



A cable car hangs from a cable against a backdrop of mountains, power lines, and a body of water at sunset.

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Mission Statement and Submissions

Kobe JALT Journal is dedicated to the advancement of language teaching by providing a forum for new research, current classroom practices, and book reviews. All articles are peer-reviewed by the editorial board and proofreaders to ensure the highest academic standards. Direct all inquiries and article submissions to the Kobe JALT Publications Chair at kobejaltpublications@gmail.com. Previous volumes and submission guidelines can be found at <https://www.kobejalt.org/publication>.

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The articles contained in each volume of *Kobe JALT Journal* do not necessarily reflect the opinions of Kobe JALT, its officers, nor the editors of *Kobe JALT Journal*.

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From the Editors

The first semester of the 2021-2022 academic year has come and gone. An enthusiastic *otsukarasama* is in order, as the challenges faced by all teachers due to the ongoing pandemic are still in front of us. No matter what your teaching situation, the editors of Kobe JALT Journal hope that the pages in front of you will help guide you through the rest of the academic year.

JALT President **Dawn Lucovich** joins us this month in our first **Featured Column**. Going forward, Kobe JALT Journal will invite a figure within the English language teaching community to pen an opinion column. This month, Dawn explains her motivations for making the leap from Nagano chapter president to the national stage.

Robert Sheridan and **Kathryn Tanaka** contribute an article about peer-teaching, which indicates that students have favorable perceptions towards the practice. Given the current teaching situation, peer-teaching could be an exciting alternative classroom practice, ensuring all students have a chance to participate online. **Daniel Tang**'s article about English through first-person shooter games also fits into that category. Games of all types on a variety of platforms are increasingly a part of our students' lives, so Tang's approach to integrating them into pedagogical practice as both a language and social tool is especially relevant to English language learners' lived experiences.

Maki Taniguchi and **Graham Jones** bring us a CEFR-based research article, which outlines how CEFR can be used by students to help them set their own goals. Goal setting can help students take control of their language learning outcomes and can help students monitor their own progress, and again, may help students' motivation under challenging or unusual circumstances. Finally, **Barney Meekin** discusses systemic thinking in the context of a high school classroom. Meekin explains how system thinking can help students think about a singular event as part of a larger system and how this can be a part of classroom practice.

The editors of Kobe JALT Journal wish to thank all the authors, readers, and reviewers for making this year's journal possible. Lastly, the editors wish to all the readers for taking the time to read the latest issue.

The Kobe JALT Journal editors can only happen with your contributions. Submissions are accepted on a rolling basis, and all are welcome to apply. The editors can be reached at kobejaltpublications@gmail.com, and more information about submissions can be found at <https://www.kobejalt.org/submission-guidelines>. We look forward to your submissions!

Editors

Kathryn Tanaka

Michael Griffiths

Armando Duarte

Becoming JALT President: Reasons and Results

Dawn Lucovich

JALT President

The University of Nagano

Reasons

I was approached to be on the Board of Directors and nominated for the position of president by several different people. I was actually physically collared by the immediate past president, Dr. Richmond Stroupe, at the closing reception of the 2019 TESOL International Convention in Atlanta—so one might say that I was physically coerced into running for president! Prior to beginning my term, I served as president of Nagano and Tokyo chapters, among other positions, so I was familiar with and interested in the workings of the organization at the Executive Board level.

First and foremost, I strongly identify as a lifelong learner, so I consider serving as president to be an exceptional and welcome personal and professional challenge. It has encouraged me to seek out, learn, and put into practice new skills. I joined a Toastmasters Club, started the TESOL Leadership Development Certificate Program, completed a nonprofit management course from Northwestern University, took graduate coursework at The George Washington University in organizational leadership, and found mentorship through the International Leadership Association (ILA) in order to prepare for the position and further my own professional development.

Secondly, I am the 18th person to become president of the association, but only the third woman. Dr. Nina Ansary wrote that it is “hard to be what we cannot see.” Representation matters. I felt a responsibility to take on the challenge and to act as a role model for members, as well as for future officers and directors. I also wanted to support and give back to the community which has enabled and facilitated my own professional development for so long. I saw ways to make our procedures and processes more efficient and impactful, to strengthen our community, provide more value to members, and to expand our work in underdeveloped areas. Finally, I wanted to help shape and guide the future and direction of the organization, the community, and the field.

Results

In my nomination statement, I identified “recruitment of new members, mentoring for new officers, and innovation in our ideas and actions” as my election platform.

First, I launched the Zoom for Professional Development (ZPD) initiative to connect both members and non-members for networking and discussion of issues that are important to us during the pandemic, especially online and hybrid teaching. The JALT ZPD features a different host each month, such as the Young Learners Sub-Committee Chair (July 2021) or Director of Program (August 2021), so that they can introduce their work in the organization, before inviting attendees to join themed breakout rooms, which include an orientation for new and prospective members and meetings for officers. In January, over 40 attendees joined us for the inaugural event and six new members signed up. Each event since then has attracted 60-80 attendees and additional new member sign-ups. Attendees can RSVP, suggest breakout room topics, or volunteer to facilitate a breakout room at bit.ly/ZPDRSVP. I cordially invite you to join the monthly meeting and building of a community of practice.

Secondly, I proposed and am a member of the new **Mentoring and Orientation Committee (MOC@jalt.org)**. We have held regular meetings since beginning in February and launched our first initiative, JALT Transformative Mentoring and Coaching, at the annual PanSIG Conference in May 2021, where 11 pairs of mentors/coaches and mentees/clients met together for 50 minutes to discuss professional development. For mentors and coaches, training was provided both asynchronously (YouTube) and synchronously (Zoom). We will launch similar initiatives at the College and University Educators (CUE) SIG Conference on September 11th and at the International Convention in November. These mentoring and coaching sessions are open to any JALT member who is also registered for the respective conference.

Thirdly, I proposed several other new committees at the February 2021 Executive Board Meeting (EBM). EBMs are held three times a year and are attended by elected and nationally appointed officers in order to vote on motions and conduct the management of the organization. The **Graduate Student Subcommittee (GSS@jalt.org)** will provide events and information of interest to current or recent undergraduate and graduate students or those thinking about graduate education. The **Writers' Peer Support Group (PSG@jalt.org)** is available if you would like support for publishing, have ideas about writing that need development, or would like feedback on a draft.

I invite all JALT members to take advantage of any or all of these new member benefits and for prospective members to consider joining an event to see if a JALT membership is right for them and their career.

Conclusion

JALT is undergoing a sea change as our paradigms shift due to the effects of the pandemic. We have pioneered online and hybrid formats for our events, conferences, and board meetings. Now is an excellent time to get (more) involved in the organization, as we begin to enact new ways of thinking and doing. If you have an idea you would like to pitch, skills you would like to share, or if you simply want to find out more about opportunities in the organization, please talk to your

chapter officers, check out the JALT webpage to contact a committee that you might be interested in, or contact me at president@JALT.org

Analyzing the Adaptability, Practical Benefits, and Language Gains in Peer Teaching

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This study examined the efficacy of peer teaching in the EFL classroom in two ways. First, using a crossover research design, forty-eight lower-intermediate level participants from two intact classes with equivalent English proficiency were put into two groups to test whether peer taught text-based lessons led to significantly greater reading comprehension, vocabulary recall, and interest compared to lessons taught by the teacher. For the first five weeks, the teacher taught one set of five article-based lessons to the first group, and a second set of five article-based lessons to the other group. Subsequently, the article sets were crossed over and small student groups designed and taught the articles not yet covered in their class to their peers. Pre- and post-lesson tests were used to measure the effectiveness of peer teaching on reading comprehension, vocabulary retention, and interest of each text-based lesson. Secondly, in an attempt to duplicate the results of a previously published study demonstrating that peer teaching improves learners' attitudes towards their language gains, a six-question Likert-scale survey was given to gauge the participants' attitudes towards their role, their peers' role, and the teacher's role in preparing and teaching materials pre- and post-study. Although results offered limited support for our hypothesis that articles prepared and taught by students would lead to better vocabulary recall and content comprehension, our findings demonstrated that learners had significantly favorable perceptions of peer teaching post-study. These results were amplified when students and their classmates were themselves involved in both the preparation and the instruction of the materials. