debate has much the same interaction as a discussion, albeit far more formalized.

is one of focus. The focus should be on vocabulary that allows students to accomplish debate-related tasks, to effectively engage in debate. This is exactly what I have tried to do in my Debate lessons.

To give a specific instance from my class, take the concept of "an argument" as an example. One might suggest that the words: argument, proposition, position statement, and academic sources may be a partial, minimal collection of vocabulary. While I think these words are important, and I teach them starting in the very first lesson of the semester and use them in subsequent lessons[2], when it comes to actually constructing one's argument, it would be just as effective to think of concepts such as the opinion that your group agrees or disagrees with, your team's main opinion, your information, and so forth, as opposed to a proposition, position statement, supporting evidence, and other more formal terminology.

When presenting meta-linguistic vocabulary, I often present it side-by-side with more standard English equivalents[3]. I never insist that formal terminology be used when students are constructing the components of their debates or discussing debates with their classmates. If a student can effectively engage in a debate, formalized meta-language about the debate is of secondary concern.

Adding further support to the above view of vocabulary in relation to lesson design, prioritizing competency in debate methodology and practice, interestingly though perhaps counterintuitively, carries with it the potential to strengthen overall vocabulary[4] and English communicative ability. A 2023 study by Yoshihiro Kobayashi found that, amongst students having studied "the debate speech format" (p. 2), upon listening to a speech in English, they were "as capable of grasping the contents of the speech as those who read the script…[and in spite of more grammatical errors, they] less frequently borrow[ed] expressions directly from the original text" (p. 2) and, it should be noted, these students did not omit content in their summaries in contradiction to "previous research" having indicated such omissions (p. 19).

Having explained my position on the presentation and use of formalized vocabulary in the Debate classroom, one might say that, from the outset, an instructor must prioritize their vocabulary goals. If the teaching of set vocabulary is a primary goal, then it should be treated accordingly. On the other hand, if it is more vital that students attain competency in the acts of preparing for and carrying out a debate, then a focus prioritizing methodology and practice over formalized terminology is more sensible. It is this latter goal that I would advocate and which

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2 Formal terminology is often presented alongside a more familiar term, for example, "position statement" (your team's main opinion). For some classes that have limited vocabulary proficiency in general, formal debate terminology is often presented with L1, Japanese, translations and/or explanations, particularly in lessons that introduce new vocabulary or structural/procedural concepts. This supplemental translation is gradually withdrawn as students internalize the new terms and practices. However, a thorough consideration of L1 use in instruction is outside the scope of this paper.

3 As noted previously, in some cases this is accompanied by a Japanese translation as a means to first approach the concepts being dealt with. Moving forward, the translations are gradually removed from slides and other lesson materials as the use of the new vocabulary becomes established.

4 Meaning communicative vocabulary, not meta-language

I have pursued in my classes.

Timing and Lesson Structure

As anyone who has engaged in a formalized debate is likely to agree, timing can be one of the most difficult factors. Whether presenting complex ideas within a time limit, finding time to ask all necessary questions during cross-examination, or constructing a thorough rebuttal within the allotted time, time, almost as much as the opposing team, may feel like one's opponent in a debate. For this reason, it might come as a surprise that reducing allotted time for activities, rather than increasing it, may serve to make the lesson content more accessible. It is exactly this sort of reduced time that I have tried in my Debate classes.

More specifically, I have divided the structure of a debate into relatively smaller segments[5]. In most lessons[6], we focus either on one part of a debate, say for instance, rebuttal, or a part of a part, so to speak, as in the case of a single reason well supported with evidence that forms part of a team's argument. Initially, this must sound like the opposite of the reduced activity time that I noted previously. In a way, it is. Certainly, the class moves very deliberately through each stage of the debate process. However, on a more moment-to-moment level, activity time is often reduced.

I have certainly implemented reduced preparation time for some activities. However, this reduced time for preparation must be coupled with an activity the focus of which is appropriately narrow. Consider the difference between a complete mock debate and practicing a single debate component. For students new to the practice of debate, to engage, say, in a full mock debate may be overwhelming, as students may become overly focused on one part or another of the debate preparation at the cost of the whole, or they may become frustrated by a component they have not yet mastered. A student engaged in a full mock debate has more time to work with, so to speak, when compared with a student focused on a single debate component, but that time may be at risk of being spent in a less meaningful way. Many of the difficulties mentioned a moment ago can be avoided if we focus on a single component of a debate at a time. In the end, students get equivalent practice, but in segments.

Dividing a debate into its component parts and focusing on each part in multiple brief segments has two specific benefits: building mastery of skills and increasing student confidence. First, the class can focus on mastery of specific skills as each task has a definite, achievable goal involving the use of particular skills, for instance, constructing a rebuttal for a single point as opposed to a complete rebuttal as might be presented by a team during debate. This allows for greater focus on what, specifically, constitutes a successful rebuttal in terms of content and structure. Focusing on a single part of a debate allows more time for self-reflection,

5 It should be noted of this approach of breaking a difficult task into more manageable pieces, aside from being, generally, a popular concept, the textbook used in Rikkyo University's Debate courses, *Up for Debate* (Mishima & Sturges, 2023), is structured along similar lines, particularly in the opening chapters that generally focus on one part of a debate per chapter.

6 Aside from those centered on full debates.

student-to-student feedback, teacher-to-student feedback, and for the implementation of that feedback. The second benefit is that students can build their confidence as they can achieve a clearly defined goal as opposed to completing a more open-ended task, like a complete mock debate, the outcome of which could be perceived, subjectively, as failure if a given student/team is the losing party in the debate. Certainly, all students must build toward engaging in complete debates and toward the understanding that losing in a debate does not constitute failure. However, to try to engage in a complete debate before understanding how to do so successfully, is of limited benefit, at best.

Reduced time per activity, in the context of a lesson centered on multiple, brief, skill-focused tasks, allows for quick but significant victories. It builds confidence. It allows for detailed understanding of each component of a debate. Successfully completing part of a debate, with a thorough understanding of what constitutes that success, is immeasurably more valuable than a victory in a mock debate if that victory is not accompanied by a thorough, meaningful understanding of how it was achieved.

To step back for a moment, one might suggest that regardless of one's view of activity timing, the goal of any debate-related activity is student mastery of the core principles of debate. What, specifically, might we identify as core principles of debate? Naturally, many of these will vary between iterations of Debate courses designed to meet the various needs of students at different universities. Hansen identifies the "demands of teaching debate" as "debate structure and rhetoric, content and background research, and language" (2007, p. 67). I agree with this assessment.

Language was discussed in the previous section. Debate structure is approached, as noted above, through a step-by-step segmented approach focused on incremental mastery of debate components. This leaves research and rhetoric, either topic being worthy of examination on its own. However, as we come to the end of the present consideration, we might simply note that like debate structure, the careful crafting of one's arguments through effective rhetoric supported by substantial, thorough research is not something that can be accomplished overly quickly.

Indeed, taking time with each step of the debate preparation process allows for avoidance of student difficulties with content comprehension as may be the case if the focus on debate methodology is largely structural, focused on getting to a complete debate too quickly. For instance, Kadomatsu & Oshita note student difficulty with comprehension of some content-related aspects of debate, despite apparent student proficiency with debate structures and methodology[7] (2023, p. 35). In other words, while learning debate methodology is of great importance, taking time with each step of the process, including how students gather and interact with information, allows not only more time for comprehension but also confirmation of

7 This is not meant as criticism of the case noted by Kadomatsu and Oshita. Rather, it is illustrative of the point that structure and methodology may be mastered while content-related difficulties persist.

that understanding, and, as with skill mastery discussed above, to review and reinforce any skills or points of content understanding that may be lacking. Certainly, it would be possible to review these points after quickly proceeding through a larger number of debates but, importantly, any feedback about content would no longer be actionable.

Conclusion

What are the results of the above lesson modifications? A quantitative analysis of the effect of the noted changes on student performance would require the collection and analysis of relevant data and would fall outside the scope of the present consideration of teaching practices. However, as each change has been made to specifically address potential shortcomings of an unmodified lesson and to make the course goals more readily achievable, one might suggest that the changes are sound and well-reasoned. Further, as the modifications are in line with established theory and practice, the basis for the modifications appears sound. Finally, and perhaps most importantly, as all modifications are focused on what might be described as lesson accessibility (meaning students' potential ability to effectively engage with the course, its practices, and materials) there is no concern that the alterations have any negative quantitative or qualitative effect on course content.

At the outset of this paper I noted a common question, "How difficult is Debate?" Through the preceding consideration of lesson modifications, we might say that while Debate carries multiple distinct challenges, the potential for many, if not all, of these challenges to stand as a genuine hindrance to learning may be, at least to some significant degree, mitigated.

Looking forward, one might suggest that future avenues of consideration may include the expansion or refinement of the noted modifications with the aim, perhaps, of a redesigned course, or courses, aimed at each proficiency level. This would need to be approached with caution so that the desire to make the course accessible would not conflict with requisite academic rigor. This is to say that modifications that make a lesson more accessible for one proficiency level may make the course less meaningful to students of a higher proficiency level.

An additional future consideration might be the application of some of the noted lesson modifications to other courses. This is a very sensible and actionable consideration, as the difficulties posed by a Debate course are generally not unique to Debate. Demands for argumentation, sound research methodology, logic, and rhetoric recur throughout one's education and, indeed, life.

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Why Teachers Should Use Journals in Their Reflective Practice Throughout Their Teaching Career

Aviva Ueno

Abstract

This paper reports on how a veteran English instructor with decades of teaching experience at the tertiary level benefits from and develops professionally by keeping and reflecting on a teaching journal. It describes how the instructor used her teaching journal to adapt to her new position as an adjunct lecturer for the Center for Foreign Language Education and Research (FLER) and improved her approaches to teaching English Reading & Writing 1 and 2 by reflecting on and comparing the first month of instruction of the English Reading & Writing 1 course in the spring semester to the first month of instruction in the English Reading & Writing 2 course in the fall semester. It demonstrates how keeping a teaching journal can be an essential tool for reflective practice and professional development for teachers at every stage of their teaching career, and how it can be particularly beneficial for teachers entering a new teaching context.

Keywords: *Reflective practice, Teaching journals, Professional development*

My Context

I have taught English in Japan for over 35 years, 18 of which have been at the tertiary level. At my previous university, I began as a part-time instructor and eventually became an assistant professor on a limited contract. In addition to teaching required academic English courses to first- through third-year students, my administrative duties included coordinating the English language program for my department, developing materials and updating the curriculum, hiring and supervising part-time instructors, and other administrative tasks. It was a challenging position, but one I had become comfortable and confident in, which made the idea of starting a new job at a different institution extremely daunting. Even with decades of teaching experience, leaving my comfort zone at this point in my teaching career was both exciting and scary! My peers and colleagues reassured me that with all of my experience, I would have no problem adapting to my new teaching environment. Still, I had my concerns because it is, in many ways, harder to adjust and change one's practices after having spent so many years in the same job in the same place, and the anxiety that I felt was genuine. I couldn't help but wonder

if this “old dog” could still learn the “new tricks” necessary to succeed in my new position.

I last felt this “fear of the unknown” in the spring semester of 2020, when all university classes were moved online due to the global COVID-19 pandemic. My inexperience and lack of expertise in teaching online made me feel unsure of my practices–I was very much a fish out of water. During that time, I developed a critical friendship with a colleague at another university who was equally unnerved by the challenges of online teaching. As part of our critical friendship, we kept teaching journals to record our experiences and to facilitate our discussions. We met regularly online to support each other, a process that led to numerous epiphanies and helped both of us adjust to the new normal of online teaching. (Ueno & Yoshida, 2023). Because keeping a teaching journal was one of the keys to the success of our critical friendship, continuing to keep a teaching journal when I began at FLER made perfect sense. Bailey et al. (2001) point out that keeping a journal allows teachers to describe ongoing issues, vent frustrations, and clarify thoughts. As I was in a new environment and had yet to establish relationships where I felt comfortable consulting about my concerns and feelings, my journal became a vital tool to help me cope, adapt, and reflect on the successes and challenges of teaching in a new context.

Literature Review

Reflective Practice and Teaching Journals

Reflective Practice is a key component of language (and other) teacher development (see for example, Farrell, 2012). It has been long established that teachers keeping professional diaries/journals is one of the most meaningful ways of engaging in (language) teacher professional development (Bailey et al., 2001). However, a curiously recurring theme in the literature was how useful teacher journals are for novice/new/pre-service teachers. For example, nearly 50 years ago, Schumann and Schumann (1977) presented “the results of a secondary analysis of 26 diary studies by novice ESL teachers” in the USA, all of whom “had less than six months of prior teaching experience” (p. 241). Given the age of that paper, it may be that diary studies were not always considered to be good just for novice teachers. However, that does not seem to have been the case i.e., such an approach to teacher professional development still seems to be seen as good primarily for “the newbies” but not so for those of us with decades of classroom experience, i.e., the “veterans.” For example, Komur and Çepik (2015) analyzed “the positive and negative reflections of ten pre-service English teachers [in Turkey] who kept diaries on their own learning and teaching processes and daily lives” (p. 1593), concluding that such diaries could “provide an effective tool to gain insight into the pre-service English teachers’ learning and teaching processes” (p. 1593). More recently, but in the same vein, Altalhab et al. (2021) reported on “the reflective diary experiences of 50 “Saudi pre-service teachers who taught English in intermediate schools” (p. 173). This paper suggests that keeping a teaching journal can be an essential tool for reflective practice and professional development, even for,

and perhaps in some cases, especially for, veteran teachers.

My teaching journal follows a focused free-write format recommended by Stevens and Cooper (2009), which is "like a brainstorm that can list questions, concerns, insights, resources, interests, roadblocks, strengths, weaknesses, opportunities, threats, and ideas" (p. 139). Farrell (2019) suggests that writing in a journal regularly enables teachers to "identify and address issues critical to their practice within their teaching context, and, as a result, provide more learning opportunities for their students" (p. 86). For this study, I chose to focus on the Reading and Writing 1 and 2 classes because I would teach them in the spring and fall semesters, albeit with different students from different faculties. I wanted to see how reflecting on my practices after the first month of teaching Reading and Writing 1 in the spring semester would impact my approach to teaching Reading and Writing 2 in the fall semester. I wrote weekly about these courses in my teaching journal, responding to the following questions: What was the lesson plan? What went well and why? What could have gone better and why? What actions do I need to take in the future? When I reviewed my journal entries, I used the EAR model (Curtis, 2023) to reflect on my expectations, assumptions, and realities of myself, my students, and the Reading and Writing 1 and 2 courses as a veteran teacher entering a new teaching context.

Reflections Based on the EAR Model (Curtis, 2023)

Self-Expectations as a Reading and Writing Instructor at FLER

As a teacher with extensive experience at the tertiary level in Japan, I was confident I could adapt quickly to my new teaching context. However, I expected there would be some challenges because there were significant differences between the teaching position I was leaving and the one I was entering at FLER. For example, my previous institution's reading and writing courses met twice weekly for two semesters and were taught by the same instructor. In contrast, the Reading and Writing 1 and 2 courses offered by FLER meet once a week for one semester, with different instructors for the spring and fall semesters. Even though the support materials for the Reading and Writing classes were helpful, I expected that it would be challenging for me to cover all of the items that were included in the syllabus because I was used to meeting with students to deliver the same type of course content twice a week rather than just once a week.

Assumptions and Realities During the First Month of the Reading and Writing 1 Course

It has always been my practice to spend time on community-building activities during the first few lessons of any new course because community-building in the classroom is essential for high student engagement. The Glossary of Education Reform (n.d.) defines student engagement as "the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education." Research on learning communities suggests

that students who feel part of a learning community can engage and reflect more actively and become more responsible and autonomous learners (See Berry, 2019; Sadera et al., 2009). Therefore, investing the time for community building has always been one of my top priorities.

However, my concerns about being able to cover the entire syllabus at a much faster pace than I was accustomed to led me to make certain assumptions about how things would go in my Reading and Writing 1 classes. These assumptions led me to make some counter-intuitive moves in how I planned and delivered the lessons. First, looking at the English program's curriculum as a whole and knowing that students would be taking the English Discussion course in addition to the Reading and Writing 1 course for their English requirement led me to the assumption that the cohorts for the discussion and Reading and Writing classes would be the same (which is not always necessarily the case). I therefore assumed that the students would be able to bond with each other quickly since they shared other classes. Based on that assumption and because I felt so pressed for time, I invested much less time in community building in my Reading and Writing 1 classes than I used to in my previous teaching context. The reality was that even though some students shared other classes, they were all first-year students trying to get used to university life. They needed more time to get to know each other and feel comfortable speaking in English in public. Because of this, it took longer to teach the course materials than I had expected because the students could not engage with each other in English as quickly as they would have had I placed more time and emphasis on community-building from the beginning of the course. Reflecting on the first month of the course helped me develop plans of action to spend more time on warm-up discussions and make the class more active and communicative to help the students bond.

Another assumption I made was that students could apply the discussion skills they were learning in their discussion class to the small group discussions we had in the Reading and Writing 1 course. Based on that assumption, I spent less time modeling, scaffolding, or explaining how to have practical small-group discussions in the Reading and Writing 1 class than I usually would. I made the mistake of simply providing the discussion questions and expecting the students to discuss without giving them enough scaffolding, which is something that, as a veteran teacher, I know never ends well! The reality was that the students had only begun learning discussion skills in their discussion classes, so they were not comfortable using the expressions even in their discussion classes, much less in other courses. Moreover, the discussions that the students were having in each discussion class were very structured and focused on specific content and particular discussion and communication skills, so it was overly optimistic for me to assume that they could apply those skills in a completely different context, particularly so early in the semester. Because I had not effectively shown them how to engage in discussion in the Reading and Writing 1 class successfully, the discussions we attempted during the first few weeks of the first semester were less successful than I had hoped, as I noted in my journal for week two:

> While the students are keen and cooperative, the small group discussions could have gone better today. I reminded the students of the communication and discussion skills they had covered in Week 1 of their discussion classes, but they either couldn't remember or couldn't apply those skills effectively. They seemed hesitant to speak with each other in English. I shouldn't be surprised by that since I didn't give them enough time to chat and relax in English at the beginning of class, which I regret. I need to rethink my approach—spending the extra time to let students get to know each other and showing them how to engage in small group discussions would have made all the difference. I won't make that mistake again! (April 18, 2023)

Instruction of Reading

During the first class, we discussed the value of improving our reading and writing skills in English as part of the course introduction. Although most of the students were frank about their general lack of interest in reading and writing in any language, they seemed impressed with the benefits of reading and writing that I presented, including improving their grammar, vocabulary, and critical thinking skills, and were surprised by the data that showed the amount of information that is written on the Internet in English (58.8%) as compared to the amount written in Japanese (3%) (Statista, 2023). In class, I instructed the students to take the Macmillan online reading assessment test to determine their most suitable reader level. I asked them to choose a reader (either digital or hard copy from the library) and be prepared to introduce it in the next class. I gave them some points to prepare (author's name, publication date, genre, why they selected that book, etc.). Although I assumed that some students would not be ready to do this in the following class, I expected that enough students would be prepared and that we could engage in small group discussions about the books we were reading. However, the reality was quite different from my expectations, as noted in my journal for week two:

> I was excited to get the students talking about their readers, so I put them into small groups to introduce and discuss their chosen books. I modeled how to approach the group work with the reader I had chosen and listed prompts to help them explain their reader. I also provided follow-up questions that they should ask each other. The students did OK while modeling the task with me, but once I put them into groups, things went differently than planned for several reasons. First, although the students said they were ready with their readers, in reality, some had yet to choose their readers, so they were scrambling to connect to the online library to choose one. Then, even those who had chosen readers struggled to access them because of connectivity issues (although they had been instructed to download them before the class). The few students who had gone to the library and borrowed books were able to produce their books, but some had yet to begin reading and had mainly chosen the books because they "liked the cover." We

> spent much more time than I had planned for this activity which threw off the rest of the lesson plan. As always, I had a plan B and C for this class just in case the discussion went south, so all was not lost, but I felt deflated and regretted that I had not set up the activity better to ensure success. (April 18, 2023)

After reflecting on the less-than-successful discussion of the books we were reading, I decided to take a more proactive approach by creating a Google form that students were required to fill out weekly to chart their reading progress. Students had to report on the title, the author, the number of words, why they chose the reader, how many pages they read, the main ideas, and what they liked/disliked about the book. In this way, I could track their progress, and students could use the information they added to the form to discuss their readers with their classmates. After introducing the Google form, students were better at charting their reading progress but needed more scaffolding to engage in small group discussions. As the semester progressed, I organized the small group discussions by assigning each student specific roles (facilitator, reporter, note-taker, and contributor), which helped keep the discussions more organized and focused. I also provided handouts with instructions, useful language, and model answers, which kept the students on point and productive.

Instruction of Writing

Teaching writing is something that I have enjoyed doing for many years, and I was excited about working with the students on their academic writing skills. In our first writing class, I carefully went through each step of the writing process, including brainstorming and forming clear topic sentences, organizing supporting sentences logically by giving reasons, examples, and explanations, and a clear concluding sentence that sums up the paragraph. We worked collaboratively as a class to create a paragraph on a familiar topic: Should university students do part-time jobs? This topic was ideal because all students had opinions, and I knew they would be comfortable talking and writing about it. My journal entry for week three was much more positive than in the previous two weeks:

> Such great classes today! The students are starting to become more relaxed with each other, and rather than trying to warm up by talking about what they are reading (which has not gone that well in the previous classes), I decided to have the students warm up by talking about what they did on the weekend, and what their plans were for the upcoming Golden Week break. It was a relaxing and fun way to start the class and put students into the right frame of mind for the rest of the lesson. It reminded me that one should never underestimate the importance of the warm-up! I have been letting the time constraints of teaching these students just once a week get in the way of following the usual practices that had stood me well thus far in my teaching career. I'm not going to let that happen again! The whole lesson went as planned, and the students worked really

> well together on their paragraphs! Let's hope I am on a roll now and have smooth sailing ahead! (April 25, 2023)

I was pleased with the first day of writing, but I realized in the following weeks that having class once a week rather than twice a week made a huge difference in students' retention of the materials, as indicated in my journal from week four:

> Although we had a week off for Golden Week, I told the students that we would continue to work on paragraph writing after the break, so part of their homework was to review the writing skills we had covered. I created a quick review of the writing process with a fun, interactive whole-class quiz, but when I asked the first question: What are the three parts of a paragraph? and gave students a minute to consult with each other to confirm their answers, they could not come up with even one answer! From my experience, I know that students tend to retain only some of the information from previous classes, and there had been a week off between classes, but still!! (May 9, 2023)

After reflecting on the problem of the students' retention (or lack thereof) of the lessons, I decided to inform students that we would have short weekly review quizzes on the previous week's materials based on the slides that I posted every week to the LMS. I hoped this would encourage students to review more, which would help them retain the materials. Because of time constraints and to make the class more communicative, I did the quizzes orally with students working in groups. While this was lively and beneficial, I could not track each student's retention of the materials, so I needed to consider more strategies to tackle this particular issue.

Actions Taken in the First Month of Reading and Writing 2 Based on My Reflections From Reading and Writing 1

The summer break provided some much-needed time to reflect further on my journal entries from the Reading and Writing 1 course and develop strategies to deliver more effective lessons in the Reading and Writing 2 courses I would teach in the fall. I was determined to address the areas I should have done better at the beginning of the first semester, starting with building a strong learning community with my new classes and teaching strategies for small group discussions to maximize group work productivity.

I decided that even though it was likely that the students knew each other better and were more accustomed to university life than in the spring semester, I wanted to make sure not to cut corners when it came to community building and taking time to get the students warmed up at the beginning of class. I reminded myself that students may not have spoken English since the previous week or spoken to each other in any language because they take different courses and have busy extra-curricular schedules and part-time jobs. Therefore, I designated enough

time for warm-up from day one of my Reading and Writing 2 courses. I gave students clear roles and responsibilities during the warm-up (and other small-group discussions) by assigning them specific discussion roles using laminated role cards (facilitator, reporter, note-taker, and contributor). On the first day of the new classes, I assigned the roles by visiting each table (5 groups of 4 students per group) and having students close their eyes and randomly pick a role card. While this method of assigning roles may not seem innovative, it created a moment of excitement for the students, and it allowed me to visit each group and briefly interact with the students directly from the beginning of the lesson. After the warm-up, all group members took a minute to help the reporter prepare to report to the class with a summary of the warm-up discussion. As noted in my journal for week two, spending time on the warm-up this way significantly impacted the class atmosphere:

> I can't believe how big a difference using the laminated role cards in the warm-up makes! At the beginning of today's class, I gave hints to elicit the four roles for discussion that I had introduced in the previous week, and the students actually remembered! We had a huge laugh when I asked, "What do we call the leader of the discussion?" and one student shouted out, "Terminator!" rather than "Facilitator"! When I visited each group with the role cards, holding them face down and having the students randomly pick them, the reactions were hilarious! Students who pulled the contributor card were pumping their fists with joy, while those who pulled the reporter card shrieked with dismay! The warm-up set the tone for the rest of the lesson, which went great! The students were cheerful and engaged, which is an absolute win, especially for a Saturday morning class! (September 30, 2023)

By week four, I decided to put more responsibility on the students by having them assign each other roles for discussion. I had students do rock/scissors/paper in their groups, and the winner was responsible for assigning the roles and explaining why they had chosen each student for a particular role. I provided them with useful language, such as, "I want you to be the facilitator because you are a good leader!" "You should be the note-taker because you are good at listening!" I also taught them the expression "with great power comes great responsibility," as used in a recent Spiderman movie, which many knew. In this way, I was helping the students develop into more responsible and autonomous learners.

My approaches for teaching reading and writing skills during the first month of the Reading and Writing 2 course were based on my reflections from my journal entries from the Reading and Writing 1 course, with positive outcomes. Even within the first month of the course, students exhibited more confidence in their writing. They were able to use reading skills more effectively to gather information for their first essay, which asked them to give their opinion on why it is so difficult for Japan to achieve one of the UN's Sustainable Development Goals (SDGs) of their choice. As I continue to write in my journal and reflect, I am discovering

more effective ways of instructing and supporting my students.

Takeaways

Using a teaching journal to reflect on the first month of the spring and the fall semester as a veteran teacher in a new teaching context has improved my teaching practices. It has given me valuable insight into several areas that can benefit other veteran instructors entering a new teaching context.

First, the notion that veteran teachers can quickly adapt to a new teaching context should not be assumed. Even experienced teachers are "inexperienced" when their context changes. It may take some time for them to find their feet after entering a new institution, as every context is unique (Curtis, 2017). However, exposing one's vulnerabilities to new colleagues can be challenging as a veteran teacher. Therefore, keeping a teaching journal can be an excellent way to record and reflect on one's classroom experiences and express concerns and insecurities that are difficult to share with others when first joining a new institution. In my second semester at FLER, a colleague with more than 25 years of teaching experience in Japan, who had also begun teaching at FLER at the same time as I did, commented that all of her "good teaching tricks and habits went out the window" when she first came to FLER. It was something of a relief for both of us to realize that it is not uncommon, even for veteran teachers, to be overwhelmed and to have anxiety when entering a new teaching context (Mason, personal communication, October 18, 2023). This conversation reinforced the idea that journal writing, reflection, and collegial discussions are valuable forms of professional development at all stages of a teaching career.

Next, although the literature focuses mainly on the importance of pre-service teachers keeping a teaching journal, it is undeniable that it can also be an invaluable tool for reflection and professional development for all teachers, regardless of what point they are at in their careers. As pre-service teachers, we receive training and acquire fundamental teaching skills, but the time we spend in teacher training is finite. Lange (1990) states that "Teacher development is a term used in the literature to describe a process of *continual* intellectual, experiential, and attitudinal growth of teachers" (p. 250, emphasis added). Bailey et al. (2001) suggest that Lange's definition is helpful because it suggests that development can and should continue throughout the teacher's career. R, an expert teacher, stated: "I intend to go on teaching as long as I feel I can learn from my students and those around me. If I feel too self-confident, that there is nothing for me to learn, this will be my last moment as a teacher" (Olshtain & Kupferberg, 1998). These words are a core part of my teaching philosophy. Teachers who want to do their best for their students must be lifelong learners and continue to grow and develop professionally, regardless of where they are in their teaching careers (Ueno, 2023).

My teaching journal helps me to reflect on my teaching professionally and proactively. It allows me to celebrate my successes, reflect on what I can improve in my teaching, and develop a plan of action to ensure that I constantly and continuously develop my practices.

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Rikkyo University's FLER CLIL Seminars: History Course-Design Thought Process and Piloting

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Abstract

The creation of centers for language education and research that are affiliated to universities in Japan, yet administered semi-separately, has continued to increase over the past ten years. With the establishment of these institutions has come inspiration for the revision and refreshment of their current English language curricula. One such methodology that many centers have latched onto for implementation is Content and Language Integrated Learning (CLIL). This paper will provide both background information about the development of Rikkyo University's Center for Foreign Language Education and Research (FLER), as well as explain the process for the launch of its new CLIL curriculum, from planning to piloting, and then its execution. In particular, it will focus on one teacher's thought process for the course design of a CLIL History Seminar and a brief reflection on the reality of how a few components of that imagined pedagogy panned out within this specific context.

Keywords: *CLIL Seminar, History, Japan, TESOL, Curriculum Design, Rikkyo*

Introduction

Background of the FLER Center

Since 2020, Rikkyo University has been in the start-up phase of its new Center for Foreign Language Education and Research (FLER). With its creation, there has been simultaneous planning and design for the launch of a new curriculum, which adds a stream of Content and Language Integrated Learning (CLIL) courses for students. CLIL, "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al., 2010), is a method popularized in Europe in the 1990s, that has steadily gained momentum in Japan (Japan CLIL Pedagogy Association, 2021) throughout the past ten years and is being implemented across the country, whilst fine-tuned to each individual context and student body. With Rikkyo University's FLER officially up and running since 2020 (despite the onset of the worldwide health pandemic), the new CLIL curriculum will be ready to launch in 2024. For universities who may be considering this method and adding it to their programs, hearing the experience of fellow teachers who have

recently gone through the process may be of interest to them not only in terms of how it is being applied within this specific context, but also how they might be able to apply it to their own environment, should CLIL come their way.

Process

Pre-Launch: Planning Committees

As a part of the duties for the *Kyouiku-koshi* (Adjunct Lecturer) position within FLER, teachers are additionally assigned to one or two committees to work on throughout the year. For the years 2020 and 2021, the author was placed on the CLIL planning committee. The first year, the team was small, consisting of only a few members. During this time, reading material related to CLIL (Hoffman-Aoki, 2015; Nitta & Yamamoto, 2020; Obara, 2015, 2020; Ohmori, 2014) was added to a shared Google Drive folder, standards for CLIL that aligned with CEFR descriptors were considered, a list of textbooks for various content was compiled, and committee members shared experiences implementing and teaching CLIL in other programs and at other Japanese university language centers.

A main point of discussion that was continuously brought up was the debate of a comparison between content-based teaching and utilizing an authentic CLIL approach. While content-based teaching has traditionally been around for a long time within Teaching English to Speakers of Other Language (TESOL) contexts, it is the integration of a language thread throughout the material that is the key component of CLIL and what should be stressed to new teachers. With syllabus design well underway, now in 2023, it is clear that this point is being emphasized, as can be seen in the guidelines for writing individual syllabi that were sent to instructors in December of 2022:

> *Special note for CLIL classes:
> Content and language integrated learning (CLIL) classes offer teaching of both content and language in the classroom. As such, the course objectives and content should reflect them explicitly. It may help to indicate which are content learning objectives and which are language learning objectives separately wherever possible (see attached sample CLIL course with content and language learning objectives). This will set a CLIL syllabus apart from a non-CLIL course (English Electives Committee Interdepartmental Communication, December 20, 2022).

The second year, in 2021, the CLIL Planning Committee grew in size, and was re-classified as a "New Electives (starting in 2024) Committee." It consisted of six *Sennin* (Professors), two *Tokunin* (Specially-appointed Associate Professors), and seventeen *Kyouiku-koshi*. It was also divided into four categories: CLIL overall framework, Global Communication, Global Studies, and Global Career. The main task for committee members in 2021 was to create

resources for teachers. Members were each assigned 1–2 new electives to choose from, and then asked to create materials which included: a PowerPoint slideshow of "Top 10" Resources for that content area, a sample syllabus (which aligned CEFR descriptors with course objectives), two lesson plans, and a rubric for one course assessment. For CLIL History, some resources the author included in the "Top 10 List" were: *Newsela*, *Facing History and Ourselves*, *Films for Action*, *Short Lessons in World History*, and *U.S. History Skillbook*. One lesson plan focused on the assessment of a historical debate, and the rubric aligned with that. By the end of the term, all committee members' resources were uploaded to a Google Drive folder for future reference.

Pilot Courses

The next phase of this process involved piloting the courses. While some *Sennin* began this in 2022, piloting trickled down to the *Kyouiku-koshi* in 2023 as well. In the fall of 2022, before the schedules came out in December, a *Tokunin* reached out to the author to ask about availability of piloting a course. The author responded with a willingness to teach the CLIL history course, since this is the content area that was focused on for the author's two years on the planning committees, and the one in which materials had already been created and compiled; thus, the instructors on those committees should all seemingly be interested in trialing them with students. CLIL History and the historical debate assessment are also threads that the author has woven throughout previous freshmen Academic Communication classes at another university, and had good success with, so the thought of testing them out as electives in FLER's context seemed an interesting comparison.

In addition to this, after the elective courses were assigned to instructors for the following year, an email was also received from the Electives Committee Chief around the end of December, with guidelines for creating syllabi and links to the Google Drive folders with syllabus templates and samples. Included in these folders were the pilot CLIL courses from 2021 and 2022. Having a look at the "CLIL (Spring 2022)" folder, we can see that there are eight sample syllabi: *Intro. To Global Studies (Natural Science)*, *CLIL Seminars: Literature*, *Current News*, *Intercultural Studies*, *Introduction to Global Studies (Humanities)*, *Introduction to Global Studies (Social Science)*, *Multimodal Communication*, and *Self-Directed and Reflective Language Learning*. Of these eight syllabus samples, only four of them mention the minimum requirements:

> **Minimum requirements:** CEFR B2+ level, TOEFL (R&L) 785, TOEFL iBT 87, TOEFL ITP570, GTEC325, IELTS 6.5 言語自由科目オナーズ・モジュール科目

Only three of them directly mention how the course weaves in CEFR descriptors and how they will be applied, such as the following example.

> Throughout this CLIL course, students will learn how to:

1. understand a clearly structured lecture, and take notes on major points (L)
2. understand and use target specialist vocabulary required in 1) academic lectures and 2) literary topics (L)
3. respond appropriately using questions and responses in discussions and presentations (L)
4. describe and analyze features of contemporary literary writing (C)
5. show understanding of language and literary features such as narrative structure and theme (C)
6. apply knowledge of contemporary literature in society in reflective writing and presentations (C)

*L = Language goal, C = Content goal

None of the courses use a textbook. The authors recalls from time at another university that when that Language Center was starting, the difference between content-based teaching and the CLIL methodology was stressed to new teachers. While it is true that both methods teach content, the latter clearly weaves and integrates a language thread into the course design. To prevent new teachers from feeling overwhelmed with material development and attempting to create their own language corpus thread with their own materials prior to the course commencement, the committee often recommended books such as Cambridge's *Academic Encounters* Series (Sociology, Human Behavior, The Natural World), with word lists in the back of their textbooks connected to that content and also the Academic Word List in order to have a language thread sustained throughout. Alternatively, teachers could choose authentic textbooks, such as this one used for a Journalism Writing Course (Tate & Taylor, 2013), that is not technically "CLIL," but is used in high school courses in the U.S. It has a comprehensive glossary in the back of the text, and short lessons from chapters can easily be extracted and adapted to EFL/ESL courses. Finally, even though the self-directed and reflective learning course syllabus sample in the folder uses no textbook, we can clearly see from the instructor's notes on the syllabus how the CLIL component will be integrated.

Throughout this CLIL course, students will learn how to:

1. create learning goals and reflect on progress applying knowledge of a target academic field (C)
2. describe features and stages of learning plans and classify points to develop (C)
3. consider aspects of individual learning histories in relation to culture and learning backgrounds (C)
4. implement and reflect on individual language learning plans (L)
5. show understanding of subject-specific vocabulary of a target academic field and related to interests (L)
6. respond appropriately using questions/replies in presentations and cooperate in group

discussions and presentations (L)

*C = content-related goal, L = language-related goal

Thought Process for Creating the Pilot Syllabus

Since FLER's CLIL courses are listed as electives, syllabi need to be input into the *CampusMate* system at the beginning of January, so that students are able to review them when they are choosing their courses for the spring term, which starts in April. In addition to the email and guidelines from the FLER Electives Committee Chief that was delivered in December of 2022, piloting instructors assigned to these courses also received a packet in the mail from the university administration, with the deadline for input included. For 2023, the deadline was January 17th.

Before planning any course at Rikkyo, teachers might want to consider the following questions:

- Which campus will this course be taught (Ikebukuro or Niiza)?
- What are the major colleges on those campuses? (e.g., Tourism, Psychology, Economics, Intercultural Communication, etc.)
- What day of the week and what period is it? (e.g., Monday, 1st or Thursday, 3rd)
- Is it once or twice a week?
- How many students will be enrolled? (Although there is no way to know this until after registration a week before the semester starts)
- Should a textbook be required?
- If so, how much will it cost?
- What's typically worked well and been successful with other electives I've taught in the past?

With these questions in mind, the author started by considering the textbook. Taking into consideration the sample syllabus in Google Drive, and also looking at the materials collected during the committee planning process, there were two textbooks that the author began contemplating. One was a skill book (Henry, 2019) for the practice and application of historical thinking skills for the Advanced Placement U.S. History course tests in American high schools. The idea that the skills were clearly isolated, such as: separating facts from opinions, analyzing documents and establishing their credibility, and how to use maps and graphs effectively seemed like it might work well. This approach seemed flexible for managing the content. The second was a textbook that has short lessons in world history (Churchill & Churchill, 2006a). The lessons are fairly traditional, with short readings and critical thinking discussion questions. There are also maps connected to the readings and crossword puzzles for review at the end of each chapter that integrate vocabulary and comprehension of the readings.

Taking all of this into account, the author settled on not assigning a textbook to purchase, since that was the direction the samples from the chief seemed to suggest. Instead, sampling a few readings from the world history textbook as the main content for the course and a few lessons from the skill book as students begin researching and preparing for their first historical debate, and then supplementing the rest of the materials with audio-visuals and articles found online was decided upon as the approach. One reason for this was that after a more careful review of the skill book, for the actual practice and application of the skills, it required students to draw on previous knowledge of U.S. History. Readings to work from were not included in the chapters. This would be a challenge for local students and require the teacher to supplement them with more materials. With this text, it is also fairly easy to pick and choose skills in isolation to apply to lessons, so sampling one or two to try out could be done. In contrast, when skimming through the readings from the world history textbook and the glossary at the back, based on the author's sixteen years of teaching in the Japanese context, it was imagined that this is content that students would have studied in high school in Japanese, and so they will likely already have prior knowledge in the L1.

Finally, an understanding of TESOL methodology, is that despite a class being designed with CLIL or not, a basis for all language classes is that they include the four skills of reading, writing, speaking, and listening. For many of the electives the author has taught in the past, something that has always been successful, is to create long listening close exercises as a warm-up activity, with the listening audio tracks taken from authentic sources (History.com, National Geographic, etc.) related to the content. These can add balance with that final fourth skill that is lacking in readings, writing homework, and discussion.

Launching the Pilot Class

Approximately a week before each semester begins, teachers can see on the *Rikwes* system how many students have enrolled in their course. This "CLIL History Seminar" pilot was scheduled for the fall semester of 2023, on Thursdays during 2nd period, on the Ikebukuro Campus. Although the instructor had predicted that at least 8–10 students would sign up, only two ended up enrolling. Including the teacher, all participants are from different first language backgrounds and fields of study. Five weeks into the course, and despite the fact that there are only three of us all together, the individual strengths and weaknesses of students seemed to be nicely balanced. As a result of coming from a variety of specializations, some students are well-versed and innately knowledgeable of all of the material that is included in our readings, so there is little need to explain or review. Others are also knowledgeable of the material, having studied much of it in high school, but also have strong communication skills, and keep the pace of discussions smooth from a communicative standpoint.

At five weeks into the semester, the class has covered three readings related to: Early Civilizations (Egypt and Sumer), Greeks and Romans, and Other World Civilizations (The Americas, Asia, and Africa). For the first reading, we worked through the comprehension

questions and maps together, so that the students could get an understanding of how to do them on their own for homework later. For the next two lessons, 1–2 pages of homework was assigned (comprehension and map questions), and we reviewed it in class together.

For writing, in addition to the homework, we have been taking breaks throughout the homework review discussions to answer the critical thinking and application questions included in the textbook. Students take a few minutes to write their answers, and then we discuss.

Finally, for listening, two close exercises related to the content, both taken from National Geographic's online sites, were used. The first was about Cleopatra, and the second was related to the Inca Civilization in South America. It was about the World Heritage Site, Machu Picchu, in Peru.

From a CLIL perspective, the language is integrated through this historical content, and recycled in all of the individual activities. At the beginning of the term, we reviewed the glossary in the back of the textbook together, and students confirmed that they both knew at least eighty percent of the vocabulary. Since many of the words are related to names of people and places and written as *Katakana* (foreign words) in Japanese, it is easy to understand how students would know as much vocabulary related to history as they do.

At week five, we are now also ready to start preparing for our first "debate." The original logic behind using a debate as an assessment, was that students would have taken a debate course during their freshman year, as one of the mandatory skills classes (which are currently: Reading and Writing, Presentation, Discussion (spring), Debate (fall), and e-Learning. Now entering and advancing to the "content" elective seminars, ideally, teachers should be able to apply those required skills to these CLIL courses.

However, with only two students, the author is thinking this might pose a slight challenge, since they do not have a partner to work with on their debate team, as they did during freshman year, when there were approximately twenty students in their class. Instead, the instructor and the students discussed it as a class and decided to make the debates more like presentations, with each student presenting their research for one side of the proposition, either for or against it.

In addition, we have also decided as a class what the debate proposition will be. Everyone agreed that they would like to do something different from their major classes. And also, even though the debate is about an event from the past, the class also agreed that it should be relevant presently to our lives somehow, in order to consider how these issues are still applicable, and what lessons can still be learned from them.

Thus, the class decided what the debate proposition considering an event from 1911: Hiram Bingham should be able to take a research team from Yale University to Machu Picchu and receive funding from the university for it. After the in-depth listening about the Inca Civilization and the World Heritage Site of Machu Picchu, students were intrigued by the history and "discovery" of this site in the early 1900s, since they were mostly familiar with it from a tourism perspective. Since both students belong to seminars and are familiar with

professors taking trips with their students, everyone agreed that this was a topic they could relate to, even though it is more than a hundred years old.

With that decided, weeks five through seven have been spent preparing and researching for the debate presentations. The process began by reviewing one of the listening activities (*Historypod*) and asking follow-up questions about it. Here are the questions students generated:

1. Why was Machu Picchu hidden/abandoned and remained?
2. Why wasn't anyone living there?
3. Why was Machu Picchu made with stone?
4. What is the PanAmerican Scientific Congress, and who is meeting there?
5. Why didn't the Spanish Conquistadors find it? What was their relationship with the Incas? How did they treat them?
6. What is some other important information that Bingham discovered at that time about the Incas and this site?
7. What are some details about the farm boy who introduced Machu Picchu to him?
8. Who owns Machu Picchu?
9. What is some more background information about Bingham? What is his specialization? Does he speak Spanish? Were there local Peruvians on their research team?
10. What were the dangers there in the early 1900s?

For the remainder of class five, students tried to find answers to these questions, through basic internet searches. Students each bring their laptop computers to every class, so they use their own devices.

In class six, the lesson goal was to try to refine research skills by utilizing Rikkyo University Library's databases. Through an advanced search, students narrowed down the databases to historical newspapers, which includes access to historical collections of *The New York Times*, *The Japan Times*, and *The Yomiuri Shinbun*, to name a few. The remainder of this class was spent with each student searching for 1–2 historical newspaper articles from 1900–1930 of reports about information related to Hiram Bingham and/or his "discovery" of Machu Picchu. After finding and silently reading the articles, each person explained them to the other. One article was a 1908 obituary of Bingham's father (The New York Times, p. 9), which included biographical information about this family history. Another was a report from December 1924, about Bingham having been elected as a senator to Connecticut (Howe, p. XX6). This article told of his work as a scholar, explorer, and specialist on Latin America. At the end of this lesson, we also decided which side each student would "present" on for the debate—either affirmative or negative. Students made outlines with their reasons. On the affirmative side, the reasons included: Easy Access, Cooperation with Other Organizations, and Ownership/Access to Documents and Data. On the negative team, who is arguing that Bingham

should not be able to take a Yale University-funded research team to Machu Picchu, the reasons were: Cost, Danger, and Work Responsibilities. For homework, students were asked to bring in one more historical newspaper article. One of these included a review of a book that Bingham's son had written about him (Buckley Jr., 1989).

Although the class has slightly deviated from the schedule, the intention for week seven is for students to start creating their PowerPoint slides for their presentation. At the start of this class, we watched the beginning of a video of an advanced debate elective that the instructor had taught at the Niiza campus in 2019, where two students were debating the proposition "Should foreign companies be required to use solar power in South Africa." That class was also small in size, and so students in that course ended up giving persuasive presentations as well, either for or against the proposition. It seemingly worked well. After that, students agreed upon more specific guidelines for the presentations. Ultimately, students will need to have a minimum of fifteen slides in their slideshow, and must include historical maps, photos, and newspaper articles. After giving their "opening speech" presentations in week eight, which includes background information about Bingham's discovery and their supporting or opposing views of the proposition, students will slowly practice cross-examining and rebuttals together as a class in a semi-controlled style.

Adjustments

As a result of the small class size and individual differences, as mentioned above, adjustments have had to be made as the class progresses. The main adjustment thus far has been the adaption from a traditional "team" debate to a "debate presentation," similar to the persuasive presentations that are required in the mandatory presentation classes. A second adjustment has been to hold off on the materials from the skill book for analyzing historical documents. Depending on how the first round of presentations go, those skills can hopefully be added to the final debate. One final adjustment regards the learning environment. The class is located on the fifth floor of building five on the Ikebukuro campus. The morning sun has greatly affected progress and slowed the class down. The room becomes incredibly hot during this time period, and since the air conditioning is regulated by the administration and changed to the heating setting after November, attempts to cool down the room have been unsuccessful. Both the teacher and the students have been having trouble concentrating. Albeit, not related to the content itself, but creating a comfortable learning environment holistically in order for learning to be optimized, should remain on any ESOL teacher's to-do list since students operating in a second language often tend to have their other senses heightened at this time, and teachers are aiming to keep the focus on the language.

Conclusion

Future Direction

Up until this point, the biggest change that the author plans to make for a future CLIL History Seminar course is to eliminate the debate as an assessment. While the author has indeed had great success with this assessment in past classes, this is attributed to the fact that they were freshman courses that met twice a week for twenty-eight weeks. There was time for other lengthy readings and discussions, and it consisted of twenty students who could work together in dynamic teams.

For a CLIL History Seminar elective within FLER, the author personally thinks that it is enough to use Discussion Tests as a main assessment. Overall, students still generally seem to have positive feelings about those courses, and many comment that they are some of the only college classes where they can talk to new people and make new friends. Applying this skill that they still feel positively about within new content areas might be a great way to practice and level-up, communicatively—which has historically been a strength of this university! If students want to debate, they can choose to take that as an isolated elective and/or instructors can build those previously learnt debate skills more softly into other assessments less directly.

*** Due to the fact that the CLIL curriculum will officially launch in April 2024, the author has decided to publish this article before this CLIL seminar pilot has officially concluded, in order to better assist new teachers in their curriculum design within this context.

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A Guide to Using a Mobile Application to Track Spoken Fluency

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Abstract

In previous Journal of Foreign Language Education and Research (JFLER) articles, we wrote about designing a mobile application to measure students' monologic spoken fluency in classroom settings (Woodward & Gupta, 2022; Woodward & Rappeneker, 2023). Currently, instructors of Rikkyo University's English Discussion Class (EDC) do not have an objective and quantitative method for monitoring students' English spoken fluency development across the semester. Yet, the language-based goal of EDC is to develop it (Hurling, 2012). The purpose of this article is to provide an instructional guide on how to use the mobile application. After testing the app, it has undergone many modifications since 2022. Therefore, in addition to how to use the application, we discuss the features that have worked, the ones that have not, and the ones that we plan to add. We provide support for app-based choices with theory and research into the field of spoken fluency development. With this paper, we hope that the instructors who wish to incorporate the mobile app will be able to do so.

Keywords: *CALL, MALL, ESL, Speaking, Monologues*

Introduction

Assessing spoken fluency in second language (L2) speakers is recognized as a challenging task, acknowledged by many evaluators (Kang et al., 2019). Tavakoli (2016) and Tavakoli and Wright (2020) describe spoken fluency as a multifaceted construct influenced by various factors, including psycholinguistic aspects like anxiety and motivation, linguistic factors like L2 vocabulary and first language fluency, and sociolinguistic factors such as L2 exposure and group dynamics. Factors such as studying abroad, rehearsal time, task type, and topic familiarity can also impact spoken fluency (Wright, 2020).

These elements make spoken fluency difficult when assessing to generalize results. The language-based goal is to enhance L2 spoken fluency in English discussion class (Hurling,

2012), yet instructors currently lack a method to track students' progress in English spoken fluency throughout the semester. To tackle this challenge, we created a mobile application specifically tailored to assess students' monologic spoken fluency on topics familiar to them. Given the complex nature of spoken fluency, we have not determined the extent to which students' spoken fluency results are generalizable to other task types or to unfamiliar topics, so the results are best interpreted narrowly in regards to students' monologic speeches on familiar topics. According to Segalowitz and Freed (2004), spoken fluency can be improved significantly in non-immersion environments. Thus, despite its limitations, the app might be useful as a pedagogical tool for students to track their progress throughout the semester and to acquire greater metalinguistic knowledge of spoken fluency.

Literature Review

Spoken Fluency

Spoken fluency is narrowly defined as the effortless and continuous quality of speech, characterized by traits like fluidity and smoothness (Segalowitz, 2010; Tavakoli, 2016). Segalowitz (2010) delineates a multidimensional model of spoken fluency that comprises three interrelated components: cognitive, perceived, and utterance fluency. Cognitive fluency pertains to the mental processes involved in generating L2 speech, encompassing the time elapsed from conceptualization to articulation. This aspect is operationalized through reaction time measurements (Segalowitz & Segalowitz, 1993). Perceived fluency involves assessments of fluency made by listeners (Segalowitz, 2010; Segalowitz, 2016). Lastly, according to this model, utterance fluency entails observable, surface-level features of speed, breakdowns, and repairs. Speed is the rate of speech production; breakdown denotes a complete or partial interruption in the flow of speech; and repair occurs when speakers rectify mistakes or omissions in their intended message, often through repetition or self-correction. Utterance features of spoken fluency, along with listeners' perceived fluency judgments, can provide ways to measure dimensions of spoken fluency. One such utterance feature is untrimmed speech rate, a composite measure of fluency encompassing speed, breakdowns, and repairs, without the deduction of any disfluencies from the final calculation. According to Suzuki et al. (2021), composite measures such as speech rate are highly correlated with listener-based perceived spoken fluency.

Benefits of developing L2 spoken fluency include: a) intelligibility; b) effective communication in real-life situations; and c) fulfilling future aspirations. To begin with, a) intelligibility pertains to how easily listeners can understand the meaning of a spoken message. When speakers talk too slowly, it can hinder the comprehension and intelligibility of their message, as listeners may struggle to maintain attention (Lennon, 2000). In terms of b) effective communication in real-life scenarios, speakers who converse too slowly might encounter challenges in saving face (Lennon, 2000). While factors like vocabulary, complexity, and

accuracy contribute only minimally to human ratings of spoken performance, spoken fluency significantly influences scores on standardized speaking assessments (Ogawa, 2022). With regards to c) future objectives, standardized tests like IELTS can act as gatekeepers, facilitating learners in realizing their ambitions of studying or working abroad. While benefits to cultivating spoken fluency exist, activities crafted to enhance this skill are frequently overlooked in the classroom (Rossiter et al., 2010; Tavakoli & Hunter, 2018). In instances where educators do focus on speaking skills, they typically involve students in speaking exercises without introducing them to the particular metalinguistic aspects related to repair, breakdown, and speed (Tavakoli & Hunter, 2018).

3/2/1 Activity

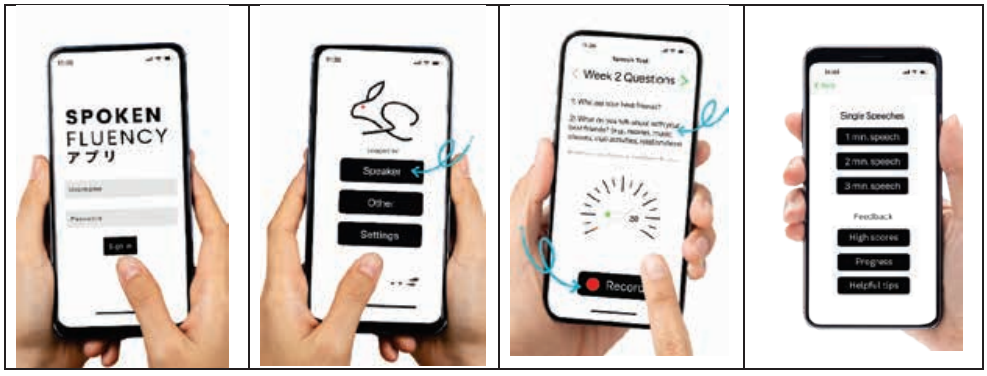
According to Nation and Newton (2009), effective spoken fluency activities exhibit three characteristics: they (a) provide support to enhance students' performance, (b) encourage the use of already known language items, and (c) prioritize the emphasis on meaning over form. To meet the first requirement, time-constrained activities can be employed, where instructors set specific time limits for completing a task. For the second requirement, choose familiar topics, such as friends, family, or school life, and encourage students to incorporate their existing L2 knowledge. Finally, to fulfill the third requirement, students can be paired with a new listening partner each round to create a knowledge gap. The 4/3/2 activity introduced by Maurice (1983) aligns with all requirements. Speakers discuss a familiar topic for four minutes. After that, the speakers switch to new listening partners and repeat their monologues within three minutes. This process is repeated with speakers having only two minutes to repeat their monologues. The belief is that the decreasing time constraint and repeated practice helps speakers to increase their spoken fluency (Nation & Newton, 2009). For time-constraints or students with lower proficiency, the time can be modified to 3/2/1.

Mobile Application

Students can download the mobile application on their phones and use it both in and outside of the class. During EDC, while they participate in a modified 4/3/2 activity called 3/2/1, they can use the app. Figure 1 below shows the first few screens.

Figure 1

Pages of the Mobile Application (From Rappeneker, 2023)

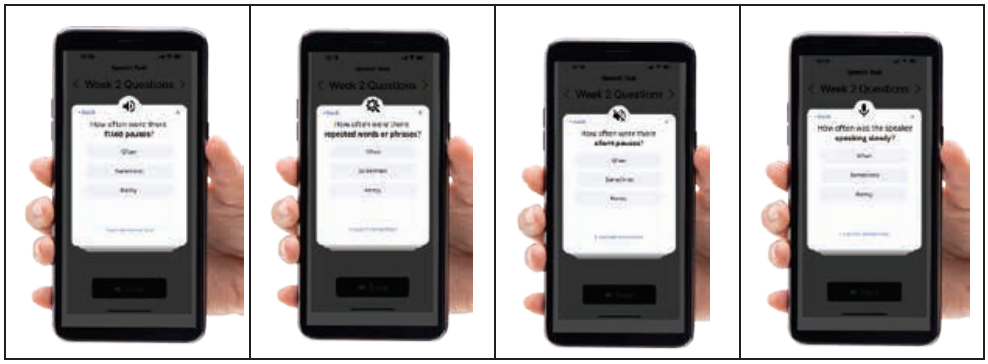


Upon logging into the app (first picture from the left), users see 'speaker,' 'other,' and 'settings' (second picture). If users click on 'speaker,' the application moves to the weekly questions page (third picture). After selecting 'other,' users can view the screen on the far right (fourth picture) the single speech sections, high scores, and graphs (fourth picture). On the third picture to the left, students are provided with a list of questions, derived from Sturges et al.'s (2023) "What's Your Opinion?" When students are using the mobile application, having these questions on the screen is convenient. At the bottom of the screen, students press the record button and respond to the questions. The speedometer represents the speakers' untrimmed speech rate (i.e., average syllables per minute). After students press the record button, a timer appears. The timer displays the seconds remaining before the recording ends. 180 seconds appears in the first round, 120 in the second round, and 60 in the third round. After the timer ends, the phone vibrates to alert speakers. Speakers see a page which instructs them to hand their phones to their listening partners. Once listeners have the speakers' phones, their partner rates spoken fluency.

Figure 2 below has screenshots of the listener-based evaluations of their partner's spoken fluency.

Figure 2

Listeners' Spoken Fluency and Comprehensibility (From Rappeneker, 2023)



In the initial app design, there was only one question for fluency with six carrots (i.e., with short descriptors). The original question was, "How fluent was the speech?" This design had shortcomings, stemming from the multidimensional nature of spoken fluency and interrater reliability issues. One problem encountered was that raters might assign different overall fluency ratings based on their individual beliefs regarding one dimension's importance over another. The listener-based value differentiation was not clear to the speakers when only asked "How fluent was the speech?" and therefore, we found that from a pedagogical viewpoint, the utility of the feedback to speakers was limited. To account for this issue, we separated questions for spoken fluency to represent aspects of its multidimensionality (i.e., perceivable features of speed, breakdowns, and repairs). We also believe that listeners who evaluate the speeches also benefit from the experience of evaluating fluency as it might help to increase their awareness. In the original design, listeners would assign carrots, which corresponded to a level of fluency. In terms of changes, we removed the assigning of carrots so that listeners would focus primarily on describing the performance. Additionally, from observation, listeners seemed compelled to give speakers carrots as rewards rather than as a representation of the performance itself.

By observing videos of speakers at different L2 proficiencies, we devised a system for listeners to describe their speaking partners' performances. The questions are as follows:

- How often were there filled pauses?
  - Often / Sometimes / Rarely / Cannot remember
- How often were there silent pauses?
  - Often / Sometimes / Rarely / Cannot remember
- How often were there repeated words or phrases?
  - Often / Sometimes / Rarely / Cannot remember
- How often did the speaker speak slowly?
  - Often / Sometimes / Rarely / Cannot remember

Regarding the first two questions about filled pauses, these types of pauses are voiced with utterances such as 'uh' or 'um.' The next two questions about silent, or unfilled, pauses are unvoiced gaps. To help students identify pauses, the primary author created an instructional video. In the video, repeated words or phrases and speed of speech are also reviewed. We chose these aspects of breakdowns and repairs because they are perceivable aspects of performance and this information might motivate students to focus on the linguistic purpose of the 3/2/1 activity. In addition, the video also defines 'often,' 'sometimes,' and 'rarely' for the "How often…?" questions. Listeners who perceive many disfluencies select 'often' when they perceive less disfluencies and they select 'rarely' when they perceive fewer disfluencies. There is no 'none' option because to a certain extent, disfluencies are a natural characteristic of speech even for first language speakers, so the goal of trying to eliminate all disfluencies seems

unreasonable. In the video, listeners are instructed to choose ‘rarely’ even if they do not hear any disfluency.

Originally, we had added a comprehensibility question for listening partners. The reason we included the question was to encourage students to focus on both meaning and form throughout the speech. The initial question was as follows:

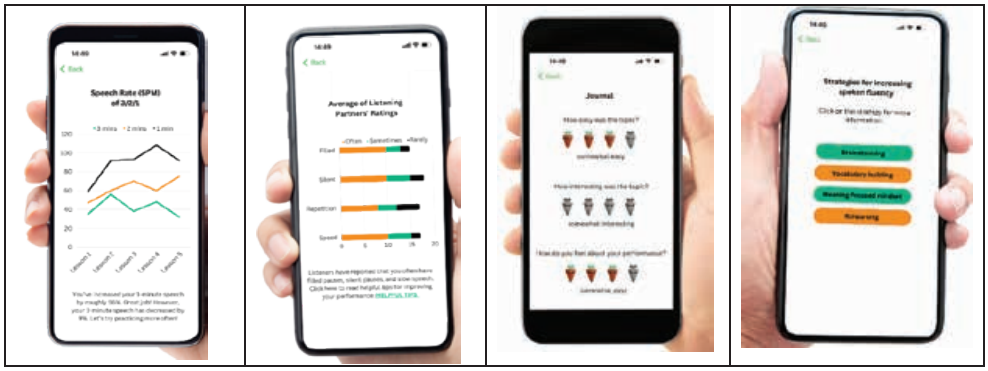
- How easy was it to understand the speaker?
  - Easy / Often Easy / Sometimes Easy / Rarely Easy

There are two related types of questions regarding understanding: one pertains to comprehensibility, while the other relates to intelligibility (Munro & Derwing, 1995). According to Munro and Derwing (1997) comprehensibility is the listener-based judgment regarding the ease or difficulty of understanding utterances. On the other hand, intelligibility is a measurement of the extent to which the speaker’s actual intent is understood. We do not have a way to test intelligibility in this situation, so the question we asked was regarding comprehensibility, regarding the extent to which listeners expended energy understanding the content of the speech. The problem with this question was that listeners could not focus simultaneously on comprehending the content of the speech and also spoken fluency. In addition to this problem, the comprehensibility question might be more of a reflection of the listeners’ listening ability to understand the speech rather than the speakers’ speaking ability. Students had been placed in classes based on their TOEIC test scores and therefore we believed that if they were roughly at the same proficiency, then listeners would be capable of making judgments pertaining to the speakers’ ability rather than their own listening ability. Therefore, one of the future goals of the app is to train models to monitor different aspects of spoken fluency to mimic listeners’ perceived fluency judgments so that listeners are free to use their attentional resources for comprehension.

We currently do not have a model that can mimic listeners’ perceived fluency judgments. However, adding listener-based evaluation might increase students’ metalinguistic awareness of spoken fluency and its dimensions of breakdowns, repairs, and speed. For example, if students know that pausing frequently to recall words decreases fluency, and then they receive feedback from the mobile application and peer feedback that they often pause, then they might feel compelled to seek out and utilize strategies to improve their performance. For this reason, we included a page about different strategies for improving spoken fluency that students will be directed to after reading automated comments about their performance in the feedback section. Figure 3 below includes representations of the survey, progress, and strategy pages.

Figure 3

Survey, Progress, and Strategy Pages (From Rappeneker, 2023)



In the first photo from the left, in the future, application users will be able to view their speech rate for each of the three rounds of 3/2/1 across the semester. At the bottom of the page, the application will calculate the percentage of change between performances and offer feedback on strategies to improve their performance. In the second photo from the left, users will be able to see averages from their listening partners' spoken fluency evaluations as well as a summary of their performance generated by the application. In the third photo from the left, there are three survey questions regarding the last 3/2/1 performance. This information will also be displayed in the feedback section along with the results of their speech rate and listening partners' evaluations. The questions are:

- How easy was the topic?
- How interesting was it?
- How do you feel about your performance?

We included these questions because external factors such as topic familiarity and interest can affect spoken fluency performance. These questions are given to speakers after the three rounds. In the last photo from the left, users can view a page regarding different strategies that they can use to improve their spoken fluency performance. They can click on the button and view different activities and ideas under each category.

Concerning the final image, users are presented with an informative page delineating a spectrum of strategies aimed at enhancing their spoken fluency. They can interact with the content by clicking on a designated button, revealing an array of activities and ideas organized by category:

- Brainstorming
- Vocabulary building

• Meaning-focused mindset
• Rehearsing

To fortify students' monologic fluency on familiar topics, the application suggests that students engage in brainstorming activities. Techniques include creating word webs, providing a structure for ideas and thoughts, and employing the 5WH method (i.e., discussing the what, why, where, when, who, and how) to expand original ideas. Vocabulary building emerges as a strategy, wherein students can leverage flashcards featuring topic-specific keywords and employed phrases. Drawing from a repository of vocabulary utilized by previous students on the given topic facilitates integration during speech. In this section, the discourse on meaning-focused mindset underscores the significance of fluency over rigid adherence to grammatical perfection. Addressing the prevailing tendency, particularly in contexts such as Japan, where an undue emphasis on accuracy can impede intelligibility, students are encouraged through explanation on prioritizing effective communication over linguistic precision. The rehearsal section provides insights into the beneficial effects of pre-task rehearsals on spoken fluency. Directing students towards solo practice sessions and elucidating the positive impact of rehearsal on fluency development, this facet of the strategy suite empowers learners to refine their oral proficiency. In sum, this collection of strategies not only serves as a valuable resource for individuals seeking to enhance their spoken fluency, but also equips instructors with a pedagogical framework to guide students through explicit instruction and activities on the various ways to develop spoken fluency.

Upcoming Studies

We are currently undertaking two research studies. First, we have collected over 200 recordings of students' 1-minute monologues to determine the extent to which the three methods of data analysis can accurately determine students' untrimmed speech rate within the classroom context. The three potential methods are: Apple's speech-to-text, Whisper X's speech-to-text, and pitch detection. With this information, we hope to provide instructors and students with more information on the reliability of results as well as the ability to contextualize and interpret the results. In the second research study, we created training videos to help listeners evaluate their speaking partners' speeches. We are testing the extent to which listeners are able to rate a certain performance reliably. In other words, we would like to know whether we have created an evaluation system whereby students can trust the results from listener-based feedback as an authentic reflection of their spoken fluency ability.

Conclusion

In summary, the evaluation of spoken fluency in the context of L2 learning is recognized

as a complex and challenging endeavor, particularly within classroom settings. This complexity is compounded by factors such as noise, lack of privacy, and time constraints, making the collection of data for assessment a formidable task. To date, there is an absence of a MALL application designed to comprehensively track the various facets of L2 spoken fluency for students and provide customized feedback in educational environments. The current situation at Rikkyo University's EDC underscores the absence of a quantitative method for instructors to monitor students' spoken fluency development throughout the semester, despite the course's specific goal of enhancing spoken fluency. We address this gap by presenting an instructional guide for EDC instructors on how to effectively integrate the mobile application into their classes. This innovative approach has the potential to significantly enhance the fluency development of L2 learners within a structured educational context.

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Current News Through English Media: Teaching Critical Consumption of the News

Jason Clarke

Abstract

Rikkyo University's new CLIL curriculum includes a course called "Current News Through English Media". The purpose of this course is to allow students to learn about world events from English-language news sources. The design of the course is based around completion of CEFR tasks such as understanding, summarizing, and giving opinions about news texts. In addition to this, when a trial version of this course was taught in 2022, it was decided to also introduce critical reading skills based on concepts from discourse analysis and journalism studies. This included looking at the structure of news stories, how news reportage is affected by bias, and the characteristics of various genres of news reporting such as opinion/editorial articles. It was found that this encouraged more critical, rather than passive, consumption of news content. Students were able to see how the production of news content influenced how it was presented to the consumer.

Keywords: *Critical thinking, Media, Discourse analysis, CLIL*

Introduction

This article will outline the planning and teaching of a trial course called "Current News Through English Media" in the 2022 academic year. It will begin with a discussion of how the course was developed to conform with Rikkyo's new CLIL curriculum, including consideration of CEFR tasks and a "4C" framework. There was also an added focus on encouraging students to consume news critically. Following this, several lessons which were taught during the course will be described. Finally, the article will conclude with a reflection on the course as well as planned changes for the course in the next academic year.

Course Design

When the framework of CLIL courses was created for Rikkyo's new curriculum, it was decided to offer the Current News through English Media class to increase students' awareness of current issues (Yamamoto & Nitta, 2021). However, the new curriculum has also been

designed from “an action-oriented approach” based on CEFR tasks (Yamamoto & Nitta, 2021). This means it was also necessary to identify tasks for students to complete aside from simply increasing their knowledge of news events. The course description for the trial course as given in the syllabus states:

> The aims of this course are for the students to listen to and read English-language news while learning about a variety of topical issues. The students will be able to read and understand short news texts about current topics. They will also learn to understand recorded news bulletins such as from television or radio. The students will be able to explain the main points of a news story and give their opinion about it.

It was decided not to use a textbook. This was to allow news stories discussed in class to be topical and current. Although a textbook may have had advantages, especially for lower-level students, the news stories included quickly become dated. Not using a textbook also allowed the topics and stories chosen to be tailored to student interests and needs. Instead, stories were taken from English language online news sources. These included both written sources such as newspaper websites and video sources including CNN. This use of authentic materials allows students to learn about different cultures as well as learn English (Mehisto, 2012). In addition, using authentic news material encourages students to think critically about world issues and how they are reported (Moglen, 2014).

4C Framework

When designing the course, the 4C framework also used in the pilot debate course (Nitta & Yamamoto, 2020) was helpful. According to Nitta and Yamamoto (2020), “the four core Cs are designed and organically integrated into the curriculum…the four Cs are not mutually exclusive but are closely integrated and complement each other” (p. 55). These concepts were taken into account when designing this course.

Content (Subject Matter)

Because of the need for the course to be topical, it was difficult to select specific topics in advance. However, because news contains a variety of genres, topics, and media, it is important to cover a wide variety in the course. This could include political news, business news, sports, entertainment, editorials, letters to the editor, and other types of news material. There was a desire to include a variety of news genres and news sources. Finally, because the course was intended to teach listening skills as well as reading skills, it was necessary to include both print and video news (Merino & Massi, 1998).

When selecting topics, there were a number of considerations, including the need to match the CEFR goals set in the syllabus and the skills and strategies outlined in the syllabus

schedule. As much as possible, an attempt was made to move from easier lessons to more difficult lessons. This meant moving from easier and familiar forms of cognition to more challenging and demanding ones, increasing linguistic and cognitive demand–moving from familiar language and content to new language and content, and moving from lower-order thinking skills (remembering, evaluating, applying) to higher order (analyzing, evaluating, creating).

In addition, student interest was taken into account. A survey was given to students in the first class to ask them what areas of news they were interested in studying. These lists were then used in conjunction with the educational needs of the class to determine the topics to be studied in the semester. Students were most interested in events which were current news at the time of the research. For example, 12 students listed Russia's invasion of Ukraine as one of the topics they would like to study. The next most common response was the coronavirus pandemic. However, only five students chose this. Some mentioned that they had been talking about this in classes for two years and were tired of it. Other topics listed by one to three students each were new technology, business, gossip, diplomacy between China and America, international affairs, animals, good news, Japan, and France. Of course, it was not possible to include all of these in the course due to other pedagogical considerations.

Communication (Language Learning and Using)

The skills to be taught during the course were based on the CEFR objectives set in the syllabus. The course objectives were taken from CEFR B1 and B1+.

- understand the main points of news bulletins (B1)
- recognize significant points in straightforward news articles (B1)
- make basic inferences or predictions about text content from headings, titles, or headlines. (B1)
- understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports (B1+)
- understand short texts on subjects in which people give their points of view (B1+)
- summarize and give their opinion about an article, interview or documentary and answer questions about the topic (B1+)

Some of these skills (i.e., making inferences, summarizing, etc.) were previously studied by students during their 1st year Reading & Writing courses. To help students read and analyze stories more critically, it was also decided to introduce a few basic concepts and ideas from Journalism Studies and Critical Discourse Analysis. Students were introduced to ideas such as how people and events are represented, the use of quotations to support a point of view, bias in the news, and the narrative structure of news stories. In this way, as well as learning about current events, students learn to look critically at any text. This approach accustoms students to

thinking about how the news is presented rather than simply looking at the content of the news itself (Park, 2011). It has also been found that teaching these kinds of skills and techniques to students improves their critical language awareness (Dar et al., 2010; Hashemi & Ghanizadeh, 2012).

Cognition (Learning and Thinking Processes)

Instead of simply reading articles passively to learn what they say about current events, students have to use a variety of thinking skills. They first read or listen to a text and must carefully analyze it to develop their own opinion on an issue. They also have to support their opinions using reference to the text itself and its context, as well as their own experiences and backgrounds.

Culture (Developing Intercultural Understanding and Global Citizenship)

Because of the focus of this course, students learn about a wide variety of global issues. They are also encouraged to think about how perceptions and reporting of these issues can vary from culture to culture. It is also hoped that students will learn not to accept the perspective of the media they are exposed to uncritically and will instead learn to examine issues from a variety of perspectives.

Course Schedule

In each class a different news topic was covered. Students were given an article to read or a video to watch to prepare for the class. They were generally sent a link to the story a week before each class. This allowed the content presented in the class to remain as current as possible while also allowing students to preview what would be studied. In addition, academic and news reading skills were introduced and practiced. These skills included general academic skills such as skimming, summarizing, and inferring meaning from context. More specifically, news-related skills such as identifying the parts of a news story, understanding the main points of a news story, identifying bias, and understanding points of view were also included.

Sample Lessons

This article will discuss three examples of lessons given during the course. The lessons chosen for discussion in this section are ones which focus on skills specific to the genre of news stories. This includes examining how news stories are structured as compared to a standard narrative, looking at how bias can influence the reporting of a story, and seeing how opinion/editorial articles differ from more straightforward news reporting.

The Structure of News Stories

The main focus of this lesson is on making students aware of the structural differences between a personal narrative and a news article. Labov and Waletzky (1967) and Labov (1972) have identified six elements of a narrative: the abstract (the main point of the narrative), orientation (who, when, where), complicating action (the main events of the story), evaluation (why the story is important), resolution (the conclusion), and coda (marks the end of the story). In a narrative, these elements generally appear in this order.

In a news article, many of these elements also appear, albeit with several important differences (Bell, 1991). For example, the abstract and the orientation tend to appear in the first paragraph of the story. The evaluation also often occurs at the beginning of the article to show why the story is newsworthy. In contrast to a standard narrative, the resolution does not appear in its chronological place at the end of the story. If the news story has a resolution, it will also be described at the beginning of the article. Another difference is that news stories are rarely told in chronological order. News value dictates the order in which events appear in the article. Finally, because the function of a coda is to mark the end of the narrative and allow others to respond, it is not necessary in a news article.

After an explanation of the elements of a narrative and how they are used in news media, students were given a short article. In pairs, they identified the different elements as they appeared in the article. They also had to arrange the events of the article into chronological order. The article, with numbers indicating the order of events, appears below:

> (4) Tama Zoological Park in Hino, Tokyo, said Wednesday that (2) its baby red kangaroo "Hop" escaped from an enclosed area on Tuesday afternoon. (3) The female kangaroo was rounded up within the park in about 4 minutes and no zookeepers or visitors were injured.
>
> (1) According to the park, Hop was born at the facility in July. (2) At around 2:15 p.m. on Tuesday, she suddenly escaped when a zookeeper took her to sunbathe at a maintenance passage within an enclosed area of the park that is not accessible to the public. (3) When Hop ventured out on the parkway, where park visitors walk, the zookeeper caught her.
>
> (5) "We will try to prevent a recurrence by having several people accompany her in the future," a park official said.

Students were asked to identify the parts of the narrative and discuss why the story is told in this order They were also asked "Do you think this is an important news story? Why do you think it was included in the newspaper?"

Bias in the News

For this lesson, students were given two articles to read for homework. These were an

Asahi Shimbun article (2020) titled “Japan accuses China of pushing territorial claims during pandemic” and an article called “Japanese conservatives disrupt recovering China-Japan ties by hyping Diaoyu Islands dispute” in the Chinese government-sponsored Global Times (Sheng & Xiaojing, 2020). Each of these articles looked at the same issue from the different perspectives of both a Japanese and a Chinese news source. However, care must be taken in the selection of controversial issues such as this, including taking into account the make-up of the class.

We began the lesson by looking at the function and structure of headlines. Students looked at how headlines are written with a specific style of grammar. For example, grammatical words such as articles are often omitted. We also studied the purposes of headlines. They not only give information and summarize the story as briefly as possible; they are also used to manipulate opinion (Reah, 1998). An example of this is the use of words with strong connotation, such as “accuses”, “pushing”, “disrupt”, and “hyping” in the above examples.

After reading through the articles and checking understanding, the students were put in groups for a discussion. This discussion focused on two questions:

- Look at the photo captions. Global Times: “Daioyu Island in the East China Sea and its affiliated islands have always been China’s inherent territory”. Asahi Shimbun: “The disputed Senkaku islands in the East China Sea in 2013”. What do you think about the difference?
- The Global Times blames “Japanese conservatives” for disrupting Japan-China relations. The Asahi Shimbun accuses China of pushing territorial claims and spreading propaganda and disinformation. Do you think the newspapers are biased in reporting this story?

Following the discussions, students were assigned to write a journal entry on Blackboard explaining their ideas on the topic. Below are a few extracts from the journal entries:

- When I read this article, I thought Chinese writer use very offensive words. They insisted this island is ours and Japan always make some problems. He didn’t use “discuss” or “dispute” which make the article more neutral. I felt Japan became like a villain. Japan also accused of China’s activities and opinion, but Japanese article is more neutral than China’s one.
- Firstly, I feel China use little strong word in their news. They said the island is “China’s inherent territory”. They clearly consist their positions like “This is my island!”. Secondary, I felt in the Asahi Shin-bun, there are many Japanese identical expressions. I cannot tell well clearly but Japanese news looks standing neutral position, however they really want to tell that it is mine.
- At today’s lesson, we read two newspapers and compared Chinese side and Japan side. I think both two papers have biased. Global times convinced that Diaoyu island

have been always Chinese territory. I think this is a strong bias. At first glance, Asahi newspaper is objective by using the word, that is "dispute". However, when I read this article, I feel this paper doesn't said Japan but only Chinese bad things, for example Chinese are lying that U.S military brought Covid-19.

As can be seen from these journal entries, students were able to understand how word choice and how a story is presented can indicate bias in news reporting. Students see that there is more than one way of looking at a particular issue.

Opinion/Editorial Articles

One objective of this course was to make students aware of the different genres within the broader category of "news". Other than advertising, everything in a newspaper can be divided into three categories: service information (weather forecasts, stock prices, etc.), opinion (editorials, letters to the editor, columns, etc.), and news (Bell, 1991). In this lesson, we examine the differences between a standard news story and an opinion article or editorial. One main difference is that an opinion article is not simply reporting news; it is also giving the writer's ideas about an issue or topic.

As with most of the lessons, we begin by reading through a news article on a current news topic. For this lesson, we used a column with the title "Education politics should consider reasons to learn English" (Hattori, 2022). Because this is a topic that all students will already be familiar with, it is possible to focus on how the story is reported rather than on the content itself.

After reading through the article carefully, checking comprehension, and reviewing difficult vocabulary, the students discussed the following question in pairs: "Look at the article carefully. What differences can you see between a column and a standard news article?" Some possible answers for this question could include:

- Use of "I" and personal narratives
- Ends with the author's name and photo
- Arguing in favor of a particular point
- Use of modal verbs like "should" and "may"
- More casual, conversational tone (for example, phrases like "As you may know")

This discussion of the structural and discourse features of the article was followed with a discussion in groups of the issue itself:

- Why do you study English?
- Do you think it will be necessary to study English in the future?
- What are the advantages and disadvantages of using AI for communicating in a foreign language? Do you think it is good to use AI?

Survey Results

In the final week of the course, students were asked to complete a survey through Google Forms. They were asked six questions:

1. What topics were the most interesting this semester? What topics were the least interesting?
2. Do you think you read or watch news more than you did before starting this course? Please explain your answer.
3. Do you think you read news more critically than you did before starting this course? Please explain your answer.
4. Has your opinion about the media changed or stayed the same since starting this course? Why or why not?
5. Will you continue to read or watch the news after finishing this course? Why or why not?
6. Do you have any suggestions for changes to this course?

Four of the students named the story about the Senkaku Islands as the most interesting in the course. One student said “It was interesting to compare the same topic in Japanese and Chinese news site. From that, I learned that I should collect several different news articles when you want to know something and compare them, not try to know from only one article.” Another said “The topic about the Senkaku island was the most interesting. Because we read Japanese article and Chinese article, and both have some biases and propaganda. So, I thought it is important for us to read carefully so that prevent misunderstanding of the problem.”

Other popular stories covered during the course were a BBC video called “Sexless in Japan”, which showed how stereotypes were commonly used in media representation of Japan, and a story about Shohei Ohtani. This was mostly popular with students who were interested in baseball.

The Ohtani story was also mentioned by three students as the least interesting because they were not interested in baseball. Stories about global warming and Covid-19 were also named as the least interesting. The reason for this is that these topics had already been heavily covered in other classes and students were tired of talking about them.

In response to the question, “Do you think you read news more critically than you did before starting this course?”, seventeen students replied “Yes”. Some of the reasons for this were:

- “learned even news in CNN can be biased and saw how they do it”
- “now I do not believe the news easily, but try to check different media to be sure about the information”

• "I get different perspective that I didn't have"

Two students replied "No" to this question but said this was because they already read the news critically before they took the course. One student replied "I don't know".

In response to the question "Has your opinion about the media changed or stayed the same since starting this course? Why or why not?", fourteen students answered, "Yes, it changed". Many of them said that the reason for this was that the course had made them more aware of bias in the news. For example, one student answered, "Actually my opinion has changed. I learned that some news article like "column" have bias."

Finally, all the students answered "Yes" when asked if they will continue to watch or read the news after completing the course.

Conclusion

As mentioned in the introduction, one of the reasons that this course has been added to the curriculum at Rikkyo was "to increase students' awareness of current issues". By choosing topics based on student interest and on events that were currently happening in the world, students were given the opportunity to think about and discuss a wide range of national and international issues, including the war in the Ukraine, Chinese-Japanese relations, and global warming.

In addition to this, students learned various skills to use when consuming the news. Some of these skills, such as skimming, scanning, and listening for the main idea, may have already been familiar to students from other courses. Others, including identifying bias in a news story, understanding the structure of a narrative in a news story, and distinguishing an opinion/editorial article from news reportage, were more specific to the activity of consuming news content.

Finally, students were encouraged to think about how a story was reported rather than simply accepting the content of the news story. The student responses in the end-of-semester questionnaire showed that students felt that the skills taught in the course allowed them to look at news more critically. For example, they were able to see how a news source's potential bias can influence how a story is presented. Students were encouraged to interpret news events for themselves rather than passively accepting what was presented in a newspaper or on TV news.

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Getting Started With Graded Readers in the Classroom: Five Pre-Reading and Reading Activities

Jeremiah Dutch

Abstract

In this paper, learner autonomy, self-access, and graded readers (GRs) will be discussed as integral aspects of extensive reading (ER) and the virtuous cycle of reading. Five pre-reading and reading activities for English language learners will be outlined that can be adapted and adopted freely into an English language learning program at a Japanese university. The goal is to introduce post-secondary-level Japanese English language learners to GRs with an idea towards fostering ER, learner autonomy, the virtuous cycle of reading, and self-access, both within, and beyond, the scope and requirements of the course. "The Five-Finger Rule" helps students choose a GR at an appropriate level. Calculating reading time helps students with time management and builds confidence, accountability, and motivation. The "Blurbs and Titles" matching activity introduces students to more GRs as does discussion with other students. Finally, allowing time for ER in the classroom enables teachers to monitor the activity. Lastly, this paper will discuss areas for future research.

Keywords: *Extensive reading, Graded readers, Learner autonomy, Self-access, Virtuous cycle of reading*

Introduction

Within the principle of the four strands of a well-balanced language learning program as defined by Nation (1996)–meaning-focused input, meaning-focused output, language-focused learning, and fluency development, Extensive Reading (ER) lies in the reading component of meaning-focused import. At Rikkyo University, ER is introduced as a part of the Reading and Writing (RW) course in the English Language Program (ELP).

ER is in contrast with Intensive Reading (IR) which emphasizes short but challenging reading focusing on structure and vocabulary, often only single paragraphs, or sentences. Researchers have pointed out that Japanese English language learners are likely to be more familiar with IR than ER. For example, Mizuno (2015) emphasized how little English reading students actually do in six years of English language classes in Japanese junior and senior high schools. To help familiarize students with ER and its advantages for English language learning

this paper will introduce five pre-reading and reading activities for Graded Readers (GRs) which, typical of most programs, make up the bulk of the ER material at Rikkyo.

Although ER has many benefits, significant improvement in students' learning, knowledge of the world, etc., are likely to occur only after reading several GRs. It should be noted that students in RW courses are only exposed to ER with the hope of future voluntary reading in English as a habit, similar to Nutall's (2005) concept of the virtuous cycle of reading and opposite to the vicious cycle of reading (See figures 1 & 2).

Figure 1

The Virtuous Cycle of Reading

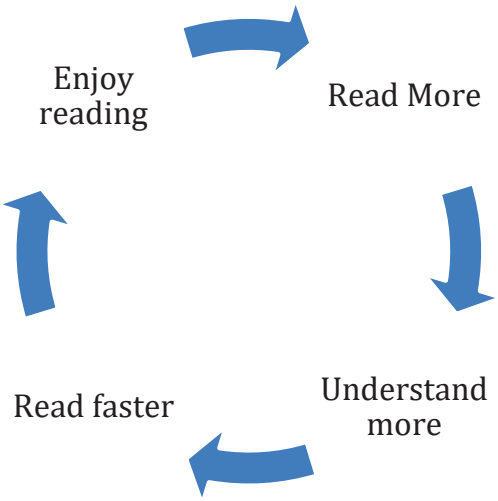
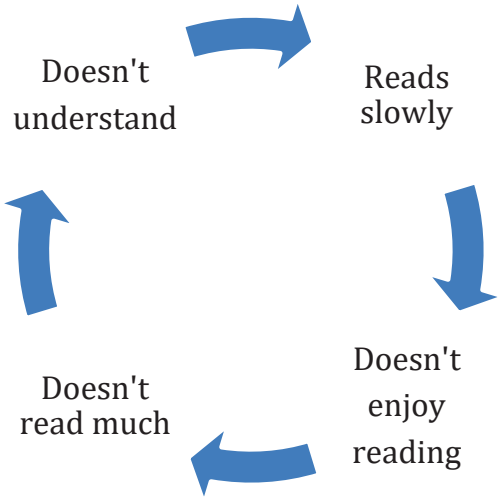


Figure 2

The Vicious Cycle of Reading



Literature Review

What is ER?

There are several definitions of ER. As early as 1917, Palmer used the term to describe reading large amounts of meaning-focused text. In more recent decades, ER has been heavily researched and defined. Its benefits are well-documented, not just for meaning-focused input, but also for the other strands, and more.

Davis (1995) characterizes ER as "a supplementary class library scheme, attached to an English course in which pupils are given time, encouragement and materials to read pleasurably at their own level, without the pressures of testing or marks" (p. 329).

Day and Bamford (1998) have described ten principles of ER:

1. Students read as much as possible
2. A variety of materials on a wide range of topics is available
3. Students select what they want to read
4. The purposes of reading are usually related to pleasure, information, and general understanding
5. Reading is its own reward (no major evaluation)
6. Reading materials are well within the linguistic competence of the students
7. Reading is individual and silent
8. Reading speed is usually faster rather than slower
9. Teachers orient students to the goals of the program
10. The teacher is a role model of a reader for students

(pp. 7–8, see also Day & Bamford, 2002)

Departing to some extent from the focus on the intrinsic value of reading, more recently ER has been described as having four distinct types. According to Extensive Reading Central (n.d.), they are:

Purist ER program

Lots of self-selected reading at home with no / little assessment or follow up. Often is a stand-alone class. This version of ER is best presented by Stephen Krashen and his followers. This type is the one most ER practitioners know from the 10 features of an ER program in Day and Bamford's book whereby the read should

Integrated ER program

This type of ER is one that works in tandem with normal classes. Typically students have a course work and lots of 'study' either as with the same teacher or with others. There tends to be a lot of self-selected reading at home and in class. There are often

follow up exercises / reports which aim to build the 4 skills.

Class reading – study
In this type of ER, students read the same book at or about the class' level and work through it slowly. This is a very high-control form of ER and the book the class reads is likely to be the only one they read in the semester. The book is often treated as a serial story with one chapter read every week or fortnight. It often involves a lot of work on the vocabulary follow up exercises, tests and so forth. Lots of follow up / comprehension work and exercises.

ER as 'literature'
This is similar to Class Reading in that the students read the same book but they discuss it as if it were a work of literature.

Research on ER

There is a large body of empirical research on ER, including studies by Mason, (Mason 2006; Mason & Krashen, 1997 and Williams, 2009). The positive results have been widely documented for several decades. As early as 1981, Elley and Mangubhai organized an eight-month study of primary school students in Fiji and found significant gains in general language proficiency. Janopoulos (1986) also found ER improved students' writing proficiency. Vocabulary gains were reported by Pitts et al. (1989), Lai (1993a, 1993b), and Hafiz & Tudor (1990).

Renandya and Jacobs (2002) summarized the benefits of ER as follows:

1. Enhanced language learning in such areas as spelling, vocabulary, grammar, and text structure.
2. Increased knowledge of the world.
3. Improved reading and writing skills.
4. Greater enjoyment of reading.
5. More positive attitude toward reading.
6. Higher possibility of developing a reading habit (p. 298)

What are GRs?

Concurrent with the rise in interest in and practice of ER there has been an increase in ER material, namely GRs, particularly with the advent of electronic copies of GRs, especially on such platforms as Xreading VL GRs are, according to Extensive Reading Central (n.d.) books written for language learners which have simplified vocabulary and grammar to allow for easier reading. GRs are usually a part of a series of books ranging from very easy to very

difficult.

What are Learner Autonomy and Self Access?

Concerning the activities that will be described in the paper, among Bamford and Day's (2004) principles, three, five, six, and nine come into play the most. Three, five, and six are in line with the concepts of learner autonomy and self-access. Learner autonomy, as defined by Holec (1981) as, "the ability to take charge of one's own learning" (p. 3) through deliberate guidance by instructors. Closely related is the idea of self-access, characterized by Diaz (2012) as "the organization of learning materials and equipment made available and accessible to students without necessarily having a teacher present" (p. 117).

Introducing ER and GRs in the Classroom

Because ER involves reading a lot of text and is likely to be less familiar to students than IR, it is important to introduce the concept and have students choose GRs early in the term. If possible, teachers may wish to guide students' choices of GRs at the library and/or online. Students should be made aware of what ER is and its potential benefits for them, including, and maybe especially, increased vocabulary knowledge. Indeed Nagashima (2017) found students who read English extensively reported "an overall positive … including vocabulary gain, reading fluency and (a) positive attitude towards reading in English" (p. 240). With this in mind, testimonials from students in previous classes can be used to encourage and give advice to students as well. For example: "Start early" or "pick books that interest you." They also can be directed to this testimonial video from the Extensive Reading Foundation (ERF): https://www.youtube.com/watch?v=THHJR4s1UB4.

Along with introducing ER and GRs, the underlying principles of the following five activities are self-access and guided learner autonomy. They can be sequenced in any order, and any number can be omitted. Also, they are designed to be freely adapted and adopted to suit and fit the needs, goals, and objectives of the course, as well as the constraints of the learning environment.

Activity One – "The Five-Finger Rule"

Once students have either a paper or electronic copy of a GR, they should bring it to class. It is important that learners choose GRs at a highly comprehensible level. According to Nation and Meara (2002), students should understand 98% of the vocabulary in a graded reader to allow for implicit learning. ELP's in-house reading book: *Reading for the Future: Developing Reading Skills in the College Classroom* (Garside et al., 2019) echoes this as instructions to the students. There are several other ways students can select a GR that is not too difficult, including a reading level test by the publisher Macmillan also given as instruction in the textbook. It is one of many online placement tests. Although listed levels vary from publisher to publisher,

most GRs are arranged by standardized test scores and headwords. Moreover, in recent years there has been an effort to create combined scales of GRs (Holster et al., 2017). Another method to find a suitable GR is Hiebert and Reutzel's (2010) "Five-Finger Rule" in which students are asked to find the number of unknown words on a full page of text, excluding proper nouns. If there are more than they can count on the fingers of one hand, the book is probably too difficult. Four to five unknown words is a "challenging" text. Three to two unknown words are probably just right, and zero to one unknown words might be too easy. It should not be forgotten however that students should also pick a GR that interests them.

Activity Two – Reading Time

The second activity again asks students to read another complete page of text, only this time they are asked to time themselves to find out how long it takes them to read one page uninterrupted. Students and teachers may also wish to again count the number of unknown words to confirm reading ease, but the goal of the activity is the estimate how long it will take students to read their entire GR, by multiplying the reading time of one page by the number of pages in the book.

Students may be surprised that it is likely to be not more than a few hours and even less when they look closer and realize how much of the book is not text. When students take into account white space, pictures, activities after the reading, front matter, back matter, etc., they will realize their estimated reading time is likely to be much less. The aim is to motivate students and give them a sense of time management for ER, which previous research by Nagashima (2017) indicates is an issue for Japanese university English language learners.

Activity Three – "Blurbs and Titles"

Bamford and Day's (2004) "Blurbs and Titles" is a simple matching activity asking students to connect book descriptions (blurbs) on the back of a GR with the title. This can be an in-class activity with the blurbs and titles spread around the room and individual pen and paper assignments, or a digital activity. The aim is to introduce more GRs and to foster more curiosity about what students may wish to read next.

Activity Four – Discussion

Students may not have completed reading their first GR, but they can discuss their reading choices with other students in pairs or small groups, i.e.: Who is the author? What is the genre? What is it about? When is it set (if fiction)? Where is it set (if fiction)? Why did they choose that particular book? How many pages is it? These questions can be provided by the teacher or generated by the students themselves. Like the blurbs and titles activity, they can help students choose their next GR and/or help students understand what they are reading better.

Activity Five – In-Class Reading

If time permits, teachers may want to allow for more reading beyond the two pages mentioned in the previous activities to monitor and give them a "head start." For example, if students are frequently looking up the words, the teacher may want to suggest an easier GR. Teachers may even wish to model the activity by reading themselves.

Conclusion and Areas for Future Research and Discussion

ER is balanced within a course that meets 14 times a term for 100 minutes each time. This tight schedule allows for little in-class instruction of this component. However, the activities outlined in this article are designed to foster better self-access and learner autonomy which are essential to ER. Ideally, this will lead to more ER beyond what the scope of RW allows for.

There are several research questions that might be asked about ER in the ELP. By Extensive Reading Central (n.d.) definitions "Integrated" probably comes the closest to describing ER in RW, but students are only required to read one GR for each of the two terms. Although the intention is merely exposure to ER and to encourage more voluntary reading in English, should students be required to read more? This goes against the purist route of ER, but there is a substantial amount of evidence that suggests a high word count per term results in better English proficiency (Beglar & Hunt, 2014; Beglar et al., 2014; Rutson-Griffiths & Rutson-Griffiths, 2018). Lastly, this paper has only discussed pre-reading activities for the beginning of the term in RW. Another area for future research and development in RW curriculum might be post-reading activities, particularly alternatives to book reports, such as game-inspired character sheets particularly for fiction GRs (Dutch, 2015).

Current RW course has changed from an existing course in April 2020. Research continues to be conducted into ER. Regardless of whatever direction the RW course goes in with ER, the years to come will provide students and teachers with new challenges and opportunities.

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Utilizing Flip to Boost Class Cohesion

Jon Mahoney

Abstract

The aim of this study was to investigate the impact of using the website and application, Flip, in an English discussion class with Japanese university students. Despite the passing of the COVID-19 pandemic, current research has highlighted that many Japanese university students are still reliant on wearing masks, which has a detrimental impact on their ability to communicate effectively in communicative classes, with trust, empathy, timing, and recognition all impacted unfavorably when mouths are obscured (Mahoney, 2023). It was presumed that the tool would aid students in getting to know their peers more quickly and deeply, build their confidence of speaking without wearing a mask, and help boost students' speaking fluency in English. The implementation and utilization of the app is detailed, in addition to actions taken to augment student engagement with the application. The utilization of the tool and data retrieved from the participants are then considered and reflected upon. Finally, some recommendations are made for its use in future English as foreign language classes with Japanese university students.

Keywords: *Flip, Speaking, Masks, Fluency, Technology*

Introduction

It is no small secret that facial expressions are an inherent part of the way human beings communicate. Subtle changes can be immediately detected and interpreted in minutiae by interlocuters (Mahoney, 2023). People gather information from the facial expressions of others, which helps them to predict events and situations, and prepares them to develop suitable responses to them (Mheidly et al., 2020). Students have had to quickly adapt to using their eyes and vocal tones more during the COVID-19 pandemic, with many students feeling uncomfortable to show their faces and therefore use facial expressions, with these behaviors having negative consequences on effective communication such as loss of nuance and inability to form close bonds (Mahoney, 2023). Educators may have been wondering how to get students to relax and feel confident to show their faces again. Technology provides Japanese university students with instantaneous access to a vast amount of information and resources, whilst

furnishing the opportunity to share their ideas on topics and to get to know their classmates more deeply, and the chance to develop their critical thinking skills (Mahoney, 2021, 2022). Millions of videos are posted on SNS every day. This realization prompted the author to utilize the application Flip, (formerly known as Flipgrid) which is a platform where students can primarily post videos, to boost students' confidence in speaking without a mask, and to furnish positive relations between them.

A total of 131 students took part in the study at a private University in Tokyo, Japan. All the students were participating in the discussion module, a 14-week course with the primary goal of having students discuss pertinent topics using a range of marked language skills. It is necessary for instructors to encourage utmost verbal output from students and to assist in constructing balanced and interactive discussions in English with their peers (Hurling, 2012). Each class consists of 10–11 students, with each member placed into classes with other members with a similar English competence. Of the 12 participating classes, 3 were level 1 (TOEIC scores of over 680), 4 were level 2 (TOEIC scores of 480–679), and 5 were level 3 (TOEIC scores of 280–479). Ideally, 12- and 16-minute discussions take place in each lesson, and should be balanced, interactive and co-constructed by all participants, with varying viewpoints.

After taking a weekly reading quiz at the start of each discussion class, students then participate in a weekly 3-2-1 fluency activity. This activity is a modified version of Nation's (1989) 4-3-2, in which participants speak about a topic three times, with a different interlocutor each time. Participants are required to repeat the same ideas with each interlocutor. The amount of time given is reduced each time, from initially 3-minutes, down to 1-minute in the final speaking turn, therefore requiring the speaker to speak faster and faster. Several studies support this activity as a means of boosting fluency, (see de Jong & Perfetti, 2011; Thai & Boers, 2016). However, from the author's previous experience, students have often gotten stuck or felt stressed during this activity due to a variety of reasons such as a lack of preparation and confidence, and a lack of knowledge about the topic. Japanese students also tend to place great emphasis on speaking with exactness and perfection, which can have a detrimental impact on their fluency (Watanabe & Long III, 2019). The topics of the fluency questions are directly related to the topic of the discussion class in that lesson. Students are required to read a passage about the topic, for example, "Social Media" and then answer comprehension questions about the passage at the start of each class. The students are given three minutes to complete the quiz, which then directly leads into the 3-2-1 activity. The three questions are closely related to the reading, with the final question always being: "Share three interesting ideas or facts from the reading."

The weekly homework set by the author was for the participants to record a 3-minute video on Filp to their answers to the three fluency questions that they would discuss in their next class. This task was in conjunction with the task of reading the passage in preparation for the quiz at the start of each class.

Literature Review

The application used in this study, Flip, is a free platform created for educational purposes, with the intention of allowing students to post video responses to teacher questions (MacIsaac, 2020). Similarly, to threaded discussion forums, Flip generates threaded comments and facilitates short video replies between students (Lowenthal & Moore, 2020). There have been several recent studies that have advocated Flip's implementation in EFL classes. Tuyet and Khang (2020) examined the use of Flip with 60 tenth grade students in Vietnam. Students reported various advantages of Flip, such as reduced anxiety about speaking in English, increased engagement, and optimism in learning English. Another study overseen by Keiper et al. (2020) was conducted with ten undergraduate and graduate business education courses. Participants reported that Flip was useful and helpful for them, with many highlighting that it was fun and engaging to see their classmates on video and to interact with them in discussions about their weekly classes. Others mentioned that they felt shy at first but gained confidence gradually using the platform, making the class more interesting. Some disadvantages mentioned included a 2-minute time-limit for videos and that the website was sometimes slow uploading videos.

Feelings of increased confidence in speaking English were also reported by McLain (2018) due to increased speaking time between classes. Since Flip usage is asynchronous and allows students to participate comfortably at a place and at a time of their choosing, it has been reported that this has had a positive impact on students' connectedness in online classes and boosted their cognitive and social presence by using video replies and discussions (Bartlett, 2018; Lowenthal & Moore, 2020; Serembus & Murphy, 2020), and has had a positive impact on students' engagement, feelings of community and connection (Delmas & Moore, 2019; Holbeck & Hartman, 2018).

Positive findings about Flip have also been reported in a Japanese university context. Petersen et al. (2020) detailed very favorable student feedback of their videos being watched by their classmates, after previously assuming that students would be hesitant to participate in such an activity. In addition, Roarty (2023) has advocated its usage with Japanese university students and argued that it "may be beneficial to Japanese EFL students who have limited opportunities to use English outside the classroom" (p. 6).

As can be seen from the results of several studies, Flip would appear to be a useful platform for online learning. Discussion across language classes can be allocated smoothly by using Flip, and it has the potential to improve speaking time, pronunciation, and cooperation between students.

Procedure

The Flip application was introduced to students in the first class of the term. The author

showed the students a video about how to use the application and helped students' setup their accounts. The author then logged into his own Flip account in class on his smartphone and on the classroom PC, showing how to record and post videos with either appliance. The students' reaction to the introduction of this application was mostly excitement, with some hesitation mixed in. It was explained to students that Flip videos would be 10% of their overall grade, and that it would be weekly homework. Students were advised to record the videos in a quiet place and to take off their masks when recording. The author advised the students that it was important for them to get used to showing their faces to each other again, as this is an important part of communication.

Class Participation

In the 12 classes that participated in this study (n = 131), a total of 1561 videos were posted, which is an average of 11.9 videos per student. Since there were 14 video assignments for each student throughout the semester, most students submitted all the video assignments allocated by the author. Seven students did not complete the course, and most of those had stopped attending by week nine. Generally, the higher-level students participated more actively in these assignments. Apart from one Level 1 class which had low attendance and motivation, and in which 4 students failed, with a 58.8% submission rate for weekly video assignments, a total of 56 weekly assignments were not submitted by all students from the six other classes of levels 1 and 2, which is a submission rate of 93.75%. However, 143 weekly assignments were not completed by students in the level 3 classes for which the submission rate was 81.5%. This would suggest that higher-level students were more likely to complete the weekly homework tasks. The overall submission rate for 1820 videos throughout the semester was 85.5% (264 non-submissions).

In the first week, students were required to record two Flip videos. The first topic was "self-introductions." The author believed that this was the most important topic since students were new to university and this class. The author had noticed that in the first class only 14 students (10.6%) were not wearing masks. Mahoney (2023) has noted that masks can have a detrimental effect on students' ability to form relationships and communicate with each other. Therefore, having students submit a self-introduction in which they were required to not a wear a mask was an important step for students to be able to bond. The author explained the importance of not being reliant on masks and the importance of showing facial expressions in communication. The author submitted an example self-introduction video, which was 1-minute 30 seconds in length, and all students were instructed to do the same before the next class. Only 3 students (2.2%) did not complete the self-introduction video task. In these videos, students comfortably introduced themselves in English within the set timeframe. Most students smiled throughout their videos, with almost all students smiling at some point.

The author advised students to comment on their classmates' videos and to ask questions

to get to know each other better. Roarty (2023) has argued that adding complementary tasks to the video assignments can lead to elevated self-reflection and self-regulation. The author also responded to the self-introductions with a simple comment or question for each student to boost their motivation and to indicate that their videos had been reviewed. In total, 318 comments were made by students about the self-introduction topic, which was an average of 2.6 comments per student. It can be noted that when the author failed to initiate and comment on three classes' videos, the students did not comment either, with a total of just 6 comments from those 3 classes, which is an average of 0.2 comments per student. Students were also required to record a 3-minute video answering the first textbook fluency questions on page 8 of the textbook, which was related to the first textbook lesson topic "The Importance of Communication", with the questions revolving around participants talking about their friends. Eight students did not complete the first fluency video (6.6%). This could be attributed to the fact that students had not practiced any fluency activities in-class yet and speaking for 3-minutes may have been a daunting prospect for them. Also, perhaps students were overwhelmed with the prospect of making two videos as the first homework. Upon watching the first fluency question videos made by students, it was clear that it was difficult for them to keep talking for 3-minutes about specific questions, as there were some long pauses.

In the following week, nine students (6.8%) did not complete the second textbook topic "Entering University." Between weeks 4–10, an average of 10.1% students (n = 71) did not complete the weekly video assignments, but between weeks 11–14, this had jumped up to 32.2% (n = 129). This pattern would seem to suggest that for several classes the novelty of making videos wore off. The final week's video topic, in which students were asked to share their experience of first year at university, had the lowest reply rate, with 32.5% of students (n = 42) not replying. Another possible reason why the submission rate declined in the latter part of the semester is that the textbook topics became progressively more challenging. In the early part of the semester topics such as "The Importance of Communication" and "Entering University" were undemanding for students to talk about, but latter topics such as "Public Behavior" and "Social Issues" required more thought, lexical knowledge, and background research from students before answering.

Findings

Advantages

In the final class of the term, students were asked to complete a Google Form, in which the final question was open-ended asking students to leave any positive or negative comments about using Flip. A total of 15 different advantages were identified by the students. The most common advantage given was that seeing their classmates' faces on Flip had various benefits such as helping students to remember their classmates' faces, helping to create a stronger bond in class, feeling more relaxed in class, and gaining confidence in speaking without a mask

(17 comments), supporting findings by Keiper et al. (2020) and Petersen et al. (2020). The second most popular advantage given (15 comments) was that Flip was good preparation for the discussion class, such as learning about the topic and being ready for the class quiz about the reading. The third most common advantage (12 comments) was that the students felt that their speaking and vocabulary skills had improved, giving credence to conclusions made by McLain (2018). Two further prominent advantages given were that it was useful to hear everyone's opinions before class (9 comments), and that the platform was easy to use (8 comments). Some of the positive comments made are show below:

- *It was good to get to know the faces without masks from the beginning while everyone else was wearing masks at the beginning of April, which made me feel closer to them.*
- *I think that because I was able to see them without their masks, I was able to get to know them faster than in other classes. It was great for me personally to see my friends' faces from the very beginning of the class, and it made me feel safe.*
- *Flipgrid was a very good application. We became good friends. I enjoyed this class through Flipgrid.*
- *I became confident when I could speak alone for three minutes. At first, it was a little difficult to make a video showing my face.*
- *Flipgrid helped me to remember classmates' names, faces, and their profiles, so I could understand them more and become closer, faster than usual.*
- *I liked being able to see my classmates' faces, which made me feel more familiar with them, and studying for the reading test at the same time.*
- *It was easy for us to understand each other and open up to each other by showing our unmasked faces. It was good to get a chance to use English outside of class.*

Disadvantages

A total of seven different disadvantages were indicated on the one Google Form open-ended question and final class discussion. The most common disadvantage given (17 students) was that it took time to make and post the videos. The second most common disadvantage was that it was difficult to find a quiet place to make the videos (8 students). Another notable disadvantage was that it was difficult to make the videos and make comments. It has also been reported by Keiper et al. (2020) that students had difficulty finding the time and making the videos. Below are some of the negative comments made:

- *It was difficult to do it every week because it took time to take the video.*
- *Some days I was tired and sometimes I didn't have the motivation to do it.*
- *I had to go somewhere quiet.*
- *It was difficult to find a quiet place during the day, so I had to stay late at night.*

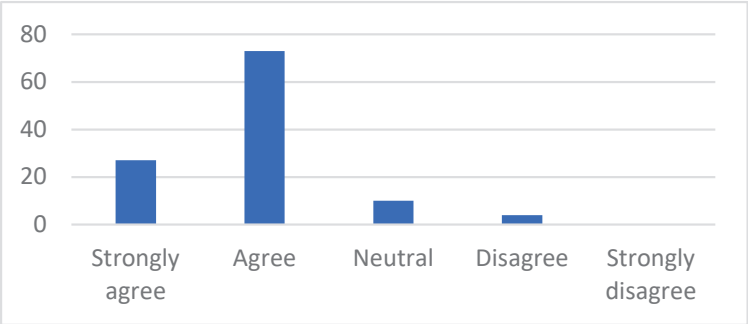
- *It was good to have more opportunities to experience English. However, it took a long time to upload the file, which was frustrating.*

A series of statements were presented to students at the end of term to gather their experiences of using Flip. Questions were specified to how Flip impacted on their English skills, and how it affected their ability to get to know their classmates better. The results garnered suggest that Flip had an overwhelmingly positive impact on class cohesion and students' English-speaking proficiency. A few examples are available here.

As can be seen in the first question below, students strongly indicated that Flip was useful for them in becoming more fluent and confident in English. 87.7% (n = 100) agreed with this statement. Only 3.5% (n = 4) displayed disagreement, therefore giving credence to findings by Roarty (2023), McLain (2018) and Tuyet and Khang (2020).

Figure 1

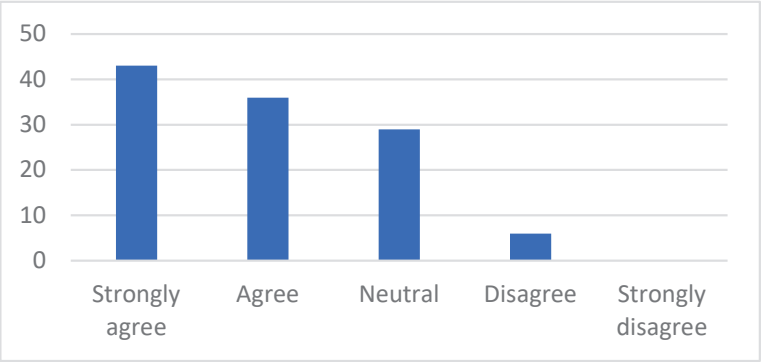
Flip Was Useful in Helping Me Become More Fluent and Confident in English



The second question posed to students also produced similar findings. 69.3% (n = 79) of students agreed with the statement that seeing their classmates' faces on Flip helped them to get to know them better. These findings correlate with comments from the qualitative question in which many students mentioned that seeing their classmates' faces in the early weeks of the semester helped them to feel closer to them faster, which has been described by Mahoney (2023).

Figure 2

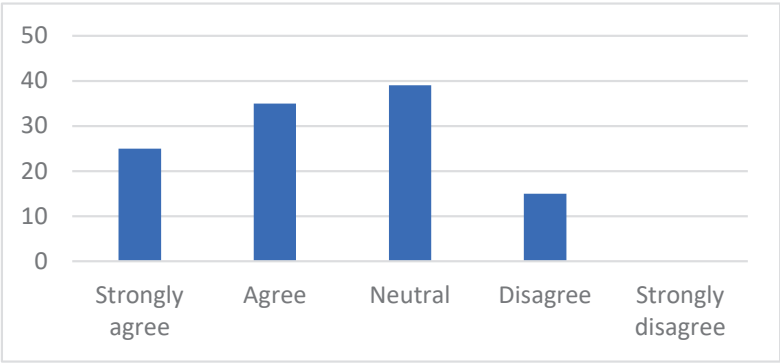
Seeing My Classmates' Faces on Flip Helped Me to Get to Know Them Better



Just over half of the participants, 52.6% (n = 60) agreed with the statement that seeing their classmates' faces motivated them to participate more in the discussion classes. 34.2% (n = 39) gave a neutral response, with 13.2% (n = 15) disagreeing. These findings suggest that the usage of Flip did have a positive impact on motivation for the majority of students.

Figure 3

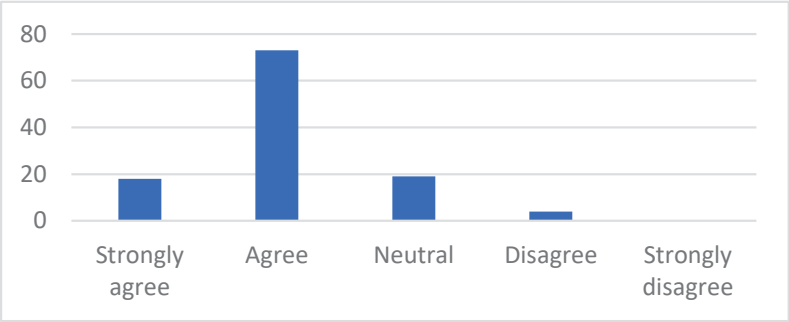
Seeing My Classmates' Faces on Flip Motivated Me to Participate More in Discussion Class



It is clear from the results of the question below that students were able to understand each other well on Flip. 79.8% (n = 91) agreed that it was easy to understand their classmates' ideas on the platform, with just 3.5% (n = 4) disagreeing. Since many students reported that seeing their classmates faces early in the semester had a positive impact, it could be argued that the self-introduction videos played a pivotal role in that students could easily listen to their classmates' introductions and remember important information and details about them.

Figure 4

I Could Understand My Classmates' Ideas Easily on Flip



There were five identical statements poised to students using Likert scale statements ranging from 5–1 in agreement at the start and end of term surveys. We can see a comparison of students' replies from the start and end of term in table 1 below. The overall results indicate that students' perceptions of wanting to see their classmates' faces had altered during the semester.

In the responses given to questions one and two below: "I want to see my classmates' faces when we are talking" and "Seeing people's smiles makes me motivated to speak," we can see that students have agreed much more strongly with these statements at the end of term. Many students alluded to the fact that seeing their classmates' faces on Flip helped them to open up more quickly, feel familiar with each other and remember each other's names. Since all students did not wear masks in their videos, and almost all of them smiled in their self-introduction videos at some point, the author believes that this was a powerful factor in the results yielded.

In the responses to questions three and four below: "It is easier to get to know people not wearing a mask" and "I trust people when I can see their whole face," we can see that students also tended to agree more strongly with these statements at the end of term. Considering that students had been wearing masks for around three years consecutively prior to this research, it could be said that their perceptions had changed in the 14 weeks of this class. Seeing as one student mentioned that seeing their classmates' faces on Flip made them feel "safe," it could be said that using Flip made students feel more comfortable with each other more quickly than usual.

In the final question below: "Wearing a mask hinders my ability to communicate," we can also see that students' dependency on their masks was starting to diminish. Since the rate of mask wearing had dropped from 90% at the start of term to around 60% at the end, this could be argued to be a factor in this divergence.

Table 1

Student Perceptions of Using Flip (1–5 point scale)

		5	4	3	2	1	
To what degree do you agree:		[Strongly Agree ----------				Strongly Disagree]	*Mean*
1. I want to see my classmates' faces when we are talking	ST:	(18) 14.3%	(43) 34.1%	(49) 38.9%	(10) 7.9%	(6) 4.8%	3.46
	ET:	(31) 27.2%	(47) 41.2%	(31) 27.2%	(5) 4.4%	(0) 0.0%	3.91
2. Seeing people's smiles and facial expressions motivates me to speak	ST:	(48) 38.1%	(52) 41.3%	(19) 15.1%	(5) 4.0%	(2) 1.6%	4.10
	ET:	(53) 46.5%	(48) 42.1%	(12) 10.5%	(1) 0.9%	(0) 0.0%	4.34
3. It is easier to get to know people not wearing a mask	ST:	(26) 20.6%	(54) 42.9%	(30) 23.8%	(12) 9.5%	(4) 3.2%	3.68
	ET:	(30) 26.3%	(43) 37.7%	(23) 20.2%	(14) 12.3%	(4) 3.5%	3.70
4. I trust people more when I see their whole face	ST:	(18) 14.3%	(59) 46.8%	(32) 25.4%	(15) 11.9%	(2) 1.6%	3.60
	ET:	(30) 26.3%	(45) 39.5%	(27) 23.7%	(10) 8.8%	(2) 1.8%	3.79
5. Wearing a mask hinders my ability to communicate	ST:	(9) 7.1%	(23) 18.3%	(47) 37.3%	(42) 33.3%	(9) 7.1%	2.94
	ET:	(14) 12.3%	(34) 29.8%	(28) 24.6%	(31) 27.2%	(7) 6.1%	3.14

Note. *Twelve fewer students completed the end of term survey*
Note 2. *(ST= Start of term) (ET=End of term)*

Conclusion

The results suggest that students benefitted from using Flip. Allowing students to post videos early on in the semester so classmates could to get to know each other's faces appears to have had a postive impact on class cohesion. The author believes that in the early part of the semester, students bonded more quickly than in previous semesters. Since Flip is an app and is easily accessible, the author and students could easily log in and check who had posted the week's homework assignment. Since the app also shows students' names on the screen, this helps students and educators alike in being able to remember students' names more quickly.

Having the students post their opinions about topics before class, the author believes, led to deeper understanding of the weekly textbook topics, since students were often ready to give examples and reasons about topics more quickly than in previous semesters. Similar findings have been reported by McIntyre et al. (2020) who argued that Flip could be used to increase students' depth of knowledge. Another possible benefit of Flip was that students could develop social learning, which has also been referred to by Stoszkowski et al. (2021). Generally, in each class, for every topic each week a more confident student would post a video first, showing a good example for the less confident students to follow. These students usually posted from their house, spoke with enthusiasm, and gave good examples in their answers.

The in-class fluency activities throughout the semester were always active, and students were always well-prepared for them. This was in contrast to previous semesters where many students had not done any preparation and often struggled to formulate meaningful answers to the questions. Nation and Newton (2009) have mentioned that preparation activities in which students can gain familiarity with fluency topics is advantageous. The author advised the listeners to listen actively and to ask follow-up questions to the speakers.

One caveat was that lower-level students often brought their homework video notes with them to class, and simply wanted to read their answers from them in the fluency activity, like a speech, thus, leading to a negative impact on their ability to think on the spot and to them worrying too much about accuracy. Acumen was required by the author in advising these students to only look at their notes sometimes, and to shorten their answers so that the listeners could ask follow-up questions. The author also stressed that they did not have to be accurate in their in-class fluency, but just to make themselves comprehensible. Nunan (2015) has asserted the importance of providing students with opportunities to develop speaking with both accuracy and fluency. The videos gave them the former, whilst also laying the foundation for fluency skills improvement in-class with some prior knowledge and practice.

Although it was difficult for students at the outset, having them post weekly videos and getting them used to speaking without wearing a mask would appear to have been advantageous for their English speaking skills, overall communication skills and confidence, and their ability to use facial gestures. One could argue therefore that Flip is a useful tool to complement English-speaking classes and to boost class cohesion, although more research should be carried to explore the impact on students'fluency.

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Reflections on the “Study Abroad Preparation: IELTS” Level 1 & 2 Pilot Courses

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Abstract

In this paper, the authors describe their experiences of piloting two Study Abroad Preparation (SAP) IELTS courses at a university in Tokyo. These courses are part of a curriculum reform and shift towards implementing Content and Language Integrated Learning (CLIL) at the institution. The authors detail the lesson contents of each course and reflect on their experiences of meeting the dual aims of study abroad content and IELTS focus. The key differences were that the level 1 basic course was taught using a course book, mostly as self-study, and followed a strict lesson sequence and reflective cycle, whereas the level 2 intermediate course used materials from the internet and had a freer, more adaptable structure. The authors describe the changes that they made to the courses in the fall semester based on their experiences in the spring. In the conclusion, the possibility of swapping these approaches is considered, along with general considerations for the courses and suggestions for further development.

Keywords: *CLIL, Study abroad, IELTS*

Introduction

From 2024, Rikkyo University will offer elective Content and Language Integrated Learning (CLIL) courses in the following areas: Global Communication, Global Studies and Global Career. The Study Abroad Preparation (SAP) IELTS courses are part of the Global Communication section. The courses are designed for students who want to study abroad in the future and need to improve their English skills. The course content has a dual focus of study abroad topics and IELTS test preparation.

The authors of this paper piloted the SAP: IELTS 1 (Basic) and SAP: IELTS 2 (Intermediate) courses in preparation for the launch of the new curriculum. The basic level was taught with a course book used mostly for self-study, and highly-structured class time; the intermediate level had no course book, and a more varied and adaptable use of class time. This paper will report on the initial Spring 2023 semester classes and adaptations made for the Fall

semester.

Literature Review

The implementation of CLIL as a pedagogical framework for courses at educational institutions in Japan has become more widespread in recent years. CLIL is described by Coyle et al. (2010) as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (p. 1). The degree to which the latter is focused upon is variable. CLIL can be defined as *soft*, meaning substantial language support is given to the learner, or *hard*, meaning there is little or no language support given (MacGregor, 2015). As the SAP: IELTS 1 (Basic) and SAP: IELTS 2 (Intermediate) courses by nature of their description involved language instruction, from the onset the instructors of these classes envisaged a soft CLIL approach. In addition, these courses from the Global Communication section of the curriculum are intended to assist students to transition between mandatory, first-year English language classes and the more content-focused Global Studies courses (Yamamoto & Nitta, 2021).

Although the degree of language support within a CLIL lesson is left to the discretion of the instructor, what are commonly referred to as the 4C's are an essential component of the framework (Coyle et al., 2010). Content refers to the subject matter of the course, which was study abroad content in the case of these two courses. Communication is the use of language as "a conduit for communication and for learning" (Coyle, 2005, p. 5). A key feature of CLIL lessons is the focus on developing independent thinking and learning skills and this forms the Cognition component (Coyle, 2005). Finally, Culture is the fostering of intercultural competencies and a sense of global citizenship (Coyle et al., 2010). The degree to which these components could be integrated into teaching a course which also had an exam focus was a matter of uncertainty for the instructors prior to the planning and delivery of the classes.

The reform of the curriculum at Rikkyo University was necessitated in part by plans to both provide domestic students with increased opportunities to attend study abroad programs and to accept more international students from overseas (Yamamoto & Nitta, 2021). Undoubtedly, the COVID-19 pandemic and recent economic factors have impacted upon these proposals. Nevertheless, in 2022, 1061 students attended in-person study abroad programs provided by Rikkyo University (M. Shrosbree, personal communication, October 14, 2023).

The benefits of study abroad programs, both short-term and of longer duration, have been well documented. Positive effects include not only improving English language skills (Suzuki & Hayashi, 2014) but also enhancing cross-cultural sensitivity (Anderson et al., 2006) and intercultural communication skills (Williams, 2005). However, pre-departure preparation is crucial for students to optimize their study abroad experiences and reduce anxiety (Kato & Landsberry, 2020). Causes of anxiety are many; for example, contrasting educational approaches between different countries (Neff et al., 2018) and concerns about language

proficiency and communication skills (Kato & Landsberry, 2020). Therefore, there appears to be a strong foundation for the establishment of these kinds of courses.

Study Skills and Course Materials

These courses meet once a week for 100 minutes, over a 14-week semester. It is important for students to understand that the lessons alone are unlikely to be sufficient to make them fluent and confident in study abroad situations nor to raise their language proficiency to achieve a test score they are seeking for study abroad applications. An element of the courses is therefore to help students develop skills and find resources for continuing their learning independently. This is done through keeping a record of study and reflecting on learning. This may also be considered to meet CLIL criteria for the course design. Reflection on learning requires meta-level consideration and thus develops cognitive skills; and it is important preparation for studying abroad in places where students are often expected to study independently.

This element of the course also raises the question of whether to use a course book or resources available on the internet. The advantages of the former are that official books will have correct and up-to-date information about the tests, materials are adapted to be appropriate to the level of the students (assuming they enter the level matching their proficiency), materials are connected to IELTS practice tasks and tips for the test, and there will be additional support in the form of teacher's books and supplementary materials. The disadvantages include the additional expense, the need to carry a physical book, and that the books considered for these courses appear to be designed for twice-a-week, year-long courses (thus 4 times the material that could be realistically covered in class). On the other hand, the advantages of using online resources are that they can be accessed freely, resources can be matched directly to study abroad topics and can be more up-to-date and relevant to the particular group of students, and students are provided with a set of resources that they can continue to use for self-study after the course. Correspondingly, the disadvantages are that the material is not adapted and may be inaccessible to lower proficiency levels, non-official sites may contain incorrect information about tests, and it is considerably more time consuming for the teacher who has to find and evaluate materials for each lesson.

SAP: IELTS 2 Report

The Students

There were 30 students enrolled on the SAP: IELTS 2 program, and all but one completed the course. The students were mainly sophomores, juniors and seniors with a few freshmen from the Global Liberal Arts Program. The minimum level of ability officially required for this course is CEFR B1/IELTS 5.5 and the target IELTS score is 6–6.5. In reality,

many of the students had a higher level of English language proficiency. Based on information provided by students at the onset of the course, the majority of them intended to study abroad in the future and needed to perform well on the IELTS exam in order to do so. Most of them stated that they chose the course for this reason, although for some it was due to schedule convenience or a more general desire to improve their English. Around half of the students had no prior experience of the IELTS test and the majority stated their target score as the same as that of the course. Around a third of the class had prior experience of studying abroad. Overall, it appeared that the needs and expectations of the students correlated with the course content and objectives.

Course/Lesson Design

The majority of the lessons featured both content of a study abroad nature and an IELTS test focus, with time divided roughly evenly between the two parts. Topics covered on this course were friendship, accommodation, education, managing money, dealing with stress, staying safe and healthy, adapting to different cultures, and immersing yourself in a new lifestyle. I elected to teach this class without a textbook and chose material from free, online sources.

The classes would begin with warm-up questions on the day's topic. These questions were designed with the IELTS speaking test part one in mind, which consists of relatively simple questions. If necessary, more challenging vocabulary was pre-taught, followed by video or reading material related to an aspect of the day's theme. Comprehension questions were set, and students compared their answers in pairs. Finally, students were given discussion prompts based on the content and were encouraged to create their own questions in addition to the prompts. It was intended that this part of the lesson was similar to the IELTS speaking test part three, in which the examiner engages the candidate in a discussion based on the previous section's topic.

Due to the time constraints, only speaking and writing elements of the IELTS test were covered on this course. In lessons designated as IELTS speaking skills days, the second half of the classes were dedicated to IELTS skills input practicing IELTS speaking part two tasks (the candidate's long turn on a topic) and part three discussions. Wherever possible, the skills focus was based upon language from the video or text of that day. Tasks such as gap-fill or categorizing phrases were used to encourage the students to notice the target language of that day. The instructor provided IELTS-style question worksheets, based on the day's topic and the students worked in groups of three, alternating between playing the roles of examiners and candidate. The teacher provided frequent feedback, based upon notes taken whilst monitoring the groups and encouraged learners to utilize the target language/skills of the lesson. In IELTS writing skills lessons, the second part of the class began with a more teacher-centered input on a particular task focus, for example, how to write an overview for task one or how to address all parts of the question in part two. Students were then given examples and practice exercises from online sources. Finally, a 'mock' question was given as homework.

Lessons 5, 9 and 13 were IELTS speaking test days. The content of the tests were topics previously covered in the three lessons prior to each test day. The students formed a group of three, in the same fashion as when practicing speaking tasks in their regular lessons. The instructor evaluated each class member. This method of testing provided the students with the opportunity to practice the three parts of the IELTS speaking test despite the large class size. Although the IELTS exam only has one examiner, a group of three students with two examiners and one candidate allowed for simpler classroom management. While 3 students performed the test, the remaining students completed reflection tasks on their self-study logs and later, their performance in the test.

Observations: Positive

Overall, the students appeared motivated and interested in the study abroad content, which was often based on online material relevant to their lives. For example, one video featured students in the U.K. discussing the best ways to manage their finances at university, and in another an American college student gave advice about how to make friends while studying abroad. From the perspective of implementing the CLIL 4C's framework described by Coyle et al. (2010), the study abroad lessons provided ample opportunities for three out of the 4C's. The content was meaningful and relevant to the students' lives, with plenty of communication and chances to learn and reflect about various cultures (Coyle et al., 2010). In the above instance about making friends, for example, students were given the opportunity to focus upon the content of how to foster friendship while studying abroad, develop communication skills through discussing the content and reflect about cultural similarities and differences towards friendships in different countries.

The class members were also keen to participate in the IELTS input stages of the lesson, as almost all of them had a need to perform well in the test. They cooperated well during the course, especially on speaking test days when classroom management was difficult due to the large class size.

The self-study logs also appeared to be an effective tool on this course. Based on previous experience of teaching elective courses, one problem can be the mixed-level of ability within the classes. Using self-study logs allowed students to individually tailor their self-study to match their levels of ability and the areas of proficiency that they needed to improve. In addition, as a small percentage of the overall evaluation was assigned to the logs, it enforced the message that substantial work outside class is necessary to improve IELTS test scores.

Observations: Negative

Before the pilot courses began, both instructors were concerned about the practicalities of balancing the dual objectives of CLIL-style study abroad content whilst also improving the students' performance in the IELTS test. In this Intermediate course, with no-textbook, it was difficult at times to find material that was both a suitable topic and provided suitable language

useful for developing IELTS exam skills. In particular, IELTS writing task one requires specific skills, such as describing data or maps, which did not easily align with study abroad material available online. Time constraints imposed by the nature of the IELTS focus on the course meant that it was difficult to implement all of the 4C's which form the components of a CLIL lesson. For example, there was little time to dedicate to tasks to encourage more advanced cognitive skills such as analyzing or evaluating ideas or creating their own work. Finally, while the online content related to study abroad content did appear to motivate the students, there is always the risk of the planned lesson being rendered obsolete if such free, online material becomes unavailable.

The large class size also presented a substantial challenge for this course, especially on speaking test days. Initially, the intention was that the students would complete all three parts of the IELTS speaking test on test days in their groups of mock examiners/candidates. It quickly became apparent that this was unfeasible. In order for each student to be tested in the candidate role within one class, it was necessary for five groups of students to be simultaneously performing the test. This resulted in a huge burden on the instructor, who had to monitor five candidates, assess them and write down feedback points, then repeat the cycle continuously for 100 minutes. The large class size also impacted upon the amount of individual time that could be given to each student.

Changes for the Fall Semester 2023 SAP: IELTS 2

The most important change to be made is regarding evaluation. In the fall semester only two speaking tests will be scheduled. The first test will focus upon IELTS part one and two and the second on parts two and three. Instead of a final speaking test at the end of the course, the final assessment will be a problem/solution cognitive research project about a study abroad topic or a specific problem related to studying IELTS. The intent of changing this part of the course is to provide a greater balance between the dual nature of CLIL-style study abroad topics and the IELTS focus. In particular, it is hoped that the research project will provide a greater focus upon developing cognitive skills through the creation of a personal project, thus better implementing the 4C's CLIL principle.

The second alteration is to provide instruction related to IELTS Writing Part 1 tasks. As it is difficult to find material of a study abroad nature that is also suitable for teaching the necessary skills for this section of the IELTS test, material unconnected to study abroad but appropriate for instruction and practice of IELTS Writing Part 1 will be used.

Finally, I intend to change a few of the topics covered on the course as I found more suitable material during the course of the spring semester.

SAP: IELTS 1 Report

The Students

In the Basic course, taught at Niiza campus, there were 19 students from 2nd, 3rd, and 4th years, and all completed the course. They mostly met the recommended profile and had a level of around CEFR B1. There were a few whose level was higher, or who needed to take an examination soon, who may have been better taking the SAP: IELTS level 2 or 3. Most did not have experience of studying abroad and did not have immediate concrete plans to do so. However, there were some exceptions who had lived abroad, and who had plans to study abroad in the summer vacation following the course. As is quite common with these courses, there were also a small number who had no special intention to take the IELTS test or study abroad but wanted a communication-based English course and this one fit their schedule. The mixture of levels and intentions did not cause any problems in the running of the course.

Course/Lesson Design

Design decisions for the Basic level course were based around the key points of the course description—study abroad content and IELTS style tasks—plus consideration of the CLIL focus of the new curriculum, and the particular needs of lower level students. It is characterized by a strict lesson sequence, reflective cycle, self-study and a focus on productive skills in class time. The course book Mindset for IELTS 1 (Crosthwaite et al., 2017) was chosen as it seemed accessible to students and had extra online resources.

One of the concerns with the basic level was that exam courses can end up with a lot of metalanguage that is above the communicative level of the students. Furthermore, since the course profile was for students who would study abroad sometime in the future, giving details about test taking strategies was less appropriate than in higher levels. I therefore decided to adopt a highly structured approach in which students would engage in activities matched to the tasks in the IELTS test, but with a reduced amount of training or explanation.

The standard lesson plan was created to reflect the sequence students experience in their first-year mandatory English Discussion Course, with the addition of writing tasks. Topics were chosen by designating one unit of the course book for each input lesson. Early in the course it became clear that there were too many steps, and it was revised as shown below.

Basic Level Standard Lesson Plan

Initial lesson steps:

1. Warmer, ex. Question Circle.
2. Fluency. Simple discussion questions based on homework listening/reading.
3. Speaking skill input.
4. Interview. Groups of three—two students interview the third about the day's topic.

Rotate to give each student a chance to answer.

5. Long turn. One minute preparation time with topics. Each student gives a long turn, followed by a question from each partner.
6. Discussion. 10 minute discussion of the day's topic.
7. Free writing.
8. Writing skills input.
9. Focused writing.
10. Review/Reflection.
11. Set reading/listening homework.

Revised lesson steps:

1. Fluency. Simple discussion questions based on the homework listening/reading.
2. Speaking skill input/reminders
3. Interview. Groups of three—two students interview the third about the day's topic. Rotate to give each student a chance to answer.
4. Long turn. Short preparation time with topics. Each student gives a long turn.
5. Discussion. 10 minute discussion of the day's topic.
6. Writing skills input/reminders
7. Focused writing.
8. Reflection and plan for self-study.

Topics for the test lessons in 5, 9 and 13 were originally to be decided by the students, but in the end the second and third were selected by the teacher to increase the study abroad content of the course. The speaking sections were matched to the IELTS speaking test—each lesson begins with a fluency-focused question, then students interview each other in small groups, take turns to respond to a long turn prompt, and finally a discussion. The writing section focused on the IELTS task 1 for the first 6 weeks, and the essay for the remainder of the course.

At the end of each lesson, students completed a reflection and planning task. First they wrote answers to a short set of reflection questions focused on whether they felt they had prepared sufficiently for the class. They then selected the required course book tasks that they would complete for homework (at least 2 texts, either reading or listening). They also listed the additional course book tasks they planned to complete, and any personal study they would complete related to the course. Students were given the choice of doing the reflection and planning on paper and uploading a photo to Google Classroom or using Google Docs. There was around a 50–50 split between paper and digital at the start of the course, with some students switching to digital part way through.

Assessment for the course followed the standard format of electives in the department with 30% given for participation, 40% for tasks and assignments (the Reflection and Planning tasks, specific homework tasks, Study Abroad Plan), and 30% for the "Final Test". The final test

score was calculated from the 3 test days. These were run in essentially the same way as every other lesson. Speaking and writing input steps were reviews of previous input. The writing step was done under exam conditions, whereas in other classes students were encouraged to help each other and ask questions. Students were also required to submit what they had completed in the allotted time, while in other classes they could complete their work at home to make feedback more useful. Assessment was basically for participation. There were too many students to judge speaking tasks individually. Feedback was given on the writing task, and students were given a predicted band score, but this was not used for the course grade. The reason is that the proficiency level on entering the course varied widely, and there is general consensus among those teaching the courses that the course score should not be an anticipated IELTS score. In cases where a student missed a test day with an officially accepted reason they were offered make-up assignments.

Observations: Positive

The course format allowed for a high level of student talking time and minimal use of Japanese since the tasks were at an appropriate level, the objectives were clear, and the repetition meant that students knew what they were supposed to do. The lessons were dynamic with little chance for students to be distracted. The sequence of gradually starting with casual speaking tasks, building to more academic or abstract discussion and then focusing on writing seemed to work well. It is hoped that the practice of reflection and planning provided skills that students will continue to use. Generally, the students seemed to enjoy the classes, there was a low rate of absences, and feedback was largely positive.

Observations: Negative

Following a strict lesson structure does have some disadvantages. The teacher’s role during the class time is mainly that of a manager and time-keeper. During the speaking tasks, I would monitor and take notes on language use, but there was a relatively low level of teacher-student interaction. I felt that compared to other communication-based courses, I did not get to know the students as well. Similarly, during the writing tasks, while students would ask questions, most were focused on practicing writing within a time limit and there was not space for the casual interactions that can help teachers understand their students’ needs and adapt classes accordingly.

The way that the course book was used also had some negative aspects. It is a relatively expensive book and students commonly complain if made to buy a book which is then not used sufficiently. In this case, they had the choice to use it as much as they wished as preparation for the classes, but it was rarely used directly in class. However, since I was asking them to select their preparation tasks at the end of the lesson, they had to carry it with them. Those students who only completed the required two course book texts ended up using only a small percentage of the book. Furthermore, the fact that students were selecting how much to study probably

meant on average that they were studying less than if the teacher were selecting and assigning tasks.

The records of reflection and planning that the students completed caused some problems for both teacher and students. Giving the choice of paper or digital created some of the problems. It took a long time to check through the different files. In some lessons, there was not enough time in class to complete the records, leading to additional homework time. As this was a pilot course, the content of the reflection and planning forms had not been trialed and needed some development during the course.

Changes for the Fall Semester 2023 SAP: IELTS 1

Reflection and planning are important parts of the course design, so the difficulties with the record format required development. In the fall semester, a new system will be used in which students have individual Google Forms and a link to a spreadsheet generated from the form. The two elements are attached to individual Google Classroom assignments for each student. Each week, the students write their reflections and plans using the form, and they can easily review their progress by viewing the spreadsheet. The teacher can also review progress easily.

The writing feedback in spring was based on the IELTS rubrics. Upon reflection, this was not the most useful format for this level. There is a lot of metalanguage in the rubrics, and students with lower proficiency will benefit more from general advice on improving their use of language. Most of the writing tasks will be done using Google Docs to allow more efficient feedback using Suggestion/Comments.

Overall, the input will be more organized. In the first pilot, input was chosen in response to emergent student needs. It is more efficient to use elements that are in the course book, and needs are mostly predictable. All test day topics will be related to study abroad; provisionally, travel and vacations, culture, and education. The Study Abroad Plan was almost entirely done in the final lesson in spring; in fall, it will be spread across the course.

Conclusion

In this paper, two contrasting approaches were taken to piloting the Study Abroad courses. At the intermediate level, there was no course book, and the classes followed a general structure but were adapted to the needs of the students and the interests of the instructor. In contrast, for the basic level a course book was used, but mostly for self-study, and class time was highly-structured. Overall, the students in both courses appeared to be satisfied with the classes and motivated by the study abroad content which was to a great extent quite relevant to their lives. From the perspective of an instructor, issues such as record-keeping and managing the procedure on test days can be improved relatively easily through adjustments made in the next semester. As balancing the dual course content study abroad topics and IELTS within

a CLIL framework presents a challenge for instructors, a 'soft' CLIL approach seems to be the solution. From the experience of teaching these courses, it appears that a no-textbook option is the better option in terms of the burden of cost on the student and flexibility with material content. A list of suggested websites and other resources will be available. However, instructors with less experience of the IELTS test could find the prospect of teaching these courses somewhat intimidating without a textbook. Furthermore, especially for the basic level, the structured format with an emphasis of maximizing time spent on productive skills in class, may be more appropriate. Finally, smaller class sizes would undoubtedly assist with course management and individual time given to each student.

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Improving the Japanese College Students' Academic Vocabulary Mastery on Synonyms With *Kahoot!*

Maki Matsuda

Abstract

Acquiring a strong vocabulary is a crucial skill for college students. However, in the context of English as a Foreign Language (EFL) learning in Japan, students often struggle with acquiring new vocabulary due to a lack of exposure to new English words. This case study aimed to explore the impact of *Kahoot!*, an online quiz platform, on Japanese college students' academic vocabulary mastery of synonyms and their perceptions of the learning process. Sixty Japanese university students majoring in Literature, Community and Human Services, and Contemporary Psychology and learning English as a foreign language participated in the study during the spring semester of academic year 2023. The quantitative results derived from pre- and post-tests presented that the students' mean scores on a 50-point synonym test increased from 31 to 39 points, representing 26% improvement, from the start to the end of the semester. The qualitative analysis of students' feedback revealed that they had positive experiences with *Kahoot!* with the majority reporting the most significant improvement in reading (45%), followed by writing (33.3%) and even speaking (21.7%) skills. The author suggests that English teachers incorporate *Kahoot!* to improve their students' mastery of academic vocabulary through synonyms and recommends additional academic tasks to maximize their learning.

Keywords: *ICT use in Education, Kahoot!, Academic vocabulary learning, Synonyms*

Introduction

"*How can I build my vocabulary efficiently and effectively?*" or "*I struggle with reading quickly because I stop reading when I find unfamiliar words.*" These are common questions or concerns that the author has been asked by students in the classroom. The challenges of mastering a foreign language, particularly in countries like Japan where English is taught as a second language, are far-reaching. The intricacies of language acquisition with the focus on the essential role of vocabulary, have been extensively explored by scholars like Webb (2007) and Nation (2022). In their seminal works, they underscored the indispensable nature of vocabulary acquisition for language learners, with Wilkins (cited from Thornbury, 2002), going so far as

to assert that "*without grammar, little can be conveyed, and without vocabulary, nothing can be conveyed.*" It is evident that a robust vocabulary lays the foundation for mastering all four language skills: listening, speaking, reading, and writing.

Drawing upon the insights of Sembiring and Ginting (2019), who identified eight vocabulary teaching techniques, the significance of employing diverse methodologies becomes apparent. These techniques, ranging from contrast and synonyms to enumeration and word games, offer a comprehensive toolkit for educators. Synonym instruction, a traditional yet effective approach, emerges as a key strategy to help students grasp nuances in meaning without relying on translation into their native language. Recent research, exemplified by the work of Chen *et al.* (2015), demonstrated the positive impact of teaching synonyms on enhancing students' writing skills. The study utilized an innovative online system called PREFER, incorporating various paraphrasing options, including synonyms, and observed improved writing proficiency in EFL students.

In addition, Webb (2007) conducted research with 84 Japanese EFL students by implementing ten tests to determine the learning of English words and their synonyms. Their study examined the effects of learning two groups of words. The first group consisted of ten words including unfamiliar synonyms and the second group included familiar ones. The results of the study indicated that the participants scored better when learning words that had known synonyms. Synchronizing this result, Nation (2022) emphasized the importance of the connection between the acquired knowledge of the target language and the vocabulary yet to be learned.

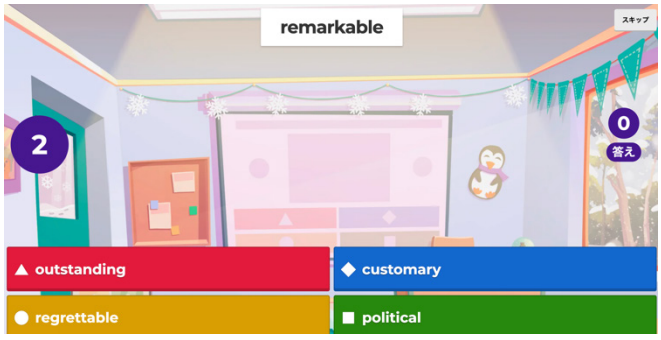
Games in Language Learning

It is not uncommon for students to experience a loss of attention or inspiration in the classroom, which can result in adverse consequences. To counteract this issue, educators must implement engaging and interactive learning activities to maintain their students' focus and involvement. One approach to enhance student engagement is the use of game-based learning (Wang & Tahir, 2020). *Kahoot!*, a popular online quiz platform that exemplifies this method. It employs a multiple-choice format and allows users to use existing quizzes or create their own to share. The game can be played individually or in a group setting and it is available for free. Since its launch in 2013, *Kahoot!* has been adopted by over six million educators globally and played by 4.4 billion users (Kahoot.it/.com, 2013). During the game, questions appear on the screen and students can select their answers by pressing the corresponding color on their personal devices (mostly through smartphones). A strict time limit as low as five seconds to thirty seconds can be set to increase the focus of the game as well as excitement from the participants. The platform automatically awards the correct answer to the player who answers the quickest, with higher scores being earned for a quicker response. A leaderboard is displayed immediately after each question, which excitingly shows the rankings and stimulates students to compete each time it appears. From the author's experience, the class always erupts in

excitement every time the leaderboard shows up on the screen. Figure 1 presents the example images from the game.

Figure 1

Screenshots From Kahoot! Question Example and a Leaderboard



In the context of English as a Foreign Language (EFL) learning in Japan, students often struggle with acquiring new vocabulary due to a lack of exposure to new English words. Furthermore, college students in Japan frequently take standardized English tests such as the TOEIC Listening & Reading Test and the TOEFL ITP, which ALWAYS include questions on synonyms. Despite the importance of vocabulary skills, previous research has not explored how Japanese students view the use of synonyms to enhance their vocabulary, or how an online game platform like *Kahoot!* can help with this. The current case study aims to address this gap by examining the impact of the online application *Kahoot!* on Japanese college students' mastery of synonyms and their perception of the use of *Kahoot!* for improving their vocabulary skills and provide additional suggestions for peer teachers.

Background Information

The online game platform *Kahoot!* was applied in a first-year English Reading & Writing class at a private university in Tokyo, Japan from April to July 2023. The author was the instructor of three English Reading & Writing courses, and the classes were conducted in a face-to-face format on campus. The classes were 100 minutes in length and were held once a week. This Reading & Writing course was mandatory for all-first year students and in these three

classes student majors include Literature, Community and Human Services, and Contemporary Psychology. Students' language levels ranged from 380 to 480 on the TOEIC Listening and Reading Test, which equates to levels A2 to B1 according to the Common European Framework of Reference for Languages (CEFR). The textbook, *Q: Skills for Success: Level 3: Reading and Writing*, (3rd edition), (Ward & Gramer, 2019) was used as the main course material.

Research Questions

The purpose of this study was to address the following two research questions:

1. What is the impact of using the online platform *Kahoot!* on Japanese college students' mastery of synonyms related to their academic vocabulary?
2. How do Japanese college students perceive and respond to the use of Kahoot! for learning synonyms in English?

Methodology and Procedures

This study employed a case study approach. The data was collected from 60 students enrolled in the first semester of three mandatory English Reading & Writing courses for first-year students majoring in Literature, Community and Human Services, and Contemporary Psychology during the academic year 2023.

At the start of the semester, in the first of 14 classes, the students were administered a 50-point pre-test to identify synonyms for 50 words using Google Forms uploaded on the LMS called canvas. At the end of the semester, a post-test was conducted to evaluate their progress. The target words were selected randomly from the main textbook, *Q: Skills for Success: Level 3: Reading and Writing*, (3rd edition), (Ward & Gramer, 2019), that includes essential academic words.

In the meantime, students engaged in a word quiz activity during each meeting using *Kahoot!* to identify synonyms from the assigned reading section of the textbook throughout the spring semester 2023. Depending on the length of the reading passage, students had chances to review vocabulary over a two-week period. While the game could be played in groups, the author chose to conduct the activity individually to ensure equal participation for all students. Table 1 below shows the assigned reading topics as well as target word examples from the book.

Table 1

Weekly Assigned Reading Topic and Target Word Examples

Class	Assigned Reading Topic	Target Word Examples
2	Unit 1: Small Talk: A Big Deal	accomplishment, authentic, appreciate, consider, confidence, demonstrate
3	Unit 1: 21st Century Job Interview	effective, expect, impress, maintain, offensive, professional
4	Unit 1: 21st Century Job Interview	punctual, research, responsible, select, slang, weakness
5	Unit 2: Knowing Your Tastes	arrange, artistic, balanced, identical, identify, influence
6	Unit 2: Eating with Our Eyes	likely, method, occasion, principle, recognize, sensitive
7	Unit 2: Eating with Our Eyes	status, system, typically, contrast, brightly, be willing to
8	Unit 3: Cars that Think	obstacle, obey, benefit, respond, limitations, blame, polite
9	Unit 3: Classrooms without Walls	monitor, digital, revolutionize, discover, interactive, reliable
10	Unit 3: Classrooms without Walls	dominate, feedback, adapt, global, motivate, app
11	Unit 4: Can Targeted Ads Change You	browse, target, specifically, accurate, acknowledge, annoying
12	Unit 4: In Defense of Advertising	broadcasting, impact, relevant, suggest, reflect, annual
13	Unit 4: In Defense of Advertising	donation, memorable, imply, relevant, support, surrounding

In addition to the quantitative pre- and post-tests, qualitative data was collected from a post-class survey to gauge students' perceptions for their vocabulary mastery of synonyms through the use of *Kahoot!*. The survey included three Likert-scale questions assessing whether students were actively engaged, found *Kahoot!* helpful for vocabulary mastery, and which skill (listening, reading, writing, or speaking) the activity contributed to the most. The survey also included an open-response item for students to provide reasons, general comments, or impressions about their learning. Written in Japanese, the survey was distributed online using a Google Form and completed anonymously. The author translated and analyzed the data using the thematic analysis procedure outlined by Braun and Clarke (2006), categorizing the students' responses into themes and refining the specifics of each theme. Table 2 below shows the translated version of questions asked on the Google Form.

Table 2

Questions in the Questionnaire

1	Were you able to actively engage with *Kahoot!*?
2	Did you find the use of *Kahoot!* helpful for your vocabulary mastery on synonyms?
3	To which skill do you think the use of synonyms contributed the most? Listening/Reading/Writing/Speaking
4	Any reasons for your responses or general comments?

Note: Questions developed by the author

Results & Discussion

Students' Vocabulary Scores

To answer the first research question, "How does the use of the online application *Kahoot!* contribute to college students' vocabulary mastery on synonyms?" the pre- and post-test scores of 60 students were compared. As shown in Figure 2, using *Kahoot!* in a classroom activity related to vocabulary mastery on synonyms led to a significant increase in students' performances in identifying synonyms. As shown in Table 3, the mean score of students at the end of the semester increased by 26%, from 31 to 39, compared to the beginning of the semester. Furthermore, almost all students (54 out of 60) showed an increase in their scores, with one student exhibiting 82% improvement from 22 to 40 after using *Kahoot!* over the spring semester. These results suggest the effectiveness of using *Kahoot!* to enhance their vocabulary mastery of synonyms.

Figure 2

Comparison of Students' Vocabulary Scores

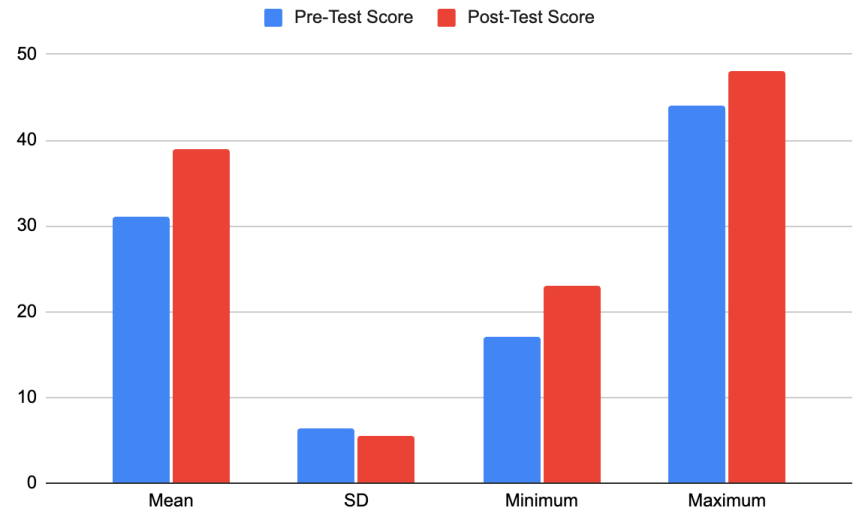


Table 3

Summary of Vocabulary Scores

	Mean	SD	Minimum	Maximum
Pre-Test Score	31	6.4	17	44
Post-Test Score	39	5.5	23	48

Note: N=60, Perfect score=50

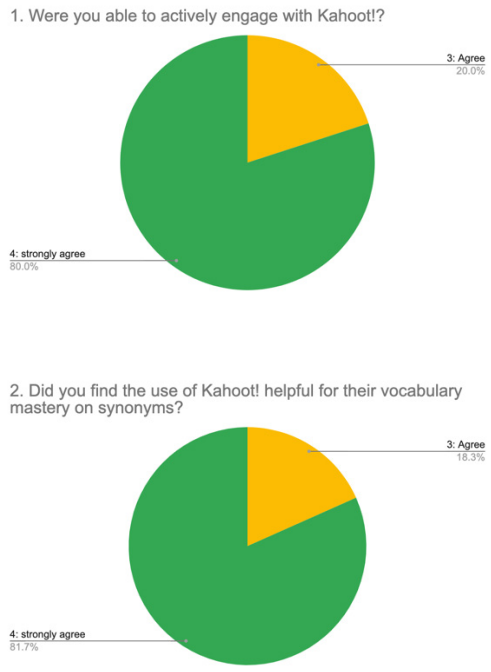
Post-Class Survey

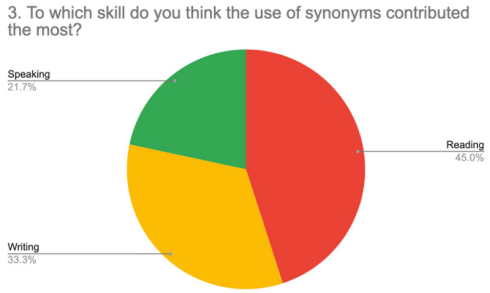
Regarding the second research question, "How do they respond after learning English synonyms through the application of *Kahoot!*?" the post-class survey was conducted to examine whether the students were able to actively engage with the vocabulary activity on *Kahoot!*. All 60 students participated in the survey.

According to the results of the post-class survey, as shown in Figure 3, 80% of the 60 students strongly agreed that they were able to engage with the *Kahoot!* activity, and none of the students disagreed. In terms of whether they found the use of *Kahoot!* helpful for their vocabulary mastery on synonyms, 81.6% of the students strongly agreed and no one opposed the question. The students perceived that the use of synonyms contributed the most to their reading skills (45%), followed by writing skills (33.3%), and the least to their speaking skills (21.7%). No student reported an effect on their listening skills, which may be related to the fact that listening is a receptive skill that requires quick processing, leaving little time for thinking about synonyms.

Figure 3

Students' Perceptions of the Use of Kahoot! and Their Mastery of Synonyms





The qualitative data collected from the last open-ended question "Any reasons for your responses or general comments?" added a rich layer of nuance to the quantitative results indicating that the use of *Kahoot!* for their mastery of synonyms helped students to understand and increase their vocabulary. Table 4 shows a sampling of analysis with descriptions and examples.

Table 4

Thematic Analysis with Descriptions and Examples

Theme	Description	Example from students' comments
Improvement	Vocabulary increase	1) It was helpful to improve my vocabulary. 2) I felt the use of synonyms was effective and efficient. 3) I felt memorizing with Japanese definition was easy to forget but using synonyms stuck far better in my memory.
Reading	Improving reading skills	1) I felt I got faster at reading by rephrasing words with simpler synonyms. 2) I got better at reading without translating to Japanese thanks to the use of synonyms. 3) I could visualize the content more easily using synonyms. 4) By doing synonym quizzes, I could understand the parts of speech better.
Enjoyment/ Motivation	Gaming effect of Kahoot!	1) We can enjoy competing with classmates. 2) Answering in the form of quizzes like Kahoot! helps me remember more easily. 3) I had trouble memorizing vocabulary, but using games removed that hardship. 4) Using games made me review the lesson more frequently. 5) Playing games makes me alert and increases focus on the lesson. 6) I was able to communicate with my classmates more smoothly after playing games.
Practicality	Writing, TOEIC test	1) It was helpful when thinking of paraphrases in writing. 2) I could solve synonym questions on the TOEIC test more easily.

The thematic analysis identified four themes: Improvement, Reading, Enjoyment/Motivation, and Practicality. Improvement was related to students' perception that the use of *Kahoot!* helped them to increase their vocabulary and memorize words more easily. Reading was associated with the idea that students were able to read faster and more efficiently by using synonyms. Enjoyment/Motivation highlighted the fun class dynamics, ease of memorizing and reviewing vocabulary through games, and even the focus on the class itself. Lastly, Practicality emphasized the usefulness of the activity for writing and answering synonym questions on the TOEIC Listening & Reading test.

Conclusion

The objective of this study was to examine the effect of *Kahoot!*, an online quiz platform, on Japanese college students' academic vocabulary mastery of synonyms and their perceptions of the learning experience. To achieve this, 60 students were tasked with identifying synonyms in their weekly classes using *Kahoot!* and their progress was evaluated through pre- and post-tests. The students also filled out a questionnaire to provide feedback and perception on their experience with *Kahoot!* for their synonym vocabulary mastery.

Two conclusions were drawn based on the results of the study:

The use of *Kahoot!* appears to have a positive influence on students' academic vocabulary in mastery of synonyms, as evidenced by the analysis of quantitative data. The meaningful improvement in scores indicates that integrating this platform in future language learning could be beneficial.

The qualitative data analysis revealed that the students had a positive attitude towards using *Kahoot!* for learning synonyms. All students actively participated in the *Kahoot!* activities and perceived that it helped improve their knowledge and mastery of English synonyms.

Recommendations

The current study has some implications that can be drawn from its results. As a whole, the results are valuable as they provide insight into the effectiveness of learning academic vocabulary through synonyms using *Kahoot!.* However, the students might have displayed a limited understanding of vocabulary usage in context or in actual sentences. To address this, teachers could incorporate specific instructions such as highlighting the different uses of a word and how it functions in a sentence. This approach would provide students with a practical understanding of real-world language use, which could improve their productive vocabulary knowledge.

To further enrich student learning, educators could introduce additional pedagogical activities. Assigning specific words to students and encouraging them to find synonyms, along with sharing how those words are used in authentic sentences through pair or group work, offers

a collaborative approach to deepening students' understanding of vocabulary usage in context. This multifaceted strategy ensures a holistic approach to vocabulary acquisition, addressing both receptive and productive aspects of language proficiency.

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Product, Process, and Content: Practical Strategies for Differentiation on a University Debate Course

Russell Minshull

Abstract

Since 2020, all first-year students at a Japanese university participate in a mandatory English CLIL Debate course in order to enhance their language skills, academic skills, and their general knowledge of a variety of topics. Classes are organised into four proficiency levels based on TOEIC scores. With 3000–4000 students entering the university every year, English proficiency ranges from elementary level, up to highly advanced returnees and international students. However, despite the vast differences between proficiency levels, the unified syllabus requires that all level groupings utilise a single in-house textbook and syllabus. Therefore, teachers face the challenge of differentiating this source material according to class proficiency level. Over the last few years, the author has addressed this challenge by employing a differentiation model proposed by educator Carol-Ann Tomlinson (2001), who emphasises differentiation in product, process, and content. In this paper, the debate course is analysed according to a framework proposed by Tomlinson, before the author reveals some of the adaptations made during his years teaching the course. Finally, the author reflects on the effectiveness of these adaptations.

Keywords: *Differentiation, Adaptive teaching, Content, Debate*

Introduction

Since 2020, all first-year students at Rikkyo University are required to take a debate course during the second semester. Whereas other mandatory first-year courses mainly focus on building language skills, the debate course was introduced to help ease students' transition into a program of CLIL elective courses (Nitta & Yamamoto, 2020, p. 54) implemented in the subsequent years of the university curriculum. Referred to as a CLIL course by faculty, successful debating requires more than language proficiency, as students need to acquire and refine various academic and critical thinking skills (Nitta & Yamamoto, 2020).

As 3000–4000 students are entering the university each year, they come from various educational backgrounds and have mixed levels of English. The students are split into four

proficiency levels.

Table 1

Debate Level Groupings by TOEIC Score

Level	**TOEIC Score Range**
Level One	680 or above
Level Two	480 to 679
Level Three	280 to 479
Level Four	Below 280

As you can see, this table represents a very wide range of English proficiency levels. In level one classes, the students are often highly advanced. This can include returnee students, international exchange students, and native English speakers, all of whom are experienced in studying with English-medium instruction. On the opposite side of the scale are level four students, who are still getting a grip on the basics of the English language. As mentioned, all students are required to take the course, however, teachers are only given one textbook and syllabus outline. Therefore, this presents a challenge. How can teachers adapt the debate course to the various proficiency levels?

In my experience of three years teaching the course, the various level classes experience the course in different ways. Higher proficiency groups can usually meet the demands of debating quite quickly, leaving the teacher with the question of how to ensure they remain sufficiently challenged. In contrast, lower proficiency groups will sometimes struggle to acquire the basics of a debate and sometimes can become overwhelmed.

With classes at such different stages of proficiency, and with teachers only provided with one textbook with which to teach the classes, there is a clear need to differentiate the content of the course to meet the diverse needs of the classes. In this paper, I will discuss some ways I have differentiated the debate course during my time teaching it and reflect on the effects of this differentiation. Throughout the paper, an advanced level one class and a lower proficiency level three class are compared in order to provide examples on the oppositie ends of the spectrum.

Differentiation

Broadly speaking, differentiation in education is often described as adjusting curriculum or lesson content to variations in student needs. It often emphasises that teachers should seek to build profiles of students` characteristics as learners and adapt course content accordingly. The term seems to have come to prominence in line with the rising importance of equal opportunities for children in Western education, that every student should receive an equal opportunity to learn, such as with the Every Student Succeeds Act (2015) or the ‘School For All’ policy in Scandinavian countries (Blossing et al., 2014). Therefore, in Western education this century,

there has been a considerable amount of academic discussion focused on differentiation (Eikeland & Ohna, 2022).

Roiha writes that differentiation is a synthesis of various ideas, such as Gardner's Multiple Intelligences theory and Vygotsky's idea of the Zone of Proximal Development (ZPD) (Roiha, 2014, p. 3). By building a profile of each student's strengths and weaknesses, teachers can estimate their stage of development and teach according to their ZPD.

One prominent writer on differentiation in education is Carol-Ann Tomlinson, who has published extensively on the subject. Several of her works feature recurrent models that exemplify an approach to differentiation (e.g. 2001). These models appear to be influential in the area: a review of literature on differentiated instruction found 18 academic publications that employ her frameworks (Bondie et al., 2019, p. 339).

Two of Tomlinson's main themes can be summarised thus. First, in order to successfully differentiate course content, you need sufficient knowledge of your students. Second, particular areas of course content should be explored.

Tomlinson refers to the knowledge of your students as student characteristics, and suggests that these characteristics can analysed through several variables. These variables include interest, learner profile, and readiness (Tomlinson et al., 2003). Interest covers student interests and motivations, that is, what kind of subject matter motivates and engages students. Learner profile relates to how students prefer to learn, for example, some students might prefer to learn visually, whereas others might learn better through dialogue. Finally, Tomlinson often emphasises awareness of student readiness. This refers to the current knowledge and skills regarding course content, which Tomlinson relates to Vygotsky's ZPD (p. 26). If the student does not have sufficient knowledge and skills to acquire course content, then efforts must be made to accommodate the student either by adapting the course content or through scaffolding.

Regarding course content, Tomlinson (2001) identifies variables that can be differentiated, and these usually include the elements of content, process, and product. According to Tomlinson, content means the input we provide students, "what we teach or what we want students to learn" (p. 72). She also includes access to input in this category and posits that a teacher should consider when to give access to certain content based on student readiness to acquire it (p. 72). Process means how students make sense of the content, and in turn how the teacher leads students to the content. In other words, we could say it means what students do in order to process the input. Tomlinson highlights that most teachers would refer to this as 'activities' students take part in to learn the content (p. 81). The last element, product, refers to the major pieces of work students produce. Tomlinson writes that product assignments should be designed to enable students to review, rethink, and extend what they have learned over a relatively long period of time (p. 85). Furthermore, the product provides the vechicle for the main demonstrations of student learning on the course (p. 8). Although she does not mention assessment or testing, my interpretation is that product refers to assignments that contribute significantly to formative and/or summative assessment, as these are the works

in which students typically demonstrate their cumulative learning across a number of lessons.

The Content, Process, and Product of the Debate Course

What constitutes the components of content, process, and product will naturally depend on the particular course.

Debate Course: Content

The debate course could be considered to have various main objectives and subsidiary objectives, however, I usually approach the course with three main objectives in mind: students enhance their knowledge of the topics they study, students develop critical thinking skills required for argumentation, and students build language skills. Therefore, I would say that these three particular areas form the content of my courses.

One of the primary outcomes is that students are learning about various issues. They investigate a range of themes, for example, textbook topics include vegetarianism, the environment, and gender. Students explore topics in class through discussions, texts and videos, and various brainstorming activities, before researching them independently or in groups. Finally, they put their knowledge to the test in the debates.

The language component of the course could be considered to be complex. The textbook features a set of phrases that are designed to help students participate in the various parts of a debate; namely opening statements, cross-examination, rebuttal, and summaries. However, students also need to be able to use topic-specific vocabulary, which is not designated in the textbook. Also in the language component, we can include various speaking, writing, listening, and reading skills. For instance, in order to complete a debate students need to be able to write an academic paragraph, they need negotiation of meaning skills to complete a cross-examination, they need listening skills to be able to take accurate notes during the opposition's statement, and so on. There are a broad range of language skills involved in a debate class.

Finally, there are critical thinking skills which mainly revolve around argumentation. For instance, students need to evaluate the strength of various arguments before selecting the strongest for their opening statements. They also need to predict the opposition's arguments, which gives them practice of thinking from various perspectives. Additionally, they need to evaluate the strength and suitability of evidence along with various other critical thinking skills.

Debate Course: Process

The process aspect of the course involves, first of all, students learning what a debate is, what its purpose is, how it is structured, and how to participate in one. After that, students will go through a mix of theory and practice on how to be successful at debating. On my courses, we spend between four to six lessons focused more on learning about debate as a genre. After that, students go through a process of preparation, debate, and then feedback and further practice through the end of the course.

Also integral to the this aspect is the process students go through in order to complete a debate, as this facilitates significant learning on the course. This process generally includes brainstorming and sharing of ideas, deeper research, selecting and constructing arguments, participating in the actual debate, and finally reflection and feedback.

Debate Course: Product

As previously mentioned, the product of a course as described by Tomlinson (2001) is what the students are expected to produce, which helps us to evaluate learning. On the debate course, the most tangible product is the debates themselves. There are the four main sections of the debate, opening statements, cross-examination, rebuttals, and summaries. Within these sections students demonstrate competencies and knowledge on the course. For example, they show research skills and logic by integrating sourced evidence into opening statements, they demonstrate their counter-argument skills in rebuttals, and so on. Students take part in a mid-term and final debate, and these both carry significant weight toward assessment on the course.

There are also less quantifiable elements such as teamwork skills, confidence, and divergent thinking, that are more difficult to assess but could be made visible through activities such as written reflections.

Methods of Differentiation

Numerous adaptations can be made to the product, process, and content of debate in order to differentiate the course. In this section, I will discuss some of the changes I have made over three years of teaching the course, and the theory behind them.

Content Differentiation

The main differentiation I have implemented related to the content of the debate course has revolved around adapting debate topics and propositions, and in adapting the language focus according to the various levels.

Content Differentiation: Topics and Propositions

The topics and propositions used for the debate can have a big influence on the difficulty of the classes. Students need to have sufficient amounts of both knowledge and vocabulary in the subject area. Therefore, if they are lacking in both at the start of the process, then completing a debate will be difficult. Alternatively, if they already have some background knowledge and some vocabulary, then the debate becomes less demanding as students can focus more on building logical arguments and practising debate skills. Thus, topics, and also propositions, can be selected accordingly. Some may need an easier topic to complete a debate, whereas others might thrive on a more challenging, academic topic.

My approach to this is to be flexible in which topics and propositions are debated and

I achieve this through negotiation with students. This negotiation process involves asking for suggestions, voting, and getting feedback on the topics we use.

This process allows us to nominate topics and propositions that are within students' areas of interest but also allows me to apply a filter to the suitability of the topics and propositions in terms of difficulty. Here are the topics and propositions that were used in a level one and level three class last year:

Table 2

Topics Used in Two Classes in the Debate Course in 2022

Level One	**Level Three**
Animal Rights: Zoos are Beneficial for Animals. Crime and Punishment: The Death Penalty Should be Abolished. Gender: Women Have a More Difficult Life than Men in Japan. Free Speech: Insulting Others Online Should be a Criminal Offence. Euthanasia: Euthanasia Should be Legal in Japan.	Education: School Students Should Wear a School Uniform. Urbanisation: Living in the City is Better than Living in the Country. Social Media: Social Media is Beneficial to Society. Media: Video Games are Bad for Children. Education: Online Education is Superior to Face-to-Face.

The topics and propositions used in the level three class could generally be described as already familiar to students. In previous research on the university's discussion course, students stated that familiar topics were easier to discuss because they already had ideas to talk about (Minshull, 2021), and perhaps the same applies to debate. For example, the debate around online and face-to-face education has been a much-discussed topic over the last few years due to COVID-19, so it was safe to assume that students would have background knowledge in the topic, having recently experienced online education. Moreover, there was a good chance they had already discussed the topic in another English class in the first semester.

The level one class tended to gravitate toward more abstract topics, such as euthanasia and animal rights. It seemed as though students had limited knowledge of the discourse surrounding these topics at first, but were able to research the topics well enough to conduct impressive debates. Also noteworthy is that this particular class, which was especially strong in terms of English and academic skills, seemed to be more motivated by divisive topics than classes in other levels.

Content Differentiation: Language Focus

The textbook provides a set of functional phrases as the main language focus of the course. In my experience, the challenge of acquiring the set phrases and related skills varies depending on the group. Moreover, the language requirements of debate extend further than these phrases, and what is helpful can vary depending on the class. Therefore, the language focus is another content area than can be considered for differentiation.

I have usually implemented this differentiation reactively, meaning that I tend to work with emergent issues rather than predict what would be effective. The following table shows some of the language skills covered in the level one and level three classes last semester.

Table 3

Some Key Language Points Studied by Two Classes in 2022

Level One	**Level Three**
Understanding Propositions	Acquiring Textbook Phrases
Being Concise	Developing Arguments with Explanation
Cause and Effect	Fluency Practice
Persuasive Language	Negotiation of Meaning
Volume of Opening Statement Delivery	Issues Related to Delivery (e.g. pronunciation, volume, intonation)

In the example of the level three class, the major language work went toward acquiring the textbook phrases and the related skills, which was done gradually and through practice. They also often needed support in developing a strong written argument. This included sharing model statements to help them internalise structures, encouraging them to explain arguments in detail, and encouraging them to include evidence to support arguments. They also struggled in the cross-examination and rebuttal sections, mainly due to limited spoken fluency and difficulties with negotiation of meaning. To help with these issues, we practiced negotiation of meaning skills, such as paraphrasing, and would have pair and group discussions as often as possible. Finally, sometimes the delivery of statements could be an issue during debates. There were difficulties related to pronunciation, intonation, and volume, all of which impeded listener understanding. Students were given instruction on delivery, including how to independently learn the pronunciation of new words, intonation, and delivering arguments with volume and enthusiasm.

Conversely, the level one class were able to use the textbook phrases and skills almost immediately, or were already proficient in them, so I looked for further language points to help strengthen their debates. For example, some early opening statements exceeded the five-minute

time limit, so we practiced writing concisely. We also studied cause and effect to help them emphasise the importance of their arguments. A final example is that after a few debates, their opening statements seemed effective, but somewhat straightforward, so we studied persuasive writing to increase the impact of their statements and to encourage more creativity.

Product Differentiation

As mentioned, the major product of the debate class is the debates, because this is where students can best demonstrate their learning on the course. The two major debate sections I have focused on differentiating over the last three years have been the opening statements and the rebuttals.

Product Differentiation: Opening Statements

Opening statements can be differentiated by length and detail. This can be done by adapting the grading rubric, meaning students need to achieve a different set of standards in order to attain a high grade. Alternatively, it can also be done through suggestions from the teacher. The following table gives an example of how one might differentiate the rubric.

Table 4

Possible Differentiation of the Assessment Rubric Regarding Opening Statements

Level One - In order to get maximum points, there should be 3 main points, all with sourced evidence. Sources should be mostly English language.
Level Three - In order to get maximum points, there should be 2 main points, 1 of which contains sourced evidence. However, students are encouraged to include a third point, and more sources, where possible.

For an effective opening statement that lasts around 3–5 minutes, it seems that three main points are ideal. However, for classes that are finding preparing statements difficult, requirements can be changed so that two main points are sufficient. Having to produce fewer arguments can give them more time to work on producing arguments of good quality. With more advanced students, as mentioned previously, they can sometimes produce overly long statements, and requiring three points can work as a limitation, meaning they need to focus on arguing more concisely.

Related to this is the level of detail and research that students are required to integrate into the statement, which can be differentiated by requiring different standards of evidence. For example, a strong class could be required to include English language sources in all of their points. In contrast, less-ready students can be required to include less sourced evidence, for example, one or two points, with examples or common knowledge accepted elsewhere. Within these criteria there are several possible permutations, depending on what is suitable for the class.

Product Differentiation: The Demands of Rebuttals

In in-course and post-course surveys conducted over the last few years, students often say rebuttals are the most challenging aspect of debate. This seems to be because they are inexperienced in thinking of criticism, they are taken aback by a well-argued point, or they have difficulty producing counterarguments in English under time pressure. To help with this, what is expected during rebuttal is another thing that can be differentiated.

Table 5

Differentiation of Rebuttals

Level One - Encourage students to rebut all three of the opposition's main points. Try and include sourced evidence in rebuttals if possible, otherwise explain your counter-argument thoroughly.
Level Three - Students should be encouraged to rebut two of the opposition's main points, and explain their counter-arguments in as much detail as possible.

First, as with the opening statements, the length of the rebuttals can be adapted. Producing three rebuttals is more challenging than producing two or one. With classes that are struggling, requiring fewer rebuttals can allow them to focus on quality over quantity. Second, we can also change what is required in terms of rebuttal content. For instance, if the class is ready for a challenge, they may be encouraged to include sourced evidence in their rebuttals.

Process Differentiation

Mainly due to COVID-19, the three years of debate I have taught so far have been conducted either online or under classroom restrictions, and I feel as though I have not made as many adaptations in the area of process as in content and product. Not being able to leave the teacher's desk sometimes made it difficult for me to see how students actually work during classes, such as how they write an opening statement. However, the following are some attempts made at differentiation of process.

Process Differentiation: Preparation Time

The amount of time students get to prepare for a debate can significantly affect their performance, so this can be moderated. For instance, lower-readiness students can get more time to prepare, while advanced students can be given less. However, this intersects with what students are expected to produce. If your more advanced students are expected to produce more work, and of a higher standard, then cutting their preparation time might be counterproductive. Regardless, it is still something that can be considered. Another approach to managing time during debates involves the allocation of preparation time before cross-examination and rebuttals, with lower-readiness students getting more and advanced students getting less.

Process Differentiation: Debate Personnel

I usually aim for groups of three in a debate, however, I have on occasion used less or more than this. With one class that seemed low on motivation and confidence, I made groups of four or five. With more advanced classes, pair debates can provide a challenge. However, as debates will probably need to be done simultaneously, this is difficult to grade and is best done in practice debates.

Another adaptation regarding debate personnel is grouping students based on their individual abilities. Usually, I will do this by grouping stronger students with weaker students.

Reflection on the Effectiveness of Differentiation

First of all, Tomlinson (2001) says that it is somewhat difficult to separate the elements of product, process, and content, as students do not experience them in isolation (p. 72). Also, in my experience, there is likely to be more than one adaptation in effect at the same time, so it is challenging to evaluate their individual efficacy. However, I will now offer a series of short reflections on the various differentiation strategies, and offer some advice for differentiating the debate course to different ability levels.

Table 6

Effective and Less Effective Differentiation

Effective	Less Effective
Negotiating Topics/Propositions Scaffolding - Language and Knowledge Flexible Language Focus Standards Demanded during Debate (e.g. sourced evidence is required or not) Proficiency-Based Debate Groupings	Differentiating Requirements for the Length of Opening Statement/Rebuttals Preparation Time before Debates Allowing Longer Times to Prepare for Rebuttals and Cross Examination Larger Teams in Lower Readiness Classes Moderating L1 Use

Adapting the Topics and Propositions

To start with, it seems that the topics and propositions tend to be the biggest factor in determining the level of difficulty of debates. Therefore, this is probably the highest yield factor in terms of differentiation.

Lower-proficiency classes tend to encounter difficulties with unfamiliar topics. They need to not only learn a whole new area of background knowledge but also need to learn related language up to the point where they can debate. This is a huge challenge and can lead

to students becoming overwhelmed. In level three classes, I have seen several debates that have more or less collapsed, or else been very short, and I believe this is sometimes due to the topic being too difficult or else uninteresting to students. On the contrary, using familiar topics will usually help them to obtain some success. Prior background knowledge and already acquired English vocabulary in the area seem to allow them to focus on building strong arguments.

In contrast, with stronger groups, I feel that using topics students are already very familiar with does not motivate them. I have also found that they might be unenthusiastic about topics that they have already studied during their first year at the university. For example, the level one class last year did not want to debate the environment as a topic, because they had already covered it comprehensively in other classes. Also, stronger classes tend to have confidence in their academic ability, and they often seem to thrive on the challenge of researching unfamiliar topics. Several students in stronger classes already study in English as the medium of instruction, or are planning to in the future, and perhaps this approach can provide a motivating way of practising research skills on academic topics.

With all groups, it is worthwhile discussing the topics of debate with students and paying attention to how students feel about them, either before selecting a topic or in feedback after a debate.

Flexible Language Focus

As mentioned, I tend to take a reactive approach to language input on the course. In lieu of more detailed needs analyses, working with emergent issues allows me to cater to students' ZPD more directly than with prescribed language points. Moreover, trying to prescribe language points can sometimes be unsuccessful. For example, last year, the level one class studied persuasive and emotive language and were able to integrate that into their debates, which seemed to improve the quality of their debates. Previously, I tried this language skill in a prescribed fashion with groups that were in the level two bracket, and while they seemed to be engaged with the point when studying it, there was little reproduction of it during actual debates, suggesting they were perhaps not ready to acquire it yet.

Another example is that classes tend to have their idiosyncrasies, which also means they have their specific challenges. The level three class last year seemed capable of writing decent opening statements, but would often have issues delivering them. Therefore, a focus was required on delivering a statement properly.

Without more detail on students coming into the course, I think that a flexible approach to language input, in which the instructor works with emergent issues, can help to differentiate the course.

Required Standards of Debates

I have found that moderating the standards of argumentation expected can be an effective way of differentiating debates. For example, around the middle of the course, my

level one students were not only able to include sourced research in each of their opening statement points but had also started to integrate it into their rebuttals. This looked promising, so I encouraged them to do this as much as possible, highlighting the impact it can have. By the final debate, they were integrating sources into rebuttals regularly, which was highly impressive to me.

This progressive elevation of difficulty might also have helped motivate them. Sometimes advanced classes can become proficient at debating quickly, and later debates can feel like they are just going through the motions, so this kind of increasing challenge might have helped invigorate them and maintain engagement.

With struggling classes, lowering expectations of the standard of argumentation seems to be a useful method of differentiation. By reducing the requirements related to integrating research into their statements, they can focus on foundational skills and on completing debates successfully. This is not to say they should not try and include sourced evidence, and I highlight that sourced evidence will usually make their arguments stronger. However, I will also emphasise that using examples and common knowledge can also be effective, and is acceptable. I believe that this allows students who are lacking in confidence, or readiness, to give a meaningful contribution to debates, whereas other students who feel ready can practise integrating sources into their arguments.

Required Length of Arguments and Preparation Times

On the other hand, moderating the length of statements and rebuttals has been less successful. Although it certainly simplifies debates, it can lead to them being so short as to feel underwhelming. In my classes, students get homework plus around 60–90 minutes to prepare for a debate, and therefore if the resulting debate is a matter of a few sentences, it feels unsatisfying. Therefore, I tend to adhere to asking for three main points in opening statements and two or three rebuttals, and seek alternative ways to differentiate the challenge.

Similarly, I have not had great results with manipulating the amount of time required to prepare for cross-examination and rebuttals. Ideally, students have two or three minutes before cross-examination in which they can prepare questions for the opposition, and about five minutes to prepare rebuttals. In the past, I have moderated this to be longer for lower-proficiency groups, on occasion going up to ten minutes for rebuttal preparation. Again, this can feel underwhelming if the resulting rebuttals are still quite brief. Moreover, this can make the debates rather long, which can interfere with lesson time-keeping. Instead, I try to address the difficulty of rebuttals through tactics such as encouraging students to start preparing them as early as possible in the debate, and by encouraging them to predict the opposition's arguments in advance.

Grouping Depending on Student Proficiency

Regarding process differentiation, I have had good results in grouping stronger students

with weaker students. This was particularly effective in the level three class last year. In the first third of the course, which is more theory than practice, I was concerned about the class's overall readiness to successfully complete debates because although they enjoyed talking in class, they did not seem particularly inclined to the more academic side of debate. However, in the first practice debate, I noticed several students were, in fact, quite talented when it came to researching and constructing arguments. Thereafter, I would endeavor to separate these students into different teams. I believe that this ensured debates maintained quality. This could also be good for building cooperation skills, as students can realise strengths and weaknesses, and take on different roles.

Larger Teams in Lower Readiness Classes

In contrast, making larger teams in lower readiness classes has been less successful. In theory, having more students working together should make the process easier, as there is more manpower to help out with doing the research and so on. However, I have found that in reality, this can lead to some students becoming seemingly idle for long periods during preparation time, making me wonder how much they are contributing. Also, having large groups makes it difficult for each member to significantly contribute to the debates in real-time, and also perhaps makes the process confusing as the delegation of work becomes more complicated.

Final Reflection One: The Need for Needs Analyses

As a first concluding thought, something that underpins any effective differentiation is how much you know about your students. On this course, when we meet the students, we know only their TOEIC scores from a test taken upon entering the university. In reality, this gives us little information about their skills, interests, and aptitude for debate. Thus, gathering further information about students early in the course would allow us to better cater to their needs. I usually attempt this through surveys, a written assignment, and group discussions, all done very early in the course. However, it is usually not until we have completed a full practice debate that I feel confident I have an understanding of the class. Also, my knowledge of student interests develops as the course progresses, so it can be difficult to prepare certain content, such as debate topics, in advance. A possible solution to this is to use more thorough needs analysis methods early on in the course, which I intend to do in the future.

To help with this, I encourage those involved in the debate course to share information. Around 4000 students are taking the debate course, and this means that a good deal of information about the classes could be shared, which could help to inform a more detailed, faculty-wide needs analysis. In lieu of this, I would recommend teachers gather as much information about students' needs, wants, and likes as possible early in the course.

Final Reflection Two: The Need for Differentiation

Working in the university context in Japan, I have found it is not unusual to be tasked

with delivering mandatory courses to large numbers of students, who will often have quite different levels of readiness and varying learner profiles. Preparing, delivering, and grading the courses can be time-consuming, so it can be tempting to adopt a one-size-fits-all approach. However, in teaching these courses and reflecting on what I have done, I have increasingly realised the usefulness of differentiation in such situations. Many of us will have encountered classes that seem overwhelmed or unmotivated, and perhaps in many cases adapting course content to students' needs would help. Perhaps the course content is too difficult, or just does not seem relevant enough to motivate them. On the other hand, there is not always an easy approach to differentiating courses, particularly if your institution has specific requirements. Some might demand you use a particular textbook, that you must aim for a particular outcome, or that a particular assessment must be implemented, and these might not always fit with your students' levels of readiness. This can make differentiating course content difficult or even daunting. However, a framework such as Tomlinon's product, process, and content model could help us to make the implementation of differentiation more manageable.

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レシピを読むスペイン語授業の実践報告

松本　旬子

要旨

本稿は、2023年度春学期「スペイン語スタンダード2」の実践報告である。2024年度から始動する言語B新カリキュラムで展開される自由科目「プロジェクト」領域内の「スペイン語演習」を想定し、この授業の枠内で先行実施した。スペイン語力の伸長だけを目標とせず、スペイン語圏のレシピというコンテンツを通してスペイン語学習を進めるSoft CLILの授業である。授業後に行ったアンケートによれば履修した学生の授業満足度は非常に高かった。レシピを通してスペイン語圏の文化に触れ、料理という限られた範囲ではあるがスペイン語の語彙を獲得した実感を学生自身が持ったことが、授業への手応えにつながったのではないか。学生にとっては、授業外の時間を使ってグループ発表や個人プレゼンテーション（動画作成）の準備をし発表に臨んだことも、大変だった反面大きな充実感を得る要因となったようだ。授業担当教員としては、レシピがSoft CLILのテキストに最適であることを確認し、Soft CLILと個人プレゼンテーションの親和性の高さを知る機会となった。学生間のインタラクションを増やしていくという課題も含め、次年度以降に活かしていきたい。

キーワード：スペイン語、Soft CLIL、プレゼンテーション、動画作成

はじめに

2024年度から始動する言語B新カリキュラムは、複言語複文化の視座を学生に会得させることを目指して、必修・自由科目ともに大きく刷新される。必修科目では、ヨーロッパ言語共通教育参照枠（Common European Framework of Reference for Languages、以下CEFR）の指標を用いて独仏西中朝露の6言語横断の目標を掲げる。自由科目は、当該言語能力の伸長を目指す授業だけではなく、学生のニーズに合った形で継続学習ができる授業も展開していく。第3言語として学習ができる言語も拡大する。

2022年度、2023年度から新カリの先行実施が一部科目で行われている。現行カリキュラムの枠組みの中で内容のみを変更したもの、枠組みから新カリとして運営しているものなど、実施の仕方は各言語各科目で異なるが、先行実施科目担当者はそれぞ

れ、手応えを感じているようだ。

本稿では、2023年度春学期に筆者が現カリ「スペイン語スタンダード2」の中で行った、スペイン語圏のレシピを読む授業の実践報告をする。

言語B新カリ自由科目とCLIL[1]

言語B新カリ自由科目は、主に1年次の言語B必修科目の履修を終えた学生に継続学習を促す仕組みづくり、あるいはさらなる言語に触れる機会提供を目標に設計された。学生の多様な学習目的に対応できるよう4つの領域に分けて展開される。なお、留学へ向けて早くから準備を整えたい意欲のある学生を取り込めるよう「留学準備」領域については1年生からも履修可能であり、この点は現カリからの大きな変更となる。各領域の特徴は以下の通りである。

- 「留学準備」領域：海外留学先の文化や生活について学ぶ科目や、留学に必要な試験のための準備用科目を提供する。
- 「プロジェクト」領域：様々なコンテンツを楽しみながら学ぶことができる科目を、必修授業で身につけた言語運用能力をすぐに活用できるレベルから提供する。
- 「アカデミック」領域：言語 B による総合 F 科目や学部専門科目につなぐ科目やCLIL科目を提供する。
- 「キャリア」領域：卒業後幅広いキャリアで言語を使用する力を養う科目の他、通訳・翻訳技術を学ぶ科目も提供する。

「アカデミック」領域の中で展開予定のCLIL科目とは内容学習を目的としたHard & Monolingual CLILが想定されており、言語Bの授業の中で最上位のレベルに位置するものとなる。一方、「プロジェクト」領域で展開するのはSoft & Bilingual CLILである。

なお、言語B現カリでは中級レベルの科目は1単位、上級レベルの科目は2単位だが、新カリではすべての自由科目を2単位とする。当然単位数に見合った授業内容の提供、学生の授業外での学習時間の確保が必須となる。

2023年度春学期「スペイン語スタンダード2」の授業

授業の内容や設計は、笹島（2022）、渡部（2020）、今井（2018）を参考にし、新カ

1　CLIL（Contents and Language Integrated Learning）はContent, Communication, Cognition, Communityの“4 Cs”を要素に持つ枠組みで、この枠組みに基づいて教材や教案を作り授業を行えばより良い教育が実現されるという基本原理である（Bentley, 2010, p. 7）。その実行方法は教育現場の状況に応じて様々な種類があり得るとされ、言語の授業の一部でそのトピックを扱うSoft CLIL、目標言語を用いて授業の半分以上の時間を内容学習に充てるHard CLIL（Bentley, 2010, p. 6）など授業の目的に応じたもの、外国語と母語をともに使って進めるBilingual CLIL、外国語のみを使用するMonolingual CLILなど使用言語に応じたものの他、頻度・回数や比率別の導入方法が考えられる（池田，2020, pp. 9–11）。

リの「プロジェクト」領域で展開される「スペイン語演習」を想定した。

公開したシラバス

授業開始前に公開したシラバスは表1の通りである。

表1　公開したシラバス

授業の目標
この授業は、ヨーロッパ言語共通参照枠（CEFR）A2程度のスペイン語力を豊かに養いつつ、スペイン語圏のさまざまな料理の見識を深めることを目標とします。
授業の内容
広大なスペイン語圏の多様な料理について知見を広めていきます。年次の必修科目で学んだスペイン語を活かし、1回の授業で1～2種類のレシピを読み進めます。スペイン語の読解力・語彙力に加え、聴解力も伸ばしていきます。また、スペイン語で平易な文を書き文章を書く力、ならびに発表を通してプレゼンする力も培うことを目指します。
授業計画
1　オリエンテーション、レシピ1 2　レシピ2 3　レシピ3 4　レシピ4 5　レシピ5 6　レシピ6 7　レシピ7 8　レシピ8 9　レシピ9 10　レシピ10 11　作文、発表準備1 12　作文、発表準備2 13　発表 14　テスト、まとめ
授業時間外（予習・復習等）の学習
予習：主に食材や料理に関する語彙の学習（毎週授業冒頭に単語テストを行います）。 復習：必要に応じて課題を出します。課題に関する指示は、適宜履修者に対して行います。
成績評価方法・基準
平常点100％（最終テスト（Final Test）（30%）、作文＆発表（30%）、単語テスト等課題・授業参加度（40%））
テキスト
Punto y coma (online)
参考文献
Marisa de Parada, Paloma Puente Ortega y Eugenia Mota（2019）*Descubre La gastronomía*

使用テキスト

表1内「テキスト」の*Punto y coma*（online）というのは、大学がすべてのスペイン語履修者と教員のために契約しているスペイン語学習のための雑誌*Punto y coma*のデジタルコンテンツを指す。創刊から現在発行されている105巻（2023年10月現在）までの記事をオンラインで読むことができ、音源のあるところはその音源を聴くことができるシステムである。各記事にはCEFRに基づいた目安のレベルが示されている。

せっかく契約しているデジタルコンテンツをこれまでうまく活用しきれていなかったので、今回、雑誌に掲載されたレシピを授業のテキストとして使用することにした。したがって履修者にはインターネットに接続できる機器を毎授業に持参させ、各自がその媒体からテキストにアクセスをする形で授業を行った。

実際の授業内容と運営

1）実際の授業内容

履修者は15名で全員が最後まで出席し、半期の学びを終えて修了した。

授業開始にあたって、スペイン語を自由科目として履修する学生同士の交流や連携が重要であること、また15名という履修者数に鑑み、授業内でインタラクションがふんだんに行える工夫をする必要があると考え、提示したシラバスから学生と相談の上、以下の点を変更した。

- 最終テストはやめ、授業内のグループ発表を行うこととした（3人×5グループ）。また「作文＆発表」の「発表」を学期終盤に行う個人プレゼンテーションとした。
- グループ発表・個人プレゼンテーションのための準備で授業内に終了しなかった部分はすべて授業外に行った。
- 復習の回を設けた。
- 授業5回目にスペイン語母語話者のゲストスピーカーによる授業が行われた。

実際に授業で読んだレシピ等とそのレベル、その他変更箇所を公開したシラバスに反映させ内容は表2の通りである。

表2　授業内容（変更箇所のみ）

授業計画
1　オリエンテーション、レシピ1「Guacamole（A1/A2）」 2　レシピ2「Arroz con leche（A2/B1）」 3　レシピ3「Torrijas de Semana Santa（B1/B2）」・レシピ4「Horchata（B1/B2）」 4　「Navidad, Navidad, Dulce de Navidad（B1/B2）」[2] 5　ゲストスピーカーによる授業 6　グループ発表1「Croquetas de jamón y pollo（B1/B2）」（レシピ5） 7　グループ発表2「Tarta de queso vasca（B1/B2）」（レシピ6） 8　グループ発表3「Berenjenas rellenas a la menorquina（B1/B2）」（レシピ7） 9　グループ発表4「Pisto Manchego（B1/B2）」（レシピ8） 10　グループ発表5「Conejo con patatas（B1/B2）」（レシピ9） 11　復習1（語彙）・「Boquerones a la sartén」（レシピ10）、作文・発表準備1 12　復習2（複合名詞）・「Boquerones en tempura」（レシピ11）、作文・発表準備2 13　発表1 14　発表2、まとめ
授業時間外（予習・復習等）の学習
予習：主に食材や料理に関する語彙の学習（毎週授業冒頭に単語テストを行います）。グループ発表準備、個人プレゼン用作文・動画準備。
成績評価方法・基準
平常点100%（グループ発表（30%）、個人プレゼンテーション（動画作成）（30%）、単語テスト等課題・授業参加度（40%））

2）実際の授業運営

シラバス内の参考文献にあげた*Descubre La gastronomía*巻末の単語リスト1ページずつを各回の範囲として（資料1）、毎授業冒頭で単語テストを行った。このリストの特徴は、写真と単語が示されていること、またスペイン語圏における地域ごとの呼び名を知ることができることである。写真があり、かつ定冠詞とともに記されているので（定冠詞をみれば名詞の性がわかるため）、予習に西和・和西辞典の使用が必須ではない。答えは一つとは限らないので、例えば資料1に示した「果物」から「アンズ」を出題すると“el albaricoque”“el damasco”“el chabacano”のどれを答えても良い。ただし、定冠詞と共に回答する（＝名詞の性は覚える）ことも課題とした。

学生が予習してくるのは単語テストの範囲となっている語彙のみで、その日に読むレシピは、その場で初見で読む。授業内での辞書使用を推奨し、料理に関する語彙、特に食品の名前などは必ずしも辞書に掲載されていないものもあるので、オンラインの辞書の使用も認めた。

*Punto y coma*に登場するレシピはどれもCEFR A～Bレベルである。その中でも、あまり難しくなく読みやすい、でもスペイン語圏の文化を知る上で役に立ちそうなレシピを学期の前半で読むと決めた。5つ読んだところで、ゲストスピーカーの授業が行われた。その間、グループ発表で扱うレシピをグループごとに選んでもらい、発表

2　クリスマスにまつわるスイーツについての記事。

準備は授業外で進めさせた。各グループは自分たちで選んだレシピを予習し、背景知識もつけておく。担当回は、先生役となってクラスメートを先導しクラス全体でレシピを読み進め、その料理に関して豊かになった知識も披露した。

学期の前半に授業の予習としてレシピを読ませなかった理由は、未修の動詞の時制が登場するためである。スペイン語の必修科目では、24年度からの新カリ始動に先立ち、すでに22年度から新しいテキストを導入している。現2年生は前年度にその新テキストで必修科目を学修したため、当然のことながら新カリの必修授業で扱わない文法事項は未修である。しかしレシピの中には、未来形や接続法などの現2年生にとっては未修の時制が盛り込まれた文章も出てくる。あまりに未知のものに多く遭遇すると、学生が読む意欲を喪失しかねないだけではなく、翻訳ソフトに頼ることも懸念されたため、予習をさせなかった。授業中に知らない時制が出てきたときは、ヒントを与え、原形を探り、動詞の意味を推測する作業を繰り返させた。その結果、履修生の多くが、時制の未修既修を問わず、文章の中の動詞を見つけ出せるようになったばかりか、レシピでは同じ動詞が高い頻度で使われる傾向があるため、意味を把握できるようになっていった。そのため、授業後半ではグループ発表のために1から自分たちでレシピを読むことができたのである。

授業中の筆者の使用言語は、スペイン語と日本語の2言語が主であったが、履修者には日本語ででも自由に発言するよう、英語の知識も頼りにするよう促していた。発表の際など可能な限りスペイン語を使うことを推奨したが、レシピの背景知識を得るための下調べ等には、履修者一人ひとりが持つ言語能力を存分に活用することも勧めた。

授業を終えて

1）学生の反応

学生には、学内で実施される大教センターによる学生による授業評価アンケートとは別にアンケートを行い、回答してもらった。本稿では後者の結果を記す。基になっているのは、英語で行った新カリのCLIL授業の先行実施用アンケートである。共有してもらったアンケートフォームに必要な修正を加えて使用した。

15名の履修者のうち、9名の回答を得た（資料2）。学習成果、授業の内容や教材について、「強くそう思う」「そう思う」の選択肢が回答を占めており、学生が授業に対して大きな手応えや満足度を感じたことがわかった。また、期待に応える授業であったかという設問にも高い評価がなされており、新カリ「プロジェクト」領域で展開される授業が、継続学習を促し得ることも示唆されたと言えよう。

自由記述で「大変だったこと」としてあげられている点の大方が授業外での活動であることは注視すべき点である。

2）教員の感想と手応え

レシピは文章が長すぎず、それを通してスペイン語圏の食、そして文化に触れる

ことができるSoft CLILの授業には最適な教材であることを実際の授業で確認した。CEFR Aレベルでも Bレベルでも使用される語彙が限定的なので、大方の履修生が、日本語を介さずに語彙の意味を理解したり（＝思い出したり）推察することができるようになっていったことには、非常に大きな手応えを感じる。授業最終回近くなると、既出の語彙が多く用いられたレシピを初見で辞書を用いず読むことも可能になった。また、繰り返し出て来た語彙を同意語や反意語と確認しつつ復習する回を設けたのは、履修者自身が料理に関する基本語彙を身につけたと実感する良い機会になったのではないかと思う。

筆者はこれまでもいくつかの授業で個人あるいはグループプレゼンテーションの課題として動画作成を履修生に課して来た（Matsumoto 2021, 松本 2021）。動画作成は、原稿の作文から動画内での発音指導まで学生にとってはもちろん教員にとっても重い課題であるが、その学修成果が大きいことは経験的に承知している。今回もアンケートには個人プレゼンテーションの準備が大変だったと記述した学生が多いが、数年前よりもさらに技術が進み、動画作成は手軽になった。今回は動画としてかなり質の高いものも散見され、以前ならばさほど真剣に他の履修生のプレゼンテーションを見ない人もいたものだが、動画鑑賞をクラス全体で楽しんでいる様子は印象的だった。やはり今後は積極的に取り入れていくべきだと考えている。

考察

1) 個人プレゼンテーション（動画作成）

個人プレゼンテーション（動画作成）には原稿が必要で、そこには作文というステップが必要になる。また原稿を読み上げるのでスピーキングの活動も加わる。複合的なタスクであるから大きな学修成果をもたらすのだが、そこにフィードバックが加わるとさらなる学びにつながる。

この授業では、動画作成の第一段階である原稿執筆は、可能な限り授業内で行わせ、終わらない場合のみ宿題とした。すると、翻訳ソフトを使ったと思われる作文が提出されてくるのである。これまで授業で読んできたレシピの表現を駆使しなければ、プレゼンテーションを聞いたクラスメートが理解できないと書き直しを要請したが、これは、ライティング力を養うという目的が果たされないという理由よりも、説得力があったようだ。授業で学んだ表現がすぐに役立つ・役立たせられるのは、CLILと動画作成というタスクの親和性の高さゆえである。

その他、音声の吹き込みや動画の撮影・編集などはすべて授業外での活動となる。学生によって発表日までの準備の進み方が異なり、撮影（録音）を修正できる人とできない人がいる。修正は、主に音声の撮り直しになるが（原稿の読み間違い、不適切な発音等）、教員からの指摘を受けて、2度目、3度目の録音が行えると、発音やスピーキング力が大きく改善する。

最終的にプレゼンテーションに使われた動画は直接成績評価に関わってくるが、成績云々だけではなく、完成度の高いプレゼンテーション作成と豊かなスペイン語力養

成のためには、もう少し作文や動画撮影のスケジュールを教員側で厳しく管理する必要があると考えた。全員が丁寧な準備をする環境を整えること、すなわち全員がフィードバックを必ず活かす流れを確保することが欠かせないだろう。

2）今後へ向けて

先述の通り、一人ひとりが持つ言語能力を活用させたので、この授業は結果的にPlurilingual CLILとなっていた。英語の既存の知識がスペイン語の理解を助ける場面も多々あった。複合名詞の構成についても日英西で比較した。さらに日本語の調理にまつわる動詞の多さを知ったことは貴重な学びであった。普段の生活ではほとんど使わない調理器具の名前を確認し、日本語の語彙が増えた学生もいたのは意外な誤算であった。スペイン語の授業ではあるが、言語B新カリの根底となる複言語複文化の視点もわずかながら、取り込むことができていた。

とは言え、「スペイン語演習」はコンテンツを通して言語学習を進めるSoft CLILを想定しており、スペイン語力をバランス良く磨いていくことも重要である。個人プレゼンテーションでは網羅できなかったスキルにも対応するため、授業で取り扱うレシピは、可能な限り音声のあるものを扱い、音声をフルに活用して、リスニングやシャドーウィングの機会を毎授業設けていきたい。

学生同士の交流や連携が生まれることを期待してグループ発表を実施したが、アンケート結果に表れたように、履修者にとってはそれでは不十分だったようである。グループ発表以外にも学生間で十分なインタラクションができる場を組み込んでいくことは、今後の課題とする。

おわりに

これまでも、学生による授業評価アンケートの必修授業の結果などから、学んでいる言語圏の文化に触れる機会が学生の学習意欲につながることはわかっていた。従来は文法シラバスに縛られてなかなか実現できなかった取り組みも、言語B新カリでは各言語で実施していきたいと考える。とりわけ「スペイン語演習」のようなSoft CLILの授業がその言語圏の文化を知る場となり、それをきっかけに自立した学習者が育つことを期待し、学生の継続学習につなげていきたい。

言語学習は教室の中だけには留まらない。この認識を、学生のみならず教員にも、新カリの中では当たり前のこととして定着させる必要があるだろう。教員は、たとえ大変でも履修したいと思う学生の期待を裏切らない授業を周到に準備し、提供していくべきである。

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Matsumoto, J. (2021). Análisis de la interlengua hablada de los estudiantes japoneses de español como segunda lengua extranjera. *Internalización y enseñanza del español como lengua extranjera: plurilingüismo y comunicación intercultural*, 930–940.

資料1　Descubre La gastronomía巻末の単語リストの1ページ（果物）

La fruta

el albaricoque
el damasco (Ar., Ch., Ur.)
el chabacano (Mx.)

la cereza
la guinda (Ch.)

la ciruela
la claudia (Ec.)

la granada

el higo

la uva

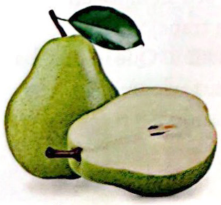
las frutas dulces

la manzana

la sandía
el melón de agua (Cu.)

el melocotón
el durazno (Ar., Ch., Ec., Mx., Ur.)

la paraguaya
el paraguayo (Ec.)
el durazno tomate (Ar.)



la pera

el níspero

el melón
el melón de Castilla (Cu.)

los cítricos

la lima
el limón verde (Mx., Pe.)
el limón (Cu.)

el limón

la mandarina

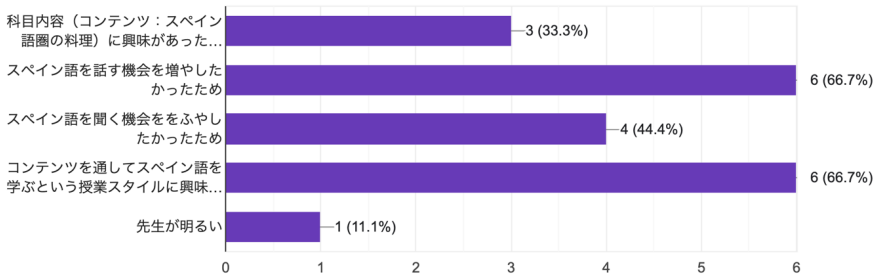
la naranja

el pomelo
la toronja (Co., Mx.)

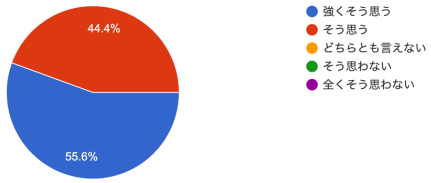
70

資料2　アンケート結果

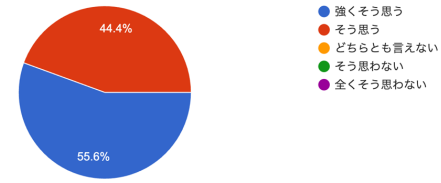
当該科目を履修しようと思った理由について教えてください。（複数回答可）
9 件の回答



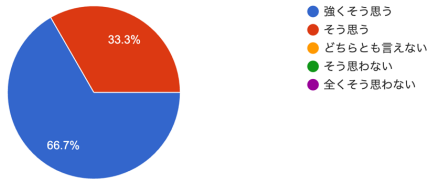
当該科目における学習成果（シラバス記載の目標事項）の全てを達成できた。
9 件の回答



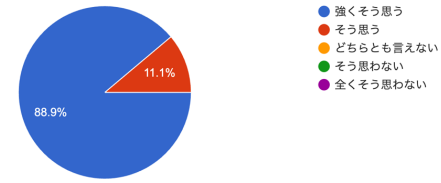
当該科目の学習成果（シラバス記載の目標事項）は明確に理解できた。
9 件の回答



当該科目の内容を理解するために、関連するスペイン語力が身についた。
9 件の回答



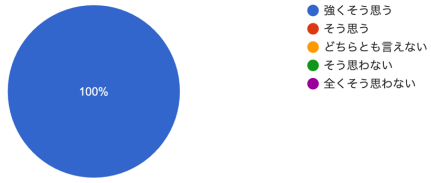
当該科目から学べると期待していた内容を学べた。
9 件の回答



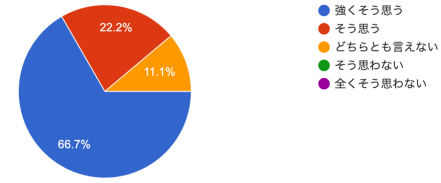
内容に関連する語彙やフレーズなどを幅広く学べた。
8 件の回答

担当教員の教え方によって授業に積極的に関わることが出来、当該科目に興味を持てた。
9 件の回答

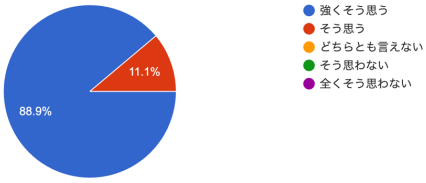
担当教員は学習の手助けとなる有用なコメントを与えた。
9 件の回答



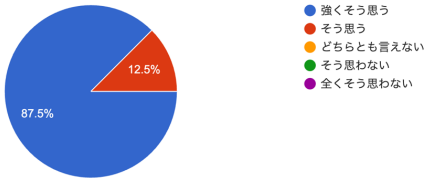
当該科目は学生の学びについてじっくり振り返る機会を与えた。
9 件の回答



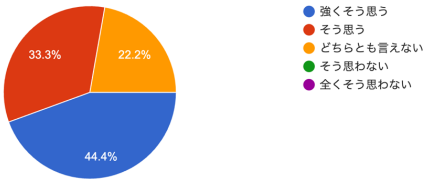
使用された教材は分かりやすかった。
9 件の回答



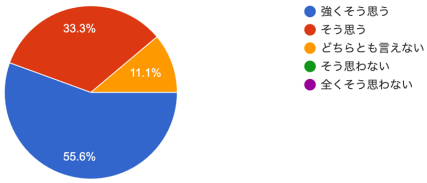
使用された教材は当該科目の学びのうえで適切だった。
8 件の回答



クラスメートと頻繁にコミュニケーションを行った。
9 件の回答



他のクラスメートの考え方から違う視点を学ぶことができた。
9 件の回答



コンテンツ（料理）を通して学ぶ授業でもっとも興味深かった点は何ですか？（自由記述）9件の回答

arroz con leche がびっくりしました
スペインの伝統料理を学べたこと
学んだフレーズを使って実際に自分で使ってみること
美味しい。オススメ。のスペイン語の言い回し
色々なスペイン語圏の料理と、それで使うスペイン語の単語を学べたこと
最後の発表はクラスメイトの
同じ単語が何回も出てくるので覚えやすかった
語彙や文法の習得
レシピの内容や材料にもスペインの土地柄や文化が現れていて面白かった

この授業は、他のスペイン語のクラスと比べて、どんな点が違いましたか？（自由記述： 良い点でも悪い点でも構いません。）9 件の回答

動画が楽しかったです！
レシピに関する用語を詳しく学んだこと
勉強勉強してなくて楽しいこと
文法中心というより、意味を理解することが中心で、楽しかった
自分のペースで学べたことと、1 人で選択したが、雰囲気がとてもやりやすかった
文法を学ぶとかではなく、楽しくスペイン語を使おうという点
暗記に重きを置いていないところ
ディクテーション、動画作る、グループで先生の代わりに授業する
他のスペイン語のクラスを受けたことがないのでわかりません

このクラスでもっとも大変だったことは何ですか？（自由記述）9 件の回答

動画編集
単語の量が多かったこと
担当の範囲の発表
自分たちで授業を説明したこと
スペイン語の料理ビデオ作り、料理が苦手なので
レシピを日本語訳すること
動画作り
動画作る、単語テスト
命令形を理解して覚えるのが大変だった

外国語教育研究センター
多言語教育実践ジャーナル投稿規程

施行2020年4月14日
改正2022年9月27日
2023年7月18日

（投稿資格）

第1条　多言語教育実践ジャーナル（以下、本ジャーナル）の執筆者は原則として現職の外国語教育研究センター所属教員とする（共著の場合、筆頭著者のみ）。ただし、特別号、特集号などの場合はこの限りではない。

2　投稿論文は1教員につき1本までとする（共著による論文も1本と数える）。また、投稿論文数によっては、ジャーナル＆リサーチ委員会（以下、委員会）による決定を経て掲載号・論文枚数等の調整を受ける場合がある。

3　投稿論文は過去に出版されておらず、他のジャーナルに現在投稿されているものではないこと。

（使用言語）

第2条　外国語教育研究センターに所属する教員の知と教育実践を広く共有するために、日本語及び外国語教育研究センター言語科目群に属する英語、ドイツ語、フランス語、スペイン語、中国語、朝鮮語及びロシア語での投稿を認める。

（執筆要項）

第3条　投稿論文は授業実践報告に限る。

授業実践報告：外国語教育研究センター内での言語科目全般における授業実践の報告及び所感。学生に課したタスクや授業時のアクティビティ等、科目を担当することで得られた体験や経験に基づいた報告を行う。可能であれば実践に関連する理論的枠組みと関連づけること。

2　書式は以下の項目全てを厳守すること。英語で執筆する場合は、英語版の投稿規程及び別紙テンプレートに従って作成すること。英語以外の言語で執筆する場合は、別紙テンプレートを参考にして作成すること。なお、原稿の書式が以下の項目に則していない場合は、執筆者に原稿を差し戻し、修正を求める場合がある。

（1）原稿サイズ

A4版を使用し、上下左右それぞれ25mmずつあける。

本文は横書きで日本語フォントはMS明朝、英語フォントはTimes New Roman、フォントサイズは12ポイントとする。その他の言語のフォントは同一論文内で齟齬のないよう当該言語における学術論文で一般的に使用されるフォントを選択し使用すること。行間は1行とし、本文は左揃えとすること。

（2）字数

字数（語数）は以下のとおり言語毎に定める。全言語において、図表、参考資料、参考文献、註釈、付録など全てを字数（語数）に含める。なお、図表については、明瞭なものを当該個所へ貼り付けること。貼り付けられない場合は、別ファイルを用意し、挿入個所を明示すること。

日本語	6000–8000字程度
英語	3000–5000語程度
ドイツ語	18000–24000字程度（9～12ページ程度）
フランス語	3000–5000語程度
スペイン語	3000–5000語程度
中国語	4000–5000字程度
朝鮮語	6000–8000字程度
ロシア語	3000–5000語程度

（3）原稿タイトル

左寄せ、18ポイント、太字とする。フォントは上記書式に従うこと。執筆言語が英語の場合はタイトルケースとすること。

（4）氏名

右寄せ、ゴシック体で12ポイントとする。タイトルとの間は1行あけること。

（5）要旨

全ての原稿に、要旨と3～5項目のキーワードをつけること。要旨は日本語500字程度または英語150～250語程度で執筆すること。書式は、左右15mmずつ全行インデントし、フォントはMS明朝（英語はTimes New Roman）、フォントサイズは11ポイントを使用すること。なお、要旨の言語は執筆言語に関わらず英語あるいは日本語とする。

（6）註釈

本文への註釈は、対応する註記を各ページの下に9ポイントで表記すること。

（原稿の提出）

第4条　原稿の提出は、指定のGoogleフォームに必要事項を入力のうえ、投稿内容を収めた電子ファイルをアップロードし、送信すること。

（脚注および参考文献の形式）

第5条　原則としてAPAスタイル（第7版）を用いること。英語以外の言語で執筆する場合は、APA（第7版）の形式に可能な限り沿うよう配慮し、執筆者の責任において同一論文の中で齟齬のないよう確認すること。剽窃を行わないよう十分に注意すること。

（投稿開始及び締切日）

第6条　投稿の受付は毎年9月の秋学期開始日からとし、提出締切日は同年11月末日とする。

（査読）

第7条　査読は行わない。ただし基本的な内容及び体裁のチェックを委員会が行い、掲載可否を判断する。

（校正及び再提出）

第8条　内容及び体裁のチェック後、本ジャーナルの執筆要項から内容が著しく逸脱している、あるいは体裁に問題があると判断された場合、投稿者に対し校正及び再提出の依頼を行う。校正依頼を受けた執筆者は、原稿の校正を行い、校正依頼を受けた日から起算して2週間以内に再提出を行うものとする。校正後の原稿は委員会による最終確認を経て掲載可否の判断を行うものとし、執筆者に結果を通知する。なお出版社より体裁等について追加の修正が求められた場合は、再度の校正を執筆者に依頼する場合がある。

（出版）

第9条　本ジャーナルは毎年3月に出版される。

（CiNii及び立教リポジトリへの登録）

第10条　掲載された論文は、外国語教育研究センターのウェブサイトに掲載されるとともに、CiNii（国立情報学研究所論文情報ナビゲーター［サイニィ］）及び立教大学学術リポジトリに登録される。

（その他の要件）

第11条その他の要件は以下に定める。

（1）原稿料は支払われない。

（2）掲載された論文の著作権は、原則として立教大学外国語教育研究センターに帰属する。ただし、著者が著者自身の研究・教育活動に使用する際は、立教大学外国語教育研究センターの許可なく使用することができるものとする。

（3）出版後、万が一剽窃あるいはその他の不正が発覚した場合、当該論文は本ジャーナルから削除される。

（規程の改廃）

第12条　この規程の改廃は、外国語教育研究センター教授会の議を経て、外国語教育研究センター長が行う。

附　則

この規程は、2020年4月14日から施行する。

附　則

この規程は、2022年9月27日から適用する。

附　則

この規程は、2023年7月18日から適用する。

Center for Foreign Language Education and Research Journal of Multilingual Pedagogy and Practice Manuscript Submission Guidelines

Established on April 14, 2020
Revised on September 27, 2022
Revised on July 18, 2023

(Eligibility)

Article 1 Contributions to the journal are primarily limited to individuals affiliated with the Center for Foreign Language Education and Research (hereafter "FLER"). In the case of co-authored papers, this requirement applies only to the first author. Exceptions may be made for special editions.

2 A maximum of one contribution per issue is accepted (co-authored papers are also counted as one contribution). Due to space limitations, your submission may be considered by the Journal and Research Committee (hereafter "Committee") for publication in a later issue, or you may be asked to reduce the length of the submitted article.

3 Work submitted to the journal should not have been previously published and should not be under consideration for potential publication by other journals.

(Language)

Article 2 In order to effectively share knowledge and research activity amongst FLER-affiliated instructors, we accept manuscripts written in one of the following languages: Japanese, English, German, French, Spanish, Chinese, Korean and Russian.

(Content and Formatting Guidelines)

Article 3 Submitted papers must be practical teaching reports.
Practical Teaching Reports: Reflective reports on your teaching practice in any language courses at the Center for Foreign Language Education and Research. Reports should include a reflection, and detailed descriptions of tasks and/or activities. Make sure to establish a clear connection between your teaching practice and theoretical/pedagogical rationale where possible.

2 Please ensure to follow all formatting guidelines listed below. Authors who intend to write in Japanese should refer to the Japanese version of this document. When submitting an article written in English, be sure to format the article using the supplied template. For languages other than English, format the article whilst referring to the template. Submissions that do not follow these formatting guidelines

may be returned to the author(s) for revision.

(1) Size: Use A4-sized paper, leaving margins of 25mm on all sides. The font used should be Times New Roman 12 point and single-spaced. For Japanese, use (MS Mincho), for any other languages, use the font type considered standard in the selected language. Use the same font consistently throughout the manuscript unless otherwise noted. The line spacing should be set at single-line spacing, and the text should be left-justified.

(2) Length: The number of words (characters) shall be determined for each language as follows. In all languages, include all graphs, charts, reference list, and any appendices in the word (character) count. Clearly visible graphs and charts should be embedded in the text. However, if it is difficult to do so, please submit as a separate file, but leave space and indicate where they should be placed in the text.

Japanese	Approximately 6000–8000 characters
English	Approximately 3000–5000 words
German	Approximately 18000–24000 characters (9–12pages)
French	Approximately 3000–5000 words
Spanish	Approximately 3000–5000 words
Chinese	Approximately 4000–5000 characters
Korean	Approximately 6000–8000 characters
Russian	Approximately 3000–5000 words

(3) Title: The title should be in 18 point bold, left-justified, with Title-Case. Font as above.

(4) Author's name: The name of the author/s should be indented to the right side and written in Gothic 12 point. Leave one line between the title and the name of the author/s.

(5) Abstract: Abstracts should be approximately 500 characters in Japanese or 150–250 words in English, with 3 to 5 keywords for the article at the bottom. For the abstract, the entire text should be indented 15mm from the left and right and written in Times New Roman 11 point.

(6) Footnotes: Footnotes should be placed at the bottom of each page, in 9 point.

(Manuscript Submission)

Article 4　To submit a manuscript, fill in the necessary details in the designated Google form, upload the electronic file containing the article content, and submit.

(Footnotes and Referencing)

Article 5　The author is responsible for consistently adhering to APA (7th edition). If the manuscript is written in any language other than English, adopt APA style format

as much as possible, and make sure that the style used is consistent throughout the manuscript. Make sure to avoid committing plagiarism.

(Call and Deadline for Submission)

Article 6 Submissions begin at the beginning of every fall semester. The deadline for submission is the last day of November.

(Peer Review)

Article 7 Submissions to the journal will not undergo peer review. However, the Committee will check the basic contents and appearance and determine whether to accept it for publication.

(Revision and Resubmission)

Article 8 After checking, if the content deviates significantly from the scope of the journal or there is a problem with the format, the author will be requested to revise and resubmit. Authors who have received a revision request must revise the manuscript and submit it again within two weeks from the date of receiving the request. A final review will be conducted by the Journal & Research Committee to determine if the work is publishable. The author will be notified of the decision once the final review is completed. The author may be asked to further revise the manuscript if there is any stylistic/format issue.

(Journal Publication)

Article 9 The journal is published annually in March.

(Registration on CiNii and Rikkyo Repository)

Article 10 Contributions to the Journal of Multilingual Pedagogy and Practice will be published on the FLER webpage and registered on the national CiNii database and the Rikkyo University Academic Repository.

(Other Conditions)

Article 11 Other terms and conditions are set out below.

(1) No remuneration is offered to the author(s).

(2) The copyright of articles published in the Journal of Multilingual Pedagogy and Practice resides with the Center for Foreign Language Education and Research, Rikkyo University. However, the author(s) retains the right to use his/her work for future research and/or educational purposes without permission from the Center for Foreign Language Education and Research, Rikkyo University.

(3) If any plagiarism or misconduct is discovered after the work is published, the

published work will be removed from the journal.

(Amendment or Abolishment of Guidelines)

Article 12　Amendment or abolishment of these guidelines will be made by the Dean of the Center for Foreign Language Education and Research after deliberation at the Faculty Meeting.

These Guidelines shall come into effect as of April 14, 2020.
These Guidelines shall come into effect as of September 27, 2022.
These Guidelines shall come into effect as of July 18, 2023.

執筆者・Authors

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Aika Miura, Ph.D., is a professor at the Center for Foreign Language Education and Research, Rikkyo University. Her main research interest includes second language pragmatics and corpus linguistics. She has conducted studies on the development of pragmatic competence by Japanese learners of English. She is also interested in Data-Driven Learning (DDL) and co-authored with Yoshiho Satake a paper titled “The effects of using corpora on revision tasks in L2 writing with coded error feedback” (2014) in ReCall.

Yoshiho Satake

Yoshiho Satake, Ph.D., is an associate professor at the College of Economics, Aoyama Gakuin University. Her main research interests include corpus linguistics, particularly Data-Driven Learning (DDL), and English language teaching. She has conducted studies on the effects of corpus consultation on second language (L2) learners’ error correction. She is also interested in the use of virtual reality (VR) for language learning.

Andrew Tyner

Andrew Tyner is a Lecturer in English Education. Some of his current research interests include lesson structuring, technology use in the classroom, and ESL teaching methodologies. He has taught Discussion, Debate, and Presentation at Rikkyo University, as well as other English courses and related programs at other Japanese and American institutions.

Aviva Ueno

Aviva Ueno is an Adjunct Lecturer in the Center for Foreign Language Education and Research at Rikkyo University. She has been teaching English in Japan for over 35 years. Her research interests include reflective practice, professional development, and maintaining learner motivation through community building in the classroom. She holds an M.A. in TESOL from Anaheim University, California.

Diane C. Obara

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