

## Foreword

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In June and December, 2021, the JALT Yokohama (YoJALT) chapter hosted their annual My Tech Share and My Share events, in which JALT members are invited to share practical and innovative classroom activities and ideas. This collection contains seven papers developed by some of the speakers, based on their presentations and adding theory and detail. We hope you enjoy this issue and that the ideas put forward will help you in your teaching this year and in the future.

Ma.Wilma Capati discusses ways in which translanguaging can improve learners' motivation. Lu Chen details ways in which visual thinking can be developed to improve conversational willingness. Sarah Deutchman shows us the theory and practice of using data from corpora in academic writing classes. Agnes Maria Frances shows us how to implement an extensive listening activity to help less-proficient students gain confidence. Daniel Jupp gives us an image of what may be our future in applying virtual reality to language learning. Brooks Slaybaugh gives timely advice on supporting lower level students during online teaching. Finally, Grant Thomas shares insights into students' perspectives on the feedback teachers give on their writing tasks.

As editor of this special edition, I would like to thank all of the authors both for their submitted work, and for their efforts in reviewing, editing, and supporting their colleagues through the publication process; I would like to thank all of the contributors to My Share events - presenters, audience and hosts; and the Yokohama JALT team for their contribution to language education not only in Kanagawa, but through collaborations across Japan, and internationally.

For those readers interested in participating in future Yokohama JALT events, please visit <http://yojalt.org>

Sincerely,  
Alexander L. Selman  
Editor, *Yokohama JALT My Share 2021 Special Issue*

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## **Improving Tertiary EFL Students' Motivation through Translanguaging Practices**

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### **ABSTRACT**

Due to the lack of real-life language use outside the classroom, the inability to present ideas purely in L2 may be a challenge among EFL students in Japan. This paper focuses on how translanguaging as a pedagogy is used in the classroom to increase the motivation of EFL students in learning English as an L2 in the context of Japanese tertiary classes. Furthermore, this paper discusses how students utilize their language(s) to create their communicative repertoire. Based on the perspectives of students and teachers, suggested communicative strategies in the classroom will be presented while considering the case of Japan as a monolingual country.

### **INTRODUCTION**

Translanguaging involves “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” (Garcia, 2009, p. 45). It considers the language practices of bilinguals not as two autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed (Garcia & Wei, 2014). In terms of language learning, translanguaging refers to using one language to reinforce the other to increase understanding and augment pupils' activities in both languages. (Lewis et al., 2012). Given the presence of multiple languages in the classroom, the goal of translanguaging is “to create a social space for multilingual speakers by bringing together different dimensions of their personal history, experience, and environment, their attitudes, beliefs and performance” (Wei, 2011, p. 1223). In other words, this gives opportunities for learners to communicate in the target language while they exhibit their identity and linguistic backgrounds. In the succeeding paragraphs, this paper discusses how translanguaging may affect student motivation in the context of Japanese tertiary EFL classrooms. Furthermore, suggested classroom strategies concerning translanguaging will be presented to show effective English learning with the presence of L1 in class.

### **TRANSLANGUAGING IN JAPAN**

In English learning, teachers in Japan are expected by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) to refrain from using Japanese in the classroom.

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According to MEXT (2009), teachers should only use English as a medium of instruction. In addition to this, MEXT also expects teachers to provide communicative activities to develop communicative competence. However, Aoyama (2020) highlighted the inevitability of the presence of L1 in the classroom due to the limited knowledge of students towards certain words. Given this, translanguaging practices are said to be present in Japan. Since translanguaging as pedagogy involves the presence of L1, studies about translanguaging practices in Japan focus on the use of L1 by the students alone instead of teachers. A study by Yamauchi (2018) showed that cooperative learning in group activities is highly encouraged. The use of L1 in the classroom is done by students when they discuss in groups, and the output is produced in English. Translanguaging has also been present in Japanese schools when, for example, brainstorming is done in Japanese and the written output is in English (Turnbull, 2018).

## **TRANSLANGUAGING AND STUDENT MOTIVATION**

In terms of motivation, the case study by Aoyama (2020) towards translanguaging in Japanese high school students explains that the partial use of L1 in the classroom was used as a strategy for students in collaborative activities to communicate properly. Although the students aimed to speak more in their L2, it was revealed that there are no negative perceptions towards L1 use of the students. The students, in addition, were motivated to continue the activities despite L1 presence. Another study by Ahn et al. (2018) focused on two groups: the translanguaging group and the English-only group. Results showed the results of learners' willingness to communicate (WTC) over time. There was no increase in the English-only group while the translanguaging group's WTC significantly increased. Both groups, however, showed a decrease in anxiety. However, the challenges in translanguaging pedagogy, highlighted by Ticheloven et al. (2019), include low motivation among students, confusion in alternating languages, and linguistic isolation. In this case, low motivation means that the presence of L1 in the classroom may become counterproductive to the language goals expected by teachers and students (Ticheloven et al. 2019).

## **METHODOLOGY**

### **Questionnaire**

The questionnaires in this study were adapted from Turnbull (2018) which centered on the use of translanguaging pedagogy in Japan. In this study, the questionnaires were specified for general English courses at a tertiary level. To test the validity of the questionnaires, a pilot study was conducted on 34 undergraduate students and eight assistant lecturers. The questionnaires were then modified based on the comments of the participants in the pilot study.

### **Participants**

The participants of this study were 88 first-year students in undergraduate programs and ten undergraduate teachers who teach communicative classes, all at a private Japanese university. The student participants in this study were from the faculty of law and faculty of letters, and

were taking English classes as required core courses. In Table 1, the TOEIC scores of the student respondents are presented. The division of the scores is based on the class level in the university: basic (280 and below), elementary (281-395), intermediate (396-495), and advanced (486-620). In addition, 621 and above was added as a choice to give opportunities to students who may have gotten higher scores in their TOEIC placement test.

**TABLE 1**  
**TOEIC Scores of the student respondents during the survey**

TOEIC Score Range	Number of Students
280 and below (basic)	9
281-395 (elementary)	55
396-495 (intermediate)	24
496-620 (advanced)	0
621 and above	0

## RESULTS

Table 2 elaborates the weighted average of the perceptions of the respondents regarding the presence of L1 use in the different kinds of English skills which are improved in the classroom. The teachers and students both answered on a Likert scale with 1 = *strongly disagree*, 2 = *disagree*, 3 = *agree*, and 4 = *strongly agree*. The highest weighted mean coming from both teachers and students was from the vocabulary. This means that the respondents perceived the importance of the presence of L1 in the vocabulary development of the students. In addition, comprehension scored a weighted mean on the students' side that tied with vocabulary. Among the four skills (reading, writing, listening, and speaking), the presence of L1 is believed to be important in developing writing skills according to the students.

**TABLE 2**  
**Perceived L1 Use in Various English Skills in the Classroom**

	Teachers	Students
Reading	2.10	2.58

Writing	2.10	2.63
Listening	2.10	2.38
Speaking	2.20	2.34
Vocabulary	2.90	2.99

For the open-ended questions, the student respondents were questioned regarding their motivation about the presence of L1 in the classroom. Some students expressed the importance of L1 presence in the classroom. Student 35, with a TOEIC score of 281-395, said, “My class motivates me to study English. However, I would appreciate it if you could explain the issues in Japanese”. Student 52 with a similar score, explained, “If I can understand it, I will be motivated. But once I do not understand it, I will not be able to keep up with it because it is mostly in English, and my motivation will drop.” However, there are students who expressed their positive perspective towards English regardless of whether L1 is present or not. For example, student 72, with a score of 396-495, stated: “Even though I am not good at English and my motivation tends to drop, I enjoy learning English classes at university, which is very good.” Student 84, whose score ranged 280 and below, said, “It is not good to use only Japanese, but I think that using Japanese as a support will improve your comprehension.”

Teachers also responded to open-ended questions regarding student motivation with translanguaging. Teacher 1 explained, "My students understand they are in English class and they have to try their best to use the time in this class to practi[c]e English as this is usually the only time in the week that they get to do this. However, they also know that there are specific times and situations in which their L1 is allowed, and they appear to take this seriously. Usually, this only happens when they are really struggling to get a concept or find a word." Teacher 8, on the other hand, mentioned how classes are strategized to affect the students' intrinsic motivation: "I always give lower-level classes the task of setting a goal for the amount of English / Japanese they think they can use in every lesson. I hope that taps their intrinsic motivation while giving them permission to move at their own pace, thereby reducing anxiety".

## DISCUSSION

Based on the results involving motivation and translanguaging, the presence of L1 is still prevalent in Japanese tertiary EFL classrooms. Some students agree with the importance of L1 presence as support in the classroom, while there are teachers who allow L1 in certain situations. This is similar to how Yamauchi (2018) and Turnbull (2018) perceive translanguaging in Japan where students are allowed to speak in their chosen language during brainstorming and discussion among fellow students as long as they produce output in English. Furthermore, students use L1 and English in collaborative activities to communicate properly (Aoyama, 2020). Although teachers allow the use of L1 in specific activities where students need support, teachers still believe that the use of L1 is not fully necessary as seen in their answers in Table 1. Moreover, it was said in the open-ended questions that English classes are the only times when

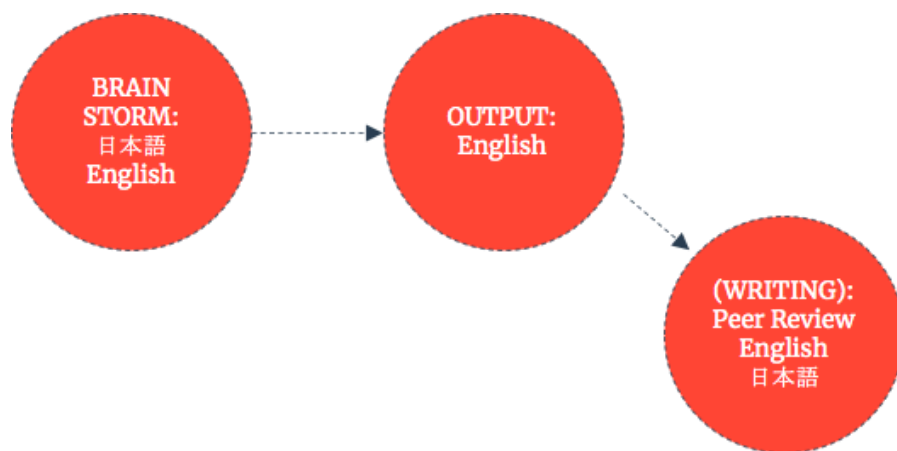
students have the opportunity to speak in English. Based on these answers, teachers may be cautious about the counterproductivity of translanguaging as a pedagogy (Ticheloven et al.2019). Despite this, teachers let students use their L1 with limitations.

## RECOMMENDED STRATEGIES

### Four Skills: Reading, Writing, Listening, Speaking

Figure 1 is a suggestion similar to the previous studies of Yamauchi (2018) and Turnbull (2018) wherein students can brainstorm in their chosen language(s), and produce an output in English. For example, in discussing reading passages and listening tracks, students may use the language that they prefer to use, usually their L1. However, answering questions from the teacher and the production of output are expected to be in English. For writing, students may write their ideas in their chosen language(s) and produce an output in English. For peer review, students may choose their L1 or their target language to discuss the improvement of their written piece.

**FIGURE 1**  
**Suggested Method to Use Translanguaging in Four-Skills Activities**



Speaking may be a different case from the other four skills. Since this is more output-based, discussion and brainstorming are not required. However, students may use strategies based on the study of Aoyama (2020). In other words, transitional phrases may be used if their vocabulary is limited. Here are the examples which can be used in class:

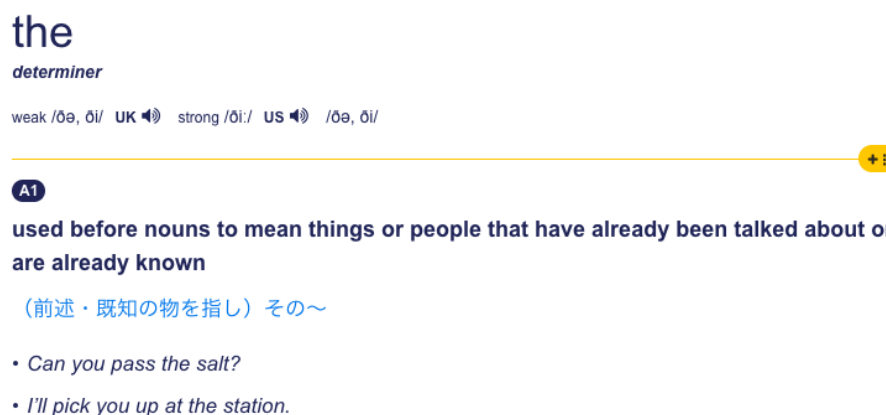
- What does \_\_\_\_\_ mean in English?
- It means \_\_\_\_\_.
- In Japanese, we say \_\_\_\_\_.

### Vocabulary Development

### **Cambridge Online Dictionary**

Cambridge Online Dictionary is a suggested tool to learn vocabulary while considering translanguaging as a pedagogy. Compared to other online dictionaries, Cambridge Online Dictionary is easier to navigate due to how a word can be defined in the students' L1 and L2 in one page. In this dictionary, students may see the English meaning of the word according to their CEFR level. In addition, they can also choose their L1 to check the meaning of the word. In Figure 2, the most frequent word used according to the New General Service List, "the", is given as an example along with its meaning in English and Japanese (Cambridge University Press, n.d.).

**FIGURE 2**  
**An example of the content of Cambridge Dictionary**



*Note.* This figure was taken from Cambridge Online Dictionary, which shows the meaning of the determiner, “the”, in English and Japanese (<https://dictionary.cambridge.org/dictionary/english-japanese/the>) Copyright 2022 by Cambridge University Press.

### **Quizlet**

Quizlet (n.d.) is a suggested app that can be used to develop the students' vocabulary with the use of L1 or English. Students may input the words which they are learning and the meaning in their chosen language—L1 or English. Through this, the students can memorize the words through interactive activities from flashcards, fill in the blanks, and true or false to games such as match and gravity. In addition, the students can use the New General Service List (NGSL) as a reference in using Quizlet for their vocabulary development.

## **CONCLUSION**

The presence of L1 may be seen as a hindrance or an opportunity in improving skills in an EFL classroom. Based on the present results, students tend to believe that the presence of L1 will support their English learning in the classroom. Furthermore, their understanding will be

helped and their motivation will increase. Although teachers believe that the use of L1 may aid students in certain situations, they do not fully rely on L1 use to improve students' skills. With the previous studies, however, it is shown that the presence of L1 in the Japan EFL context is inevitable, and hence can be used in ensuring that the activities will go smoothly. Given the suggested strategies in the classroom, translanguaging pedagogy may be used to further the understanding of students. Finally, translanguaging pedagogy not only allows understanding but also ensures that the students' identities and linguistic backgrounds are validated.

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## **How to improve L2 learners' situational conversation willingness and ability through visual materials**

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### **ABSTRACT**

Many concepts and research on how to improve learners' situational conversation willingness and second language learning ability have been discussed over the past few decades. This study focuses on an existing universal problem in various language learning processes. That is, learners tend to habitually rely on their mother language as a thinking language. As a result, there are many blunt translation expressions in learners' conversations and writing.

Based on such a problem, this study aims to put forward and analyze a feasible solution, which uses audio-visual materials and technologies (e.g., pictures, flashcards, motion pictures with sound, and short foreign language films) to train and cultivate learners to skip their mother language and use visual aids as their thinking language directly. By practicing this method, learners can improve their willingness and ability for situational conversations.

### **INTRODUCTION**

Since Comenius (1592-1670), the father of modern education, emphasized the importance and value of visual aids in modern education, visual materials (such as images, flowcharts, videos, charts, cartoons, slides, posters, movies, flashcards) have been introduced more and more frequently in the teaching process.

Various reports have pointed out that 75% of all the information processed by the brain is derived from visual forms (e.g., Jamal, 2016, p. 115). People increasingly agree that absorbing knowledge from a visual form can not only make learners better understand information both visually and verbally, but also enable educators to show information and reveal the relationship among them in an easy-to-understand way.

However, in the language classroom, visual aids are commonly treated as something "extra, some things imported as a frill, as a motivator instead of something central to and integral with the learning process" (Corder, 1963, p. 85). For example, Çetin and Flamand (2013) claim that despite the potential of posters to facilitate incidental vocabulary learning, they have been

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viewed more as decorative items rather than as pedagogical tools. The relationship between linguistic and visual has always been a fundamental part of learning how to communicate (Britsch, 2010). However, the relationship between the linguistic and the visual in the language classroom tends to be asymmetrical. This paper aims to highlight the current narrow understanding and use of visual aids and emphasize the connection between visuals and learning. This combination of visual learning can help learners to establish visual thinking and enables learners to have more detailed and sensitive responses to ideas, words, concepts, and communication objects with an image.

## **REVIEW OF THE LITERATURE**

### **Willingness to communicate (WTC)**

MacIntyre et al. (1998) presented their model of L2 WTC by adapting the original personality-based construct proposed for L1 communication (McCroskey, 1992), marking the beginning of L2 WTC research. This model regards personality, interpersonal or intergroup motivation, communicative competence, and self-confidence as stable enduring factors. Inspired by this model, Backer and MacIntyre (2000) focused on L2 learners' WTC in a cultural context. They pointed out two variables that have the most substantial influence on L2 WTC, namely perceived communicative competence and language anxiety. More recently, Shirvanet et al. (2019) added another critical element to these two factors: motivation. These studies show that improving L2 WTC in the language teaching classroom may depend on fostering perceived communicative competence and motivation. According to L2 classroom teaching, learners' more common motivation is how to express themselves in a new language, not just to get good grades in final valuation.

### **Audio-visual teaching**

Although verbal representation holds a privileged place in education, there is a growing consensus among educators that the concept of literature should be extended to include visual representations (Mayer, 2009, Coiro et al., 2008). Billie Eilam (2012) wisely calls for educators to consider the role of visualization in teaching. Eilam believes that learning how to use visualization has "dualities" both for learners and educators, which that means for learners to attain the competence of visually literate persons in the twenty-first century, teachers must develop visual literacy themselves, as learners and consumers, and also must concurrently undergo explicit training. (Eilam, 2012, p. 7).

As Theodore Huebener pointed out, "Since language is essentially sound, aural appeal should be used first in teaching" (Huebener, 1967, p. 61). That is to say that only after a fairly correct pronunciation has been established, the student may be exposed to written and printed symbols. The order "audio"- "visual", is quite logical as far as language learning is concerned. However, having a representative image at the time of listening, especially when learning vocabulary, will better help students to establish audio-visual thinking.

Considering the increasing popularity of the use of the internet in language classrooms, the importance of "non-linguistic visuality" (Petrie, 2005, p. 98) cannot be ignored. Petrie reviewed the research on the use of visuality in electronic environments and made a call for

further research into its importance in literacy and language learning. The influence of visual aids on foreign language classrooms has been discussed in terms of teaching vocabulary and culture (Arndt & Pesch, 1984; Bush, 2007), enhancing listening comprehension (Mueller, 1980) and cultivating students' intercultural communicative competence (Kiss & Weninger, 2017). However, although visual aids have been widely used and accepted in the teaching process, their influence is 'hypothetical' (Arndt & Pesch, 1984, p. 28). I believe we still need more teaching examples and studies on how learners actually participate in and benefit from visual teaching, let alone, teaching examples that combine visual teaching with auditory resources.

## RESEARCH QUESTIONS

Having positioned the paper within the relevant literature, the study was guided by the following two research questions:

1. What can visual materials do to improve learners' vocabulary learning and situational conversation willingness?
2. What specific technical devices can educators combine with visual teaching to create a new circumstance for learners?

## RECOMMENDED CLASSROOM PROCEDURE

This class is a Chinese conversation class for Japanese students in their second year of college and above.<sup>4</sup> The number of learners is around 30 students in each class. This section will clarify how to actually plan and actively engage students in audio-visual teaching in my class. It was divided into two main parts: how to use the audio-visual materials to complete individual independent vocabulary learning, and how to use what they learned in the previous step to practice contextualized vocabulary.

### Isolated vocabulary practice

The instructor needs to prepare in advance: pictures; audio and relevant video clips of all the vocabulary to be learned in class; and the short videos which are edited into a version with subtitles can facilitate the choice of playback type according to the level of difficulty of the students' understanding. This part is designed to develop students' visual thinking and help them achieve the learning trinity of textual, visual and aural form of each vocabulary item.

#### ***Procedure:***

Step 1: Let students look at the pictures with the written vocabulary and listen to the audio of the words.

Step 2: Let students look at the pictures with written vocabulary and read the words aloud following the audio.

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<sup>4</sup> The course and teaching methods in this study were awarded the 10<sup>th</sup> Waseda e-teaching Award Grand Prize.

Step 3: Let students look at the pictures without words and listen to the audio and speak out the words. The correct word text will be displayed after each word.

Step 4: After explaining the meaning and usage of words, leave five minutes for students' self-study. Students can recite the vocabulary through pictures and audio.

Step 5: Randomly select some words from the pictures and audio and have students answer the words and meanings in turn.

## **Contextualized vocabulary practice**

Learning without using it in context, or reading without speaking aloud, is a barrier to improving students' language expression. The purpose of this part is to instruct and train students how to use the visual-audial vocabulary they learned in the previous step and organize it into conversations for their self-expression.

### ***Procedure:***

Step 1: Educator prompts conversation scenes, such as going out shopping with friends, meeting with classmates, etc. Have students choose three or more words from the word pictures distributed and arrange a conversation on their own.

Step 2: Divide the class into small groups, two or three students per group, and let them work together to complete a dialogue. The practice time is 15 minutes.

Step 3: After finishing the practice, choose three to five groups to perform their dialogues in the class. The educator needs to correct their pronunciation and misuse of words.

Step 4: Other groups that are not named will be assigned to the next class for the dialogue performance, or they can voluntarily send it to the educator in person for out-of-class guidance.

In addition, as an extension, the educator can edit short videos (around two or three minutes) of Chinese conversation into different speeds and with or without subtitles versions for the listening training. Students will gain a better understanding of the Chinese situation related to the video content and enjoy training in listening comprehension and sentence summary skills.

## **DISCUSSION**

As mentioned above, three points are most vulnerable in the process of foreign language learning: learners' mother tongue regarded as the thinking language for foreign language learning, lack of listening practice, and the boredom of learning vocabulary. In order to solve these three problems, educators should provide visual pictures and animation materials to train learners to take pictures and scenes as thinking language, which is directly connected to learning the language. At the same time, educators also need to train learners' listening ability through vivid animation and arrange the dialogue exercises of self-selected vocabularies, which reflects how students are most likely to use these words. Through such practice educators can stimulate learners' ability of independent learning. The procedure can be further improved through collecting feedback from students.

Compared with the blackboard commonly used in the classroom, the audio-visual teaching, such as the usage of pictures, animations, and group conversations, are very suitable for

Zoom<sup>5</sup> online teaching, which grew in popularity with the COVID-19 epidemic and continues at time of writing. The specific information and communication technologies (ICT) such as Zoom and Moodle provide richer and more feasible solutions for visual teaching. For example, the educator can use the poll function of Zoom to give participants a quiz on vocabulary and listening, so that learners can immediately see whether they are right or wrong, and the accuracy rate of the class as a whole. These results are anonymous, so even if learners choose the wrong answer they will not feel embarrassed, which could affect their ICT learning enthusiasm.

In addition, convenient software such as Quizlet<sup>6</sup> is highly utilized by English learners. Although not many Chinese learners use it at present, making vocabulary cards and sharing them with their group and class will increase students' learning enthusiasm and teamwork, which will also be considered an effective teaching aid in future teaching.

## CONCLUSION

Currently, most Chinese language educators still regard visual aids as an auxiliary tool, but the use of visual aids has affected not only the ability of language learning but also their way of thinking. Visual teaching and learning can help learners avoid the disadvantages of learning language through translation, and promote the development of learners' visual thinking. This is a virtuous cycle of learning, in which learners come to better understand and retain information by associating ideas, vocabularies, and concepts with images.

Moreover, audio-visual teaching can encourage learners' participation, build up clearer and richer concepts, provide for group thinking and planning, and train learners in efficient work and study habits. By combining the latest ICT technologies, such as Zoom, Quizlet and QR codes, YouTube, and Google forms, learners' enthusiasm for learning and participation in L2 teaching class is greatly improved. Without a doubt, one of the important motivations of students to learn a second foreign language is the expectation of expressing themselves in a different language. Thus, it is essential for educators to help learners practice self-expression confidently and bravely by providing richer and more interesting audio-visual materials, training their visual thinking, and combining with latest technologies to maintain their learning efficiency and enthusiasm.

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<sup>5</sup> Zoom is a cloud-based video conferencing service, which can be used to virtually meet with others-either by video or audio-only or both, all while conducting live chats- and it allows users to record those sessions to view later.

<sup>6</sup> Quizlet is a digital flashcard app that can be used by students and teachers. It primarily includes digital flash cards, matching games, practice electronic assessments and live quizzes.

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## Using data-driven learning to aid in academic writing

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### ABSTRACT

Data-driven learning (DDL) can be used to teach writing skills and to advise students on how to use academic phrases, and academic vocabulary to improve their writing. This is because language is largely formulaic and has consistent patterns that are often used by experts. Corpora can be used to look for these patterns. If students can analyze corpora on their own, they are able to consult the corpora to fix their errors which allows students to sound more natural. This paper will give background on DDL and offer some suggestions for activities.

### INTRODUCTION

Academic writing can be difficult for students as the necessary language is different from basic communication skills (Simpson-Vlach & Ellis, 2010). Therefore, students need to become familiar with these new writing structures and vocabulary. To aid in learning this information, students should pay attention to patterns in corpora as they help reduce the cognitive load of processing (Sweller et al., 2011 as cited by Boulton & Cobb, 2017). As a result, there is an expectation that certain grammatical patterns of a word would appear in and how the word is connected to its environment (Sinclair 1996, 1999, 2004; Hoey, 1997a, 1997b, as cited in Hoey & O'Donnell, 2008). If students can exploit knowledge of grammatical structures their writing may improve. Additionally, if students pay attention to the neighbors of new vocabulary words, they can see the colligations, semantic associations, and other relationships that can be generalized across language (Hoey, 2015). By understanding which words are commonly associated together, students' writing can sound more natural. Data-driven learning (DDL) allows students to look at naturally occurring language and find patterns on their own (Boulton, 2009). Learners can search these collections of texts without asking teachers or consulting ready-made reference materials (Bolton, 2017). Further, it has been found that being able to analyze corpora helps students make their own corrections, learn new words and that students find seeing authentic text helpful (Luo & Liao, 2015). DDL also worked well for learning vocabulary items, basic grammar items, and verb phrases (Mizumoto & Chujo, 2015). This paper will explain some patterns in language and how to create materials to aid students with academic writing.

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## PATTERNS IN LANGUAGE

### Corpora and DDL

"Essentially a corpus is a collection of naturally occurring, computer-readable texts, often comprising many millions of words, which is considered more or less representative of a particular domain of language use" (Hyland, 2013, p. 248). Corpora can be based on anything (e.g., Harry Potter, textbook, area of science) and can be analyzed to look for patterns. This is called data-driven learning (DDL) which allows learners to become detectives, testing and refining their hypotheses based on their findings and expectations (Johns, 1988). Further, DDL helps learners cope with the vague nature of authentic language use in context (Boulton & Cobb, 2017). Moreover, DDL can increase learner autonomy (Boulton & Cobb, 2017; Charles, 2018). This means students can continue learning after the class to build their understanding of word usage and grammatical patterns.

### Collocations

Collocations are words that co-occur with one or two other words in a particular context (Zhang, 1993). Examples of collocation use are: *take a bath, take a shower, take medicine*. When writers have a wide and in-depth comprehension of collocations, their quality of writing is higher (Zhang, 1993). A problematic issue is that knowledge of when and where to use collocations is not the same between native speakers and non-native speakers of a language (Zhang, 1993). It also may not be the same between different genres of writing. Corpora, such as the Contemporary Corpus of American English (COCA), can show which words are connected.

**FIGURE 1**  
**COCA collocation search results *consume* + noun in an academic context.**

1	<input type="checkbox"/>	ALCOHOL	44	
2	<input type="checkbox"/>	RESOURCES	25	
3	<input type="checkbox"/>	FISH	22	
4	<input type="checkbox"/>	FOOD	21	
5	<input type="checkbox"/>	ENERGY	20	
6	<input type="checkbox"/>	PERCENT	18	

*Note.* The figure above shows the nouns collocated with *consume* in an academic context. The search was limited to only two words behind *consume* because nouns are usually one or two words behind a verb.

By looking at Figure 1, students would be able to notice that alcohol is most commonly associated with *consume* in an academic context. Students can also click on the noun to see consume alcohol used in context.



## Colligations

Colligations are often defined as the environment in which a word is used, what words are connected to it, and what the grammatical patterns are (Sinclair 1996, 1999, 2004; Hoey 1997a, 1997b, as cited in Hoey & O'Donnell, 2008). For example, in Figure 2, the most common pattern for the adjective *evident* is ( + verb + evident + preposition + determiner + noun ). Understanding the patterns of how the word is used in context can help fix grammatical errors.

**FIGURE 2**  
**COCA Key Word in Context (KWIC) Result of *evident***

that exists in various contexts . # That Conservatism became evident after the foundation of the Republic implies that its
explained patterns of occupational distribution would be evident after the sifting , sorting , and additional educational gains
for biting the bullet . This procedure 's effects were evident almost immediately the result was slightly better vision in my
time with assignments unrelated to the " real world . " Evident also is the feeling that university liaisons are out-of-touch
a significant portion of the United States population is evident among college students . For example , only 43.6% of the 34,208
nces accompanied by graft and collusion . This has been most evident among entrepreneurs and officials (especially the Party
intelligentsia gave to the Velasco regime . This was not only evident among Peruvian intellectuals , but also among U.S. and other
not limited to the military . Signs of discontent are also evident among the IRGC ( Revolutionary Guards ) . Recently , for the
retribution for past oppression ? This interpretation is most evident among Tunisian Moroccan , and Egyptian elites , where shared

*Note.* This is a truncated version of the search results.

## Lexical Bundles

Since words usually co-occur together, it can be said that language can be formulaic. A type of formulaic language is lexical bundles, which are said to be the building blocks of discourse (Biber et al., 2004). Lexical bundles are based on frequency and can be used to frame an existing stance, referential stance, or discourse organization (Biber et al., 2004). An example of lexical bundles is the academic formula list (AFL) which consists of the most frequent lexical bundles in academic spoken and written formulaic sequences (Simpson-Vlach & Ellis, 2010). It is possible to combine the AFL with DDL to see how the lexical bundles ('strings') are used in context (see Figure 3).

**FIGURE 3**  
**COCA KWIC Search Result *take into account***

deprivation , which we included in the survey to take into account 3 periods of social disruption : ( 1 ) time of the
either constituency . Future security policies must take into account a new world : the extraordinary changes in the global and
bject of Japan , Japanese bureaucrats today must take into account a newly emerging and intimidating right-wing force . #
open . A prediction theory of law must then take into account a range of conjectured futures , many of which may not accord
' is a concept in which one does not take into account a specific value or characteristic of the object in
a complex decision procedure , which attempt to take into account a student model and course objectives . The pattern followed in
the top , sometimes quickly , without having to take into account a wide range of domestic interest groups . # The U.S. approach
foundation of the approach and their failure to take into account all dimensions of health benefits have been raised . These
" regulation . # The necessary task is to take into account all the economic effects and all the symbolic effects and total
. For example , some districts are able to take into account an analysis of school and community needs as well as competenc

*Note.* It is possible to see (+ to + *take into account* + determiner + noun + *of*+) seems to be the most common pattern.

Through doing a KWIC search students will be able to see which words occur before and after a lexical bundle. Having this knowledge could help students understand where and when to use these academic phrases.

## CONSIDERATIONS WHEN DESIGNING MATERIALS

For those who know how to use corpora expertly, it is possible to create a whole range of materials and resources to teach with (e.g., word lists, course books, syllabi, and tests) (Bolton, 2017). An entire course around specific corpora can be created depending on the purpose of the class. Successful corpus-based materials depend on the "pedagogic mediation between the corpus materials and the corpus users" (Braun, 2005, p. 61). Therefore, if students were writing an essay about the effects of global warming, it would make sense to produce a list of words commonly associated with the topic. After identifying the most common words, a collocations list, and sample sentences could be added to the assignment sheet.

The choice of corpora can depend on the needs of the class, availability of the corpora, and the type of writing to be done (Charles, 2018). For example, if a course in engineering is being taught, examining a corpus created with engineering terminology would be better than choosing a general English corpus. This is because the words used in an engineering corpus and the manner of usage may not be the same as they would be in another genre.

After the corpora are chosen, it is necessary to consider how much training students will need. Although corpora are more suitable for more advanced learners, they can still be used by lower-level learners (Boulton, 2009). If the students are at a lower level of proficiency, it may require more scaffolding and more practice (Cobb & Boulton, 2015). Scaffolding can be provided through instructions, screenshots, and demonstrations of corpus searches. Once students are trained, they can build and analyze their corpora (Boulton & Wilhelm, 2006).

The next step is creating materials such as worksheets. DDL-based activities can range from highly structured to unplanned (Boulton & Tyne, 2013). The types of activities are dependent on the purpose of the course. For example, if students are having trouble telling the difference between two words a comparison search can be done (see Figure 4). By using a comparison search on COCA students can see which words are associated with *farther* and *further*. A gap-fill- activity can be created using these words.

**FIGURE 4**  
**COCA Results *Farther* and *Further***

WORD 1 (W1): FARTHER (0.12)					WORD 2 (W2): FURTHER (8.41)						
	WORD	W1	W2	W1/W2	SCORE		WORD	W2	W1	W2/W1	SCORE
1	SIDE	25	10	2.5	21.0	1	RESEARCH	2327	0	4,654.0	553.4
2	REACHES	20	11	1.8	15.3	2	STUDY	1057	0	2,114.0	251.4
3	BACK	149	91	1.6	13.8	3	QUESTIONS	1014	0	2,028.0	241.2
4	END	20	13	1.5	12.9	4	INFORMATION	1700	1	1,700.0	202.2
5	RIGHT	27	21	1.3	10.8	5	DETAILS	709	0	1,418.0	168.6

*Note.* By looking at the words under *farther* on the left and *further* on the right, it is possible to see that *farther* is used with physical distance and *further* is used with non-physical items.

For the gap-fill activity below, students would be told to look at the results from the comparison search shown in Figure 4. It is possible to help students a bit more with this activity by underlining the words that the student should be searching for.

### Questions

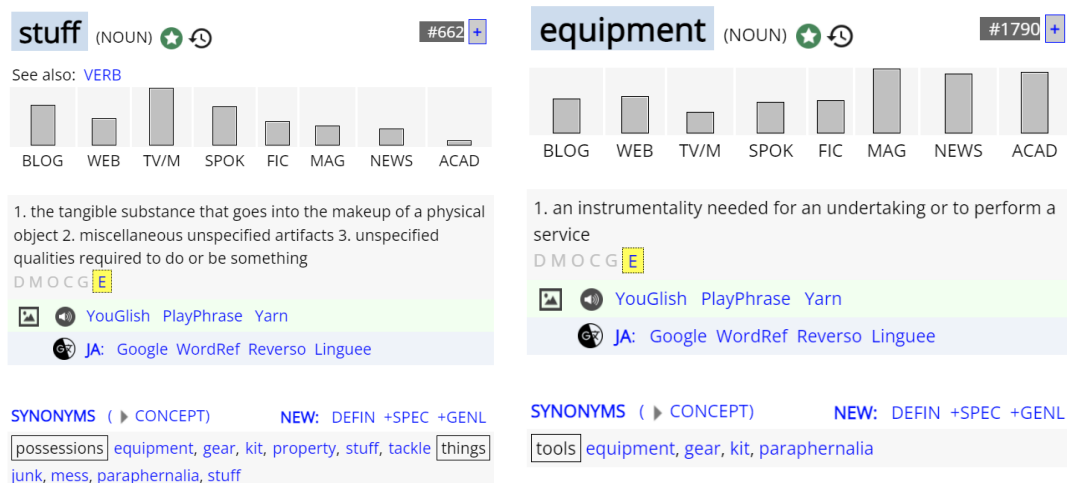
- 1) Does anyone have any (farther/ **further**) questions?
- 2) Can you move the painting a bit (**farther**/ further) to the right?
- 3) The milk was (**farther**/ further) back in the fridge than I thought it was.
- 4) Since we do not have all the answers, it is necessary to do (farther/ **further**) research.

### Answers

- 1) *Further* because *questions* is #3 on the further side.
- 2) *Farther* because *right* is #5 on the farther side.
- 3) *Farther* because *back* is # 3 and left side.
- 4) *Further* because *research* is #1 on the right side.

Another type of activity that can be done with corpora involves looking for synonyms that can be found under the word function in COCA. By looking at synonyms, students can improve their vocabulary and sound more academic.

**FIGURE 5**  
COCA Word Search *Stuff* vs. *Equipment*

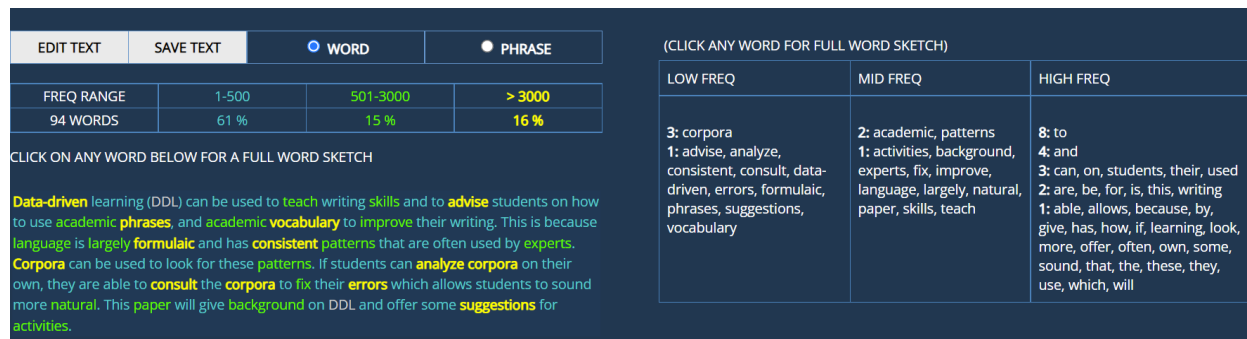


*Note.* By looking at the results for *stuff* a student can see that this word is not considered academic because the ACAD bar is very low. On the same page it is possible to see the word *equipment* which is a synonym for *stuff*. The results show that *equipment* is used more for academic writing because the bar for ACAD is high.

‘Words and Phrases’ is another feature that is part of the COCA, which can allow students to see whether their writing is academic or not. To use this tool, it is necessary to copy text and paste it into the box. The tool will then show the user the breakdown of words based on frequency. Academic words are low-frequency words. After looking at the results, the user can

click on each word, which will take the user to search results that can be seen in Figures 5 and 6. Therefore, the user can use this information to find more academic synonyms. The results also show sentences that allow the user to see how the words are used in context.

**FIGURE 6**  
**Words and Phrases Analysis**



## CONCLUSION

Corpora are powerful tools that can aid in improving academic writing. With training on how to utilize DDL, students can look at corpora and see patterns involving collocations, colligations, lexical bundles, and genre. When creating DDL-based materials, it is important to consider their purpose and the level of the students. Once students become more familiar with DDL they may be able to fix their own mistakes and become more autonomous. This can lead to lifelong learning.

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## **Developing Students' Confidence Through An Extensive Listening Activity**

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### **ABSTRACT**

Less-proficient students who take English classes conducted only in English often face challenges to understand instructions or explanations despite being supported with visual aids. The main issue is not only students' low proficiency but also lack of exposure to English. Hence, extensive listening gives students the input that they need. This extensive listening activity consists of three steps: choosing the videos, filling in listening journals, and in-class activities. As a result, students have the chance to develop their listening skills, writing, speaking, and their confidence.

### **INTRODUCTION**

Guidelines regarding English education in Japan are provided by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) and revised regularly every ten years. New guidelines aim to restructure English education in public schools starting from 2014 and this plan includes elementary and secondary level (MEXT, n.d.). In the elementary level, third and fourth grade, English classes are to be conducted once or twice a week to foster basic communication skills. In fifth and sixth grade, English classes are increased to three times a week with the goal to nurture language skills. In the lower and upper secondary, not only are the contact hours increased but English is also used to conduct classes. By the end of upper secondary, students are expected to be able to engage in high-level linguistic activities such as presentations, debates, and negotiations.

Based on these guidelines, the goal of English education in Japan is clearly for students to be able to communicate fluently in English. Nevertheless, English is one of the subjects tested for university entrance examinations and oral proficiency is not part of the test. This situation has caused both high school teachers and students to often feel pressure to master English grammar and exam materials (Mitchell, 2017). Hence, instead of only using English in the class, high school teachers use more Japanese to deliver learning materials and ensure student understanding. As a result, students may not achieve the desired communicative competence stated by MEXT when they graduate from high school.

When students enter their English classes at the university, they often express their surprise that the classes are conducted in English. As a university teacher myself, I always hear

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my students whisper to each other in Japanese, “Teacher only speaks English? The class will be in English?” It is also not unusual for English teachers to hear students complain that the classes are difficult for them. Especially for students with low proficiency, they still struggle despite teachers’ efforts in using visual aids, modeling how to do the activities, and adjusting the language to suit students’ levels. If this situation continues, students may lose confidence and motivation to learn English. Therefore, many teachers feel that using students’ native language to a certain extent in the class is necessary (O'Halloran, 2019).

However, using students’ mother tongue in the class, whether during material explanation or giving instructions, limits students’ opportunity to use and to get exposure to the target language. The purpose of this article is to introduce extensive listening which serves as input and activities for students. I learned about this activity during my teaching practicum, and I have adapted the activity for my students since then. I will also provide some insights into what occurs in the class during the practice. Through extensive listening, my students are able to improve their listening skills, writing, speaking, and most importantly, their confidence.

## **EXTENSIVE LISTENING ACTIVITY**

Research has shown that constant exposure to the target language results in vocabulary development and the ability to process oral and written text which leads to higher proficiency. To expose students to the target language, teachers assign students to do extensive reading or listening. While the positive results of extensive reading have been prominent and documented, extensive listening is relatively less known considering that extensive listening emerged later (Extensive Reading Foundation, 2011). Based on the available literature, extensive listening is described as a way to learn the target language by watching television programs, movies and/or videos or listening to audio recordings (Webb, 2014).

There are some principles teachers have to understand when they want to assign students extensive listening. These principles are based on extensive reading, however, since extensive reading and listening are similar, the principles should not deviate too far. Day and Bamford (2002) formulated ten principles:

1. material is easy or suitable for student level,
2. a large number of materials available for students,
3. students should be able to choose the materials,
4. students read or listen as much as possible,
5. the purpose is for pleasure, information, and general understanding,
6. focus on the joy of reading or listening,
7. the need for fluency,
8. done individually,
9. provide support and guidance for students,
10. and in the case of extensive reading, being a role model of a reader for students.

## **Step 1: Choose the Videos**

Applying the principles of extensive reading, I provided students with nine different websites (Appendix A). From these nine websites, my students' favorites are Voicetube, NHK, News in Levels, and BBC Learning English. Students mentioned that Voicetube was their favorite because while they could find many YouTube videos on Voicetube, the videos were separated based on levels and topics that made the process of choosing videos convenient for students. Voicetube also has more accurate subtitles and provides a dictionary on the same page. Most of the videos on this website are short, there are videos from around one to less than five minutes. Videos with rich visuals and shorter duration are deemed easier for students to comprehend than audio recordings (Renandya & Jacobs, 2016).

In my class, students are assigned to watch a minimum of four different videos every week. Students are encouraged to watch videos they find interesting but not music videos. In addition, watching videos that students can understand easily without subtitles is recommended. Yet, my students are lower level with TOEIC scores around 285 to 395, so students are not prohibited from turning on the subtitles to help them.

## **Step 2: Filling in the Journals**

After watching the videos, students fill in the extensive listening journal (Appendix B). There are two sections of the extensive listening journal. The first section is for one of those four videos they watch. Students have to first fill in the details of the video, for example, the title, video duration, and website. Then, students write down some difficult vocabulary they learned. After the vocabulary part, students write down the summary of the video using their own words. They also have to write down their opinions or impressions regarding the video. The last part of this section asks students to self-assess their understanding and whether the video is helpful to improve their listening skills.

The second section of the journal is more relaxed. Students note the other three videos they watch. In the spring semester, the students can write some notes in Japanese that help them to understand the videos better. In the fall semester, the second section is more challenging since students are used to listening and producing the language. This time, students have to write either a short summary or their opinion regarding the content of the videos in English. They can choose what they want to write for the second section.

## **Step 3: In-Class Activities**

The first section of the extensive listening journal is the part that students use for the in-class activities. These in-class activities take a maximum of 15 minutes and consist of two steps. To begin with, students share their videos in pairs. Students with low proficiency might share their videos by reading aloud what they write in the journal. I allow students to do this during the peer sharing considering that they already use their own words to summarize the video. Students also feel more confident because they have prepared themselves for the sharing, for example, by finding out how to pronounce a word or how to make the summary understandable. After peer sharing, students are given a chance to ask each other questions related to the video to make sure they understand well. Students can also give their comments to their partners. For example, students can compliment their friends' sharing or students can give



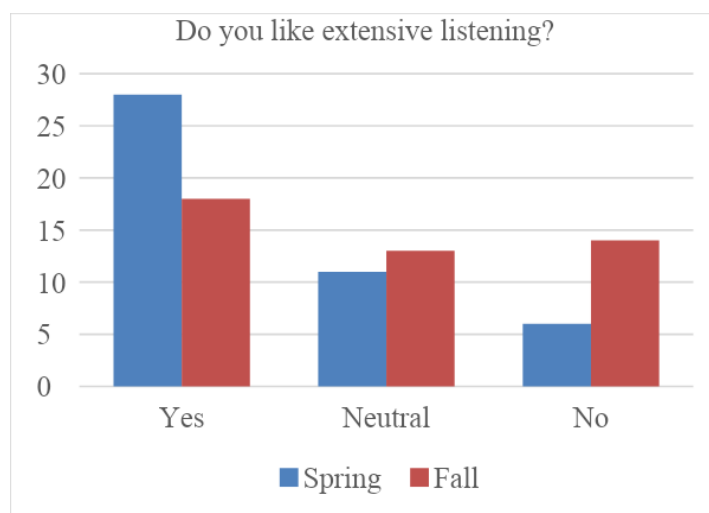
opinions on the content of the video. At the beginning, I noticed most of my students used more Japanese when they asked and answered questions, but as the semester progressed, they used less Japanese and more English.

After this sharing, there are two possible options to end the activity: having two or three students to share their journals in front of the class or to report their partners' journals. I opt for the second option to make sure everyone participates actively during the sharing. To choose the students, I use an online random name picker wheel. Using this tool builds tension and anticipation among students but in a positive way. Students have fun and support the students who appear on the picker wheel.

## REFLECTIONS ON EXTENSIVE LISTENING

One of the best ways to expose students to the target language is through listening (Harmer, 2003). However, the main reason why I assign students to do extensive listening is based on my personal experience. I remember when I was still in secondary school and my proficiency was quite low. I have always been an avid reader, but when my English teacher assigned extensive reading and brought us to the library, I was not interested at all. With my low proficiency and lack of exposure to English, I did not know how many words were pronounced or the meaning. Then, silent reading became pointless as I just looked through the text without processing anything. When the teacher asked for a summary, I was miserable, and I copied the words in the story. Only when my proficiency increased did I start reading English books and find myself enjoying this activity. Reflecting on this experience, I imagine my students might feel the same.

**FIGURE 1**  
**Students' Responses**



*Note.* The number of students who liked the activity decreased in the fall semester.

Although extended research was not conducted, an evaluation at the end of the academic year showed that 31 out of 45 students in my class this year preferred extensive listening to

extensive reading. Nevertheless, students admitted they were less motivated to do extensive listening after they started their second semester. The reason was extensive listening was difficult, and they had to listen multiple times to understand which took up their time. When students enter their second semester and their core subjects' assignments increase, they have less time for English assignments. From the evaluation after the first semester, as shown in Figure 1, 28 students mentioned that they liked extensive listening, 11 students were neutral, and 6 students expressed their dislike. However, in the second semester, 18 students liked the activity, 13 were neutral, and 14 students did not like extensive listening. This suggests that teachers should take into consideration the number of videos assigned to students on a weekly basis.

Despite the difficulties, students also acknowledged that extensive listening had been useful for them. 39 students admitted that extensive listening improved their general knowledge since the videos consisted of various topics. One student wrote a comment:

“I think that is a very good project! Until now, I only listened to English when practicing the listening test, but now that I listen to it regularly, I feel that I can definitely hear it little by little. Also, I basically watched one overseas news, so it was really good to get to know overseas.”

Following general knowledge, 36 students reported that they became more familiar with instructions or explanations given in English as they listened a lot. 36 students also mentioned that they learned a lot of vocabulary by watching videos. 32 students expressed their writing skills improvement from writing the journal. 29 students were able to practice pronunciation as they watched the videos. Finally, 27 students agreed that they felt somewhat more confident to speak in English as they did peer sharing every week. One student stated that:

“I think ELJ is fun. It is because watching the video is interesting and listening to my friends' impressions is exciting. It was difficult to explain the contents to my pair. However, I think I get ability to speak English than before. It is hard to watch a lot of videos every time. I did my best to be able to get ability. I often used Voice Tube. A lot of the videos I watched were about introverts people and diplomatic people. There were many difficult words so I can't understand part, but it was interesting.”

## CONCLUSION

Extensive listening is useful to provide students with ample input. The activity suggested in this article is suitable for students of different levels with some adjustments. Students from lower levels might find extensive listening challenging at first, but they will slowly improve their listening skills. Peer sharing as a follow-up activity in the class is also beneficial for students. During the peer sharing, students practice their speaking skills as they share the content of the videos with their partners. In addition, students also develop some critical thinking as they learn to form questions or comments regarding their partners' videos. Since students do their extensive listening outside the class, they have enough time to prepare for the in-class activities. This preparation time allows them to successfully convey their messages and this continuous success leads to confidence and motivation.

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## APPENDIX A: WEBSITES FOR EXTENSIVE LISTENING

1. Voicetube <https://jp.voicetube.com/>
2. Voice of America Learning English <https://learningenglish.voanews.com/>
3. BBC Learning English <http://www.bbc.co.uk/learningenglish/>
4. Breaking News English <https://breakingnewsenglish.com/>
5. News in Levels <https://www.newsinlevels.com/>
6. ELLLO [www.elllo.org](http://www.elllo.org)
7. TechCrunch <https://techcrunch.com>
8. NHK World <https://www3.nhk.or.jp/nhkworld/>
9. CNN Student News <https://edition.cnn.com/cnn10>

## APPENDIX B: EXTENSIVE LISTENING JOURNAL



### ELJ PART 1 = 1 video!

Title :  
 Total number of views : times  
 Student ID :  
 Site :  
 Program length : min.

#### 1. Vocabulary. What words did you learn?

No.	English Words	Part of speech	Japanese
1.			
2.			
3.			
4.			
5.			

#### 2. What is the listening about? Cover who, what, when, where, why, etc. (Give a detailed summary of the video!)

Don't copy-paste from the transcription or subtitle! Use your own words to summarize the video. Minimum 5-6 sentences!

#### 3. Write your opinions or impression of the story in the video.

Minimum 3-4 sentences!

#### 4: Self-assessment.

How well did you understand the video without transcription/subtitle?	1	2	3	4	5
This helped my listening skills.	Yes	No	Maybe		

Note: 1 = Didn't understand at all

5 = Understood the video really well!

### ELJ PART 2 = minimum 3 videos!

Remember: If you watch more videos, your listening skills will be better! You can also learn different vocabulary and improve your pronunciation by shadowing 😊

1. Date:
Title:
Site: Program length: min.
Short summary or impression:
2. Date:
Title:
Site: Program length: min.
Short summary or impression:
3. Date:
Title:
Site: Program length: min.
Short summary or impression:
4. Date:
Title:
Site: Program length: min.
Short summary or impression:
5. Date:
Title:
Site: Program length: min.
Short summary or impression:

# Using Virtual Reality to Enrich Education: Technological Emergence and Educational Potential

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## ABSTRACT

In the last two centuries humankind has effectuated an unprecedented rate of technological development. From the automobile to blockchain technology, there has always been a level of controversy surrounding technological developments; born mainly out of concern for how they might disrupt the status quo. The aim of this research is to encourage educators and policy makers to consider the use of virtual reality (VR) to enrich education. The concept of technological emergence will be identified as a key factor pointing to the inevitable success of VR, not only as a new form of entertainment, but as an important tool to be utilized by educators throughout the world. The increasing accessibility and acceptance of this new technology should be recognized as an opportunity for educators. This article will highlight the educational significance of the immersiveness of VR and will present successful implementations of educational VR programs. Additionally, a theoretical framework will be presented to serve as a starting point for educational content developers wishing to create educational virtual environments.

## INTRODUCTION

Now more than ever before, it is hard to overstate the utility modern technology has afforded us. In this trying time, it has been essential that we embrace new technologies, mainly in the form of video conferencing apps, in order to continue educating our students. Harnessing the power of VR is one of the keys to online school improvement and its potential applications are nearly endless. Research literature points toward benefits for both students (Henderson et al., 2012) and teacher training (Dieker et al., 2017).

## Significance

VR is a relatively unexplored tool on the frontier of education technology, but due to recent global events, remote learning has become a reality for millions of students worldwide and educators have started to realize the educational potential of VR.

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Twenty-five years ago, Psootka (1995) published an article introducing VR to a generation and it became a touch point of researchers for the following decades. He put great emphasis into communicating the sense of immersion VR technologies could provide users and he highlighted the most compelling benefit of this immersion as, “a reduction in conceptual load because of the simplifying directness of perception of the virtual world” (p. 411). Subsequent research has expanded on the discovery of this phenomenon and it has been defined as ‘cognitive load theory’ which, “asserts that learning is inhibited when the working memory capacity is exceeded by the total cognitive load in a learning task” (Lee & Wong, 2014, p. 4). This research suggests to educators that, with VR, more targeted learning could potentially take place in the classroom. For example, VR simulations could place students in a realistic virtual environment and they could simply roleplay within them, this would of particular benefit to low spatial ability learners (Lee & Wong, 2014).

Furthermore, as VR technologies continue to improve at a rapid pace the hardware will become more accessible to a wider user base, due to decreased costs and greater ease of use. This is why educators should begin to learn how to harness VR as a tool to supplement and enrich education.

## LITERATURE REVIEW

### Key Terms

***Virtual Reality (VR)***. VR is often defined in terms of a particular set of hardware, e.g. the Oculus Quest or the HTC Vive. This is problematic because, “The focus of virtual reality is... technological, rather than experiential... it fails to provide any insight into the processes or effects of using these systems” (Steuer, 1992, p. 4). For the purpose of this research ‘VR’ should be interpreted in a more holistic sense, primarily referencing the user experience rather than the hardware itself.

***Head Mounted Display (HMD)***. A headset used with virtual reality systems usually resembling a pair of large goggles. In front of each eye is a small monitor which allows images to appear as three-dimensional. Modern HMDs include an internal measurement unit so that the system can respond to head movements. More advanced features like eye-tracking and hand-tracking are included on higher end HMDs.

### Technological Emergence

Technological emergence is a concept in which the development of new technologies is viewed as “a cyclic process in highly creative scientific networks that demonstrates qualitative novelty, qualitative synergy, trend irregularity, high functionality, and continuity aspects in a specified time frame” (Burmaoglu et al., 2019, p. 1). The cyclic nature of technological emergence allows for a degree of predictability in the development of technologies for several industries, from the medical industry to Wall Street (Seymour et al., 2002).

VR technologies have reached the point of technological emergence just as Psootka (1995) predicted, “VR systems will be cost-effective for some applications at some point of time in the near future, and probably for all applications in the not-too distant future” (p. 427).

Two main factors have contributed to this, 1) a decrease in the cost of hardware and 2) the development of more sophisticated technological functions of HMDs. Recently Facebook released the Oculus Quest 2, a superior version of its breakthrough stand alone HMD, the Oculus Quest (Endicott & Sutrich, 2021). The term ‘stand alone’ refers to the HMDs ability to operate without connecting to a PC. Stand alone HMDs use technology similar to smartphones meaning the computer is integrated into the HMD. This results in a more seamless user experience due to ease of use (e.g., the lack of obtrusive cables) and it allows more users to enter into the VR market by eliminating the need for an expensive high-end PC which is a requirement for many other HMDs currently on the market.

## **Immersiveness and Other Benefits of VR**

In reference to ‘VR’ the use of HMDs is generally implied. However, some researchers refer to VR in a more general sense. Henderson et al. (2012), exemplifies this in their study with Chinese language learners using personal computers (PCs) and a popular life simulation game called *Second Life*. They found that their VR simulation on PC afforded students the ability to, “immerse themselves in linguistically appropriate environments (e.g. Chinese restaurants with Mandarin signs, menus, etc.), adopt roles and even identities that can provide a rich affective and cognitive model for language performance” (p. 401). This study provides evidence that VR assisted learning, even without the use of HMDs, can have a positive effect on language learning. Research like this could incentivise educators to buy-in to implementation of VR technology due to the fact that it mitigates one of the largest barriers to entry, cost.

Lee & Wong (2014) revealed that, “virtual reality instructional intervention has helped to reduce extraneous cognitive load and engages learners in active processing of instructional material to increase germane cognitive load” (p. 1). This could prove to be particularly useful for students with learning disabilities.

VR research is not limited to the field of language education. In fact, much more research has been done in the field of medicine. A study from the Department of Surgery at Yale University School of Medicine found that surgical trainees, “who trained on... VR made fewer errors, were less likely to injure...and were more likely to make steady progress” (Seymour et al., 2002, p. 461) in a randomized, double-blind study in which resident surgeons were tasked with gallbladder dissections. The study concluded that, “the validation of VR training in training operative skills marks a turning point in surgical education” (p. 462).

## **Realizing Educational Potential**

VR technology presents a wide range of potential applications in education, both in face-to-face and remote classroom applications, but it is also relevant to consider the role VR could play in teacher training. Dieker et al. (2017) present a critical question in this regard, “Does teacher professional development [PD] in virtual environments transfer to practice and impact student learning?” (p. 64). They concluded that PD in VR undoubtedly increased teachers’ performance in their classrooms, “Researchers found... that time in the virtual environment increases teachers’ frequency of higher order questions and specific feedback to students, and that this increase also was observed in their classrooms” (p. 77). With pre-service teachers (PSTs), VR training also yielded positive results. According to Cooper et al. (2019),

“PSTs typically had greater awareness of the immersive and engagement potential of VR and less awareness about its potential to foster and promote collaborative learning” (p. 1).

However, the implementation of VR in education remains to be viewed as a novelty by many educators. One reason for this may be that educators feel unprepared to utilize these new tools in their classrooms. Cooper et al. (2019) suggest that, “at present there appears to be limited opportunities for pre-service teachers to use them in their teacher programs or in schools. Therefore, the low self-efficacy to use VR could be attributed to relatively limited exposure to the technology and insufficient familiarity with its use or potential” (p. 9). This issue of limited exposure to VR technologies will be lessened as HMDs continue to become more affordable.

Even when the technology is readily available to educators, there are a host of concerns regarding implementation. It would be wise to pay attention to examples of initiatives like the ‘Human Being and Technology’ (HBT) evaluation project, one of the largest projects ever implemented by the Finnish Ministry of Education and Culture (Järvinen & Rasinen, 2015). The purpose of HBT was, “to give the pupils opportunities to plan, develop and apply technology in a creative and innovative manner” (p. 83). This is just one example of the type of support that could pave the way for successful widespread implementation of VR technologies in education.

## **Theoretical Framework**

Technological Pedagogical Content Knowledge (TPCK) effectively synthesizes the process of educational program development with technologies and prerequisite technological knowledge (Demir, 2011). This concept of marrying prerequisite technological knowledge with more traditional processes of educational program development is an essential framework for researchers, content developers and educators pursuing VR supplemented education.

According to Demir (2011), there are, “four main dimensions, which would make it possible to judge whether technology is reflected into the programs at an adequate level” (p. 78). He proposed that one must begin with (a) careful technology selection, which is critical to ensure the selection of the proper hardware and software for one’s educational purpose; (b) affordances and constraints of technology or users must be taken into account; (c) technology rarity/diversity must be considered to ensure that there is easy access to the VR technology one desires to use; (d) correct usage is equally as important as the selection of hardware and software therefore educators should seek to achieve a high level of familiarity with each of the products they decide best fits their needs (Demir, 2011). Regarding affordances and constraints, a few of the critical questions that must be asked, depending on practicalities and context, are: ‘What is the optimal teacher/student ratio?’, ‘How easy is it to learn how to move and interact once inside the program?’, ‘How many users can join in a single session simultaneously?’ and ‘What are the minimum technical requirements to run a particular program?’

## **CONCLUSION**

Bass’ rate of change model for the adaptation of technology is well known and frequently applied in management science. In it, the stages of the process of technological diffusion are presented through the categorization of users, “innovators, early adopters, early majority, late majority, and laggards” (van den Oord & Witteloostuijn, 2018, para. 13). From the information presented in this article it would be reasonable to assert that, from a global perspective, we are



still in the early stages of this process. This however, should not diminish the sense of immediacy some educators may have in harnessing VR technology. In fact, innovative researchers have been suggesting educators insert themselves into this process for decades, “Teachers and trainers need to be exposed to VR in multiple ways so that they can begin preparing themselves and their institutions for future changes” (Postka, 1995, p. 428).

The successful implementation of VR technology into educational environments is an experimental yet practical pursuit. Through trial and error, and thorough research, the benefits and concerns of the utilization of this technology are coming to light. The world has changed dramatically in recent years and our approach to education has changed along with it. Now is the time to embrace VR to enhance learning beyond traditional expectations.

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## **Teaching Lower-level Classes Online**

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### **ABSTRACT**

Since the COVID-19 pandemic began in late 2019, many classes have been held online. Unfortunately, students and teachers can have many problems. For students it can include social isolation, time management and missing deadlines, procrastination, as well as attrition. Teachers can try different ways to address these issues. They need to teach differently than in face-to-face classes. It is suggested that they should teach slower with lower expectations, and focus on repetition. They need to find ways to advise or consult students, but that may not always be possible due to time constraints. In addition, reducing class sizes and blended learning may be other ways to address these concerns. Due to extra work that teachers can face in online learning, it is recommended that class sizes be reduced to more manageable levels, and that blended learning be used as a way to reduce isolation and help students.

### **INTRODUCTION**

Since the pandemic started two years ago, classes have been held online for university students. Unfortunately, many students struggle to do well, partly due to issues with time management, procrastination with completing assignments, and social isolation. This problem can be aggravated when teachers have to deal with large class sizes and have less time to help individual students. This article will give some possible solutions to this issue, including tips teachers can do in their online classes when teaching and using the LMS (learner management system), and what universities can do, which includes making blended learning classes and limiting the enrollment of online classes.

### **REVIEW OF THE LITERATURE**

Researchers have some different perspectives on the challenges and solutions for dealing with lower-level learners who have academic problems. They have identified several different kinds of problems students have with online learning. Roddy et al. (2017) mention four challenges with online learning: “technical difficulties, perceived isolation, challenges balancing study, work and family commitments, confusion with content”, as well as “poor academic

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performance or lack of motivation” (p. 5). Dhawan (2020) lists five weaknesses with online learning, while acknowledging its usefulness due to the pandemic. The weaknesses for students include “technical difficulties (internet connection), learner capability and confidence level, time management, distractions, frustration & confusion, and lack of personal/physical attention” (p. 7). Muilenburg and Berge (2005) cite barriers to online learning. They wrote of “social interaction, administrator/instructor issues, learner motivation, and time/support for studies.” They stated that “comfort and confidence using online learning technologies perceived significantly fewer barriers for social interaction” (p. 38). This is important since this is a key for independent learning.

Teachers have devised different solutions to be used at their universities, although they do not always agree. Revak (2020) writes that teachers who teach online should “implement early check-ups” (para. 6) - identify students who may struggle early on, “communicate clearly and frequently” (para. 9) - remind students, “encourage engagement and build community, provide scaffolding, and be flexible with deadlines” (para. 12). Stodel et al. (2006) have five suggestions for teachers to try in online learning classes. They argue for teachers to “Create opportunities to enhance spontaneity and emergent design... coach learners how to learn online... Explore the use of diverse technologies for enhancing communication and social presence... Articulate and manage the expectations of the online community” and to “Understand all learners in online learning environments” (pp.18-19).

Fetzner (2010) has thirteen suggestions for unsuccessful students. Of them, her most relevant advice is:

“Stay up with the course activities – don’t get behind. Use good time management skills. Use good organization skills. Set aside specific times during the week for your class. Know how to get technical help... Regular online communication is needed. Ask the professor if you have questions. Carefully read the course syllabi... Understand how much each online activity is worth towards your grade” (pp.16-17).

While this is all true, one is reminded that for students to be successful at online learning, students need to be independent learners. What are barriers for students becoming successful online learners? This writer would argue the barriers are social isolation, issues with time management and deadlines, procrastination, and attrition.

## **Social Isolation**

Ali and Smith (2015, p. 14) argue that “if the student spends significant portion of the time dealing with the machine (the computer) alone, then it lessens the chance of meeting and talking directly to people. This in turn creates a recipe for the student to be socially isolated” (p. 14). This might be the biggest challenge of all. If students are capable of learning independently by themselves on a computer, this matters less. However, for other students it is a major challenge. By going to class, students can rely on other students to be reminded about deadlines, homework and tests. In the classroom there can be a kind of peer pressure or a friendly competition. Some students might want to compare their grades with others.

On the other hand, in online learning, students who cannot learn independently will become either dependent on the teacher or can become isolated, and may have problems with meeting deadlines and completing assignments on time. For students to be successful online learners, it takes discipline and organization. This may be most challenging for students in their first year, who had grown accustomed to high school classes, where the homeroom teacher had

to give guidance. At university, there is no homeroom teacher and students must learn to be independent learners, but with online learning the expectations are higher.

## **Time Management and Missing Deadlines**

The freshmen year at university can be overwhelming for some students but when classes are face-to-face there is a kind of shared struggle. In online classes there are deadlines. It is up to the discretion of the instructor in deciding how long the deadlines should be, and how strict or lenient they should be. Some teachers may think that as long as assignments are completed, even if late, it is acceptable, as they might consider problems students may have with online learning. Other teachers may prefer to have hard deadlines, as they might do in face-to-face classes. This may be because cheating might be possible. Unfortunately, some students may need to be constantly reminded by teachers, whether orally in class or on the learning management system.

## **Procrastination**

Xie and Cheng (2020, pp. 2-3) have four suggestions for dealing with procrastination in online learning. They suggest that students need to “manage motivation, manage goals, tasks and time, create a good learning space” (a quiet place and not by a living room or kitchen in a shared home), and finally “get a little help with friends” by studying together. One problem with online learning is that students have freedom. As long as assignments are completed on time they can pass. Some students may prefer to study late at night. If they are disciplined the result may be fine. But for other students who fall behind in their assignments, they may decide to put priority on other classes and less on required English. Students who procrastinate may be more likely to fail. With learning management systems such as Moodle and Manaba, instructors can check to know at what day and time assignments have been submitted, so they can identify which students have issues with procrastination.

## **Attrition**

Some students just give up and stop attending online classes. Attrition is a problem with online classes and “the rate of attrition from online courses is higher than regular F2F courses” (Ali & Smith, 2015, p. 17). Schaeffer and Konetes (2010) wrote “online program attrition rates are consistently higher than attrition rates of traditional on-site delivery methods” (para. 2). They recommend that “developing socially-situated online interactive communities will likely lead to increased student engagement and reduced attrition in online programs” (para. 21).

Given these problems, possible solutions could include teachers adapting their way of teaching and advising students, reducing class sizes, and considering blended learning as a compromise so students can get better at online learning but still can avoid some social isolation by having some face-to-face classes.

## **TIPS FOR TEACHERS**

Perhaps teachers should lower their expectations and assume that it is not possible to cover textbook material as quickly in face-to-face classes and that more repetition and review

would be useful. Also, considering the challenges learners may face, maybe teachers should be more lenient with deadlines, be less demanding with the amount of homework, and try to teach in a different way. This might include teaching at a slower pace in order to be mindful of the challenges lower-level learning may have.

In the Guardian newspaper (Hall & Batty, 2020), in an article about online learning, there is a quote from a teacher named Lucy Gill-Simmen from Royal Holloway University. She stated that she “offered Zoom catchups to all 70 of her personal tutees to make sure they are coping with the shift to online” (para. 17).

So, although it would help the students if teachers would individually consult their students, it seems that most teachers do not have enough time to do that. It is possible for classes to be changed so that there can be time in synchronous sessions for students to have the chance to discuss concerns with their teacher or for instructors to make use of discussion boards on the university learning management system.

## **Reduce Class Sizes**

According to a couple of American professors who have studied best class sizes in online learning for over 15 years, class sizes for online learning should be smaller than for normal face-to-face classes due to the extra work teachers have to do. The professors said that 12 is a better size for a regular online class and 17 is better for hybrid classes. The rationale is that since teachers can be busier in online classes, with smaller class sizes, they can give more time and attention to their students, while they can do their other work. (Tomei & Nelson, 2019). What is another justification for reducing class sizes? According to the ION Professional eLearning Programs, University of Illinois at Springfield (2021),

“In larger class sizes (20 or more students), the synergy level starts to shift on the learning continuum until it becomes independent study to accommodate the large class. At this point, dialog is limited as well as interaction among participants and the facilitator. The medium is not used to its greatest potential” (para. 20).

## **Blended Learning**

This might be a possible solution to address the problem of social isolation, although there are different opinions on blended learning. Some teachers and students may prefer face-to-face classes, while others may prefer online classes. Blended learning is a way to combine the advantages of both online and face-to-face classes but it can be stressful for students and teachers alike. Blended learning also might be demanding for teachers if they have hybrid classes when students do not come to campus due to various reasons. This could be because students with illnesses may refuse to come to campus or international students may not have a visa. In addition, there is the question of how many classes should be online or face-to-face. Ideally it is up to the teacher to decide this but some institutions may choose to have alternate weeks of online and face-to-face classes, or to have only exams and the first class could be held face-to-face. Perhaps the most important advantage of blended learning is to decrease the amount of social isolation that some students feel and also to remind students directly in class of the class expectations and when the deadlines are for any assignment, and on what dates any tests will be held. This may be important since freshmen students may be especially used to a traditional way of teaching. Also, some students may prefer to directly speak to their teacher instead of using

e-mail or the chat function on Zoom. According to Fadde and Vu (2014), blended learning has advantages with ‘cultivating’ a ‘sense of community’ and can give learners ‘immediate feedback’ (p. 8).

## CONCLUSION

Teaching lower-level students online is a challenge. There are many issues that teachers have to deal with, such as attrition, poor time management, students missing deadlines due to procrastination, and social isolation. Of course, teachers can change the way they teach to better suit the situation, but also, teachers might consider blended learning as a way to supplement synchronous teaching. If possible, smaller class sizes would help teachers give more feedback and allow teachers to give more time to students who struggle with online classes. In the future it is hard to say what will happen with online learning. Perhaps some schools see advantages with online learning continuing in some form, as a way to attract more non-traditional students, or as a different way of teaching and learning. Some universities may want to encourage teachers to combine the best of online learning with face-to-face classes, while other institutions may prefer only face-to-face classes instead. Online learning may be here to stay but each university will need to decide how to implement it to best suit their needs.

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## Insight into Students' Views of Writing Feedback Styles

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### ABSTRACT

A multitude of studies have been carried out to find the most effective way of providing feedback on EFL students' writing assignments. However, few of these studies take the students' perspective into account. This research aims to gain insight into how students feel about three common grammar feedback styles: direct feedback with error correction, indirect feedback with an indicated error type, and indirect feedback by only highlighting that an error is present. The results show that students' views vary and that each type of feedback can be valued by some students.

### INTRODUCTION

In EFL writing classes around the world an immeasurable amount of assignments are submitted each year. Generally, after an assignment is turned in, the next step is for the instructor to provide some form of feedback. But what form should this feedback take? Researchers have produced countless articles attempting to discover which style of feedback is the most effective at improving the students' grammatical accuracy (Meng, 2013). However, many of these studies neglect the students' views. The goal of this study is to give a voice to the students as they share their views on three prevalent feedback styles: direct feedback, indirect feedback with an error-type indication, and indirect feedback without an error-type indication.

### LITERATURE REVIEW

While many believe grammar feedback to be intrinsically valuable, this is not a universally held belief. In his influential yet controversial review essay, Truscott (1996) argues against grammar feedback entirely for the following reasons:

- (a) Research evidence shows that grammar correction is ineffective;
- (b) this lack of effectiveness is exactly what should be expected, given the nature of the correction process and the nature of language learning;
- (c) grammar correction has significant harmful effects; and
- (d) the various arguments offered for continuing it all lack merit. (p. 328)

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Truscott (1996) asserts that the popularity of grammar correction is based on the simplistic view of education in which the teacher merely transfers information to the student. However, since foreign language acquisition is a more complex learning process, grammar correction is not as effective as it might seem. Truscott then examines a number of studies that found grammar feedback to be ineffective, showing that students who received grammar feedback did not have improved accuracy over those who did not.

Truscott (1996) explains that L2 grammatical learning follows a natural order of acquisition. For grammar feedback to be effective, it would need to be targeted at the student's specific stage in the developmental sequence. However, while the existence of a developmental sequence is accepted, it is not adequately understood. Thus, many teachers compensate for this by correcting everything, even grammar points for which the students are not ready, which leads to harmful effects like confusion.

Regarding the last point, Truscott (1996) critiques those who believe that if there is even the slightest possibility that grammar feedback is helpful, it is worth doing. Since it is impossible to outright prove grammar feedback to be ineffective, the orthodox view that grammar feedback is helpful will remain. Finally, Truscott criticizes those that believe grammar feedback is valuable merely because the students believe it is important. He asserts that reinforcing a false belief is not justification for continuing an ineffective practice. While I object to Truscott's ideas, addressing each claim is beyond the scope of the present study.

In direct response to Truscott (1996), Ferris (1999) argues that grammar feedback is indeed effective. Ferris states, "... there is mounting research evidence that **effective** error correction—that which is selective, prioritized, and clear—can and does help at least some student writers" (p. 4). While Ferris acknowledges the difficulty of making clear and consistent comments on students' writing, she claims that selective error feedback, focusing on specific types of errors, will allow teachers to save time and be more accurate in their feedback. Lastly, Ferris argues that not providing any grammar feedback could frustrate students, especially since grammatical accuracy is a component of examinations.

Truscott (1996) and Ferris (1999) laid the groundwork for future research, which, in contrast to Truscott (1996), has shown that grammar feedback is effective (Meng, 2013). Currently, many studies examine the effectiveness of a variety of feedback styles. For example, Jamalinesari et al. (2015) found indirect feedback, consisting of underlining errors with a comment, to be the most effective. On the other hand, Bitchener (2008), which focused on written feedback for English article usage, found direct corrective feedback accompanied with an oral explanation to be the most effective.

While determining the effectiveness of various types of feedback is undoubtedly valuable, many studies fail to consider a crucial factor: the students' views. How students feel is often overlooked, and this neglect can result in demotivation. When researching motivational factors, Ushioda (1998, as cited in Sugino, 2010), claims that "teaching methods, learning tasks, and coursework pressure were found to be demotivational factors" (p. 218). Consequently, providing feedback that students appreciate is essential for preserving their motivation.

## **METHODS**

### **Participants**

The participants were three intermediate to advanced students at a Japanese university. To protect their privacy, we shall refer to them as Keisuke, Daiki, and Sakura. Keisuke and Daiki are fourth-year economics students, while Sakura is a master's student studying history and folklore. Although there are no test scores to gauge their proficiency, all the students frequently attended the university's English lounge, which is a free conversation session open to all students of the university. There, the participants demonstrated the ability to actively participate in conversations with native speakers on a variety of topics. Also, all of the participants expressed their intention to take an English proficiency test in the future.

## Procedures

Participants completed three writing assignments based on IELTS writing task questions<sup>12</sup> (see Appendix A). They completed the tasks in their own time and submitted them online as Word files. For each task, the participants were instructed to try to write 150 to 300 words, not to spend more than forty minutes on a task, and not to use translators, dictionaries, or any other resources.

After each task, the participants received a Word file with a distinct style of feedback. For the first task, they received direct feedback: highlighting and crossing out the error and then providing a correction. For the second task, they received indirect feedback with an error-type indication: the error was highlighted, and the type of error was provided in parentheses. Lastly, the feedback for the third task was indirect without an error-type indication: solely highlighting the error. The following table provides examples of feedback for the sentence: *I went shopping and buy clothes*.

**TABLE 1**  
**Examples of Each Type of Feedback**

Task	Type of feedback	Feedback example
1	Direct	I went shopping and <del>buy</del> bought clothes.
2	Indirect with error type	I went shopping and buy (verb tense) clothes.
3	Indirect without error type	I went shopping and buy clothes.

It should be noted that the scope of the present study only focuses on grammar feedback. There was no feedback provided on the structure or content of the submissions.

After completing all of the tasks, the participants filled out a questionnaire to record their opinion on the different styles. The questionnaire primarily consisted of rating each feedback on a scale of one to ten and explaining which one they liked the most and the least (see Appendix B for complete questionnaire).

## RESULTS

<sup>12</sup> The IELTS writing task questions were adapted from the IELTS preparation website IELTS Liz (ieltsliz.com).

To understand the students' views, we shall review their questionnaire submissions individually.

## Keisuke

**TABLE 2**  
**Keisuke's Ratings**

Type of feedback	Rating
Direct	7
Indirect with error type	6
Indirect without error type	1

Keisuke liked the direct feedback the most, stating that, "First one was the best. It has revision." In stark contrast, he gave indirect without error type the lowest possible rating. He felt, "The last one was the least helpful. There is no point hi-lighting mistakes without correction." Additionally, Keisuke provided a suggestion to improve feedback. "If there are colors for each revision, it would be more useful. For example red is for mistakes, blue is for correction."

**TABLE 3**  
**Examples of Feedback with Keisuke's Suggestion**

Task	Type of feedback	Feedback example
1	Direct with error correction	I went shopping and <b>buy</b> <b>bought</b> clothes.

As we can see, adding more colors improves the readability of the feedback.

## Daiki

**TABLE 4**  
**Daiki's Ratings**

Type of feedback	Rating
Direct	6
Indirect with error type	10
Indirect without error type	8

In contrast to Keisuke, Daiki felt that indirect with error type was the best. He claimed, “i like the second feedback in the best because my grammar and spelling are no good, so if i can know what kind of words i have to change i can practice my grammar and spelling.” Furthermore, in an admirably self-aware comment, Daiki realizes that he would not bother to study from direct feedback. “i don't like the first feedback because i'm lazy、 if i know all answers i wouldn't think where i missed”

## Sakura

**TABLE 5**  
**Sakura's Ratings**

Type of feedback	Rating
Direct	10
Indirect with error type	8
Indirect without error type	9

In line with Keisuke, Sakura appreciated the clarity of the direct feedback and felt it was the best. She said,

I like the first one best, because I can know which word is wrong, and how to write in correct way. Deleted wrong words, and correct them in right way is easy to understand.

Also I can remember the right way, in next time, I can use right way as possible.

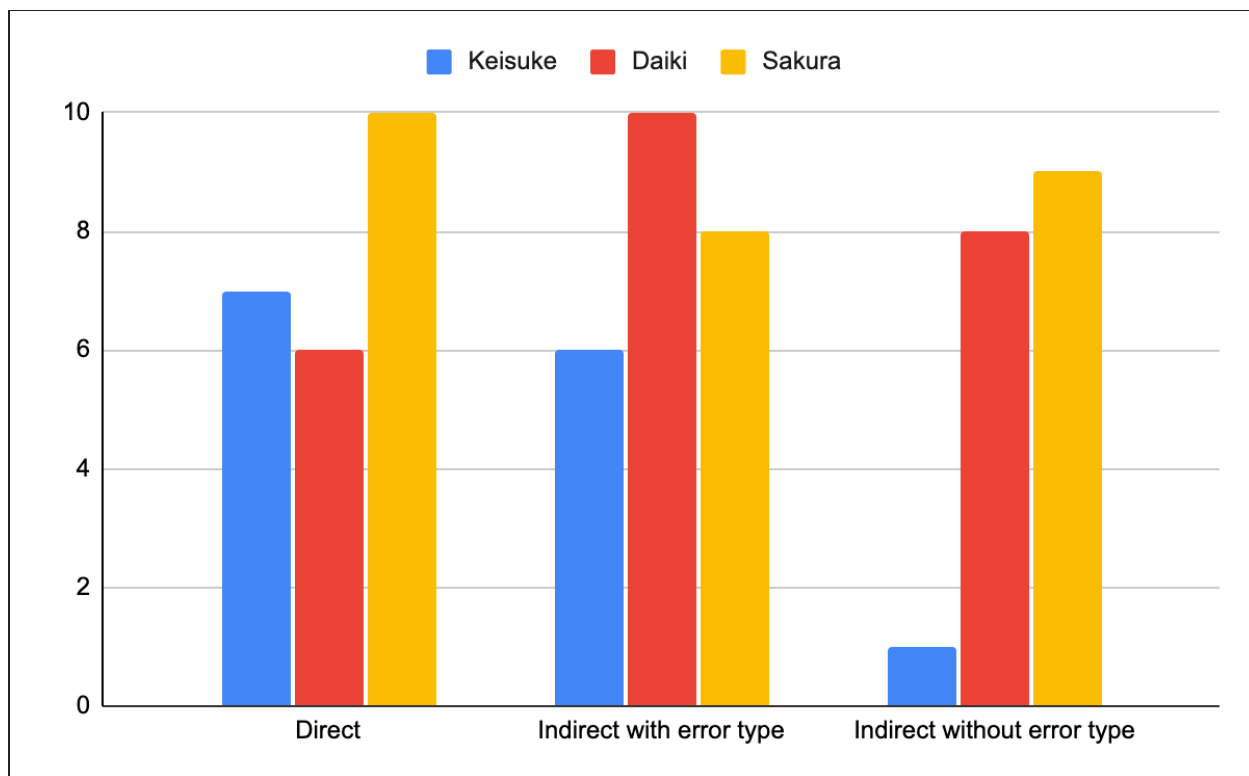
She then adds a comment about how direct feedback is good for studying. “... from the perspective of correcting English writing(normal situation), the first is the best. I can know which is right, which is wrong. It's good for English studying.”

According to her ratings, Sakura did not find the error-type indications to be especially useful. She explained, “I like the second one least, in this feedback had a lot of explains about words' inflections, which can let me know why I write in wrong way, but I need more times to getting understand.”

## DISCUSSION

Even though the present study consists of a small sample size, the results shed light on how students view these common feedback styles.

**FIGURE 1**  
**Combined Ratings**



From Figure 1, we can see three unique opinions about the feedback styles. While the favorite style was either direct or indirect with error type, each participant ranked a distinct style for their least favorite. Moreover, Daiki and Sakura both mentioned that they use feedback for studying, but yet they preferred different styles for such purpose.

From the results, we can infer that all three styles can be appreciated and useful to at least some students in a class. There is no style which can be deemed a clear favorite. The question now becomes how do we accommodate students and their differing preferences?

One way to cater to students equally would be to change the feedback style for each assignment. However, consistency is important for maintaining a functional class. If students received direct feedback one week, indirect with error type feedback the following week, and indirect feedback without error type feedback the week after that, such inconsistency could result in confusion and discouragement from a seemingly random feedback pattern.

A better alternative would be to carry out writing assignments in two drafts. For the first draft, students should receive indirect feedback, either with or without an error-type indication. This will satisfy students like Daiki who see the ambiguity as an opportunity to study. Then, the feedback for the second draft should be direct feedback, which will give students who value clarity, like Keisuke and Sakura, the teacher-backed correct solution they seek. This multi-draft approach guarantees that every student receives their preferred style of feedback while maintaining consistency in the class.

## CONCLUSION

Giving feedback takes up a considerable portion of a teacher's time. As such, it is essential to ensure that the recipient of said feedback appreciates the effort. In this study, we witnessed how the participants had varying opinions on three of the most common written feedback styles. Some students desire a clear-cut correction, while others prefer to engage with feedback and search for corrections on their own. To best accommodate these differing views, the best course of action is to have students complete assignments in two drafts, as this ensures that each student will receive feedback that suits them.

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## APPENDIX A: WRITING TASK QUESTIONS

1. Some people think that a person can never understand the culture of a country unless they speak the language. Do you agree with this opinion?
2. Success is often measured by wealth and material belongings. Do you think wealth is the best measure of success? What makes a successful person?
3. Nowadays, more people are choosing to socialize online rather than face to face. Is this a positive or negative development?

## APPENDIX B: QUESTIONS FROM THE QUESTIONNAIRE

1. What is your first name?
2. What is your major?
3. In the first task about language and understanding culture, you received direct correction feedback. I highlighted an error and gave you a correction. How would you rate the feedback? 1 is the worst, and 10 is the best.
4. In the second task about wealth and success, you received indirect feedback with error type indication. I highlighted the error and wrote the error type in parenthesis. How would you rate the feedback? 1 is the worst, and 10 is the best.

5. In the third task about socializing online, you received indirect feedback. All I did was highlight the errors. How would you rate the feedback? 1 is the worst, and 10 is the best.
6. Which feedback did you like the best and why? Please include as many details as possible.
7. Which feedback did you like the least and why? Please include as many details as possible.
8. Is there anything else you would like your teachers to do when they give you feedback on your writing?
9. If you have any additional comments, please write them here.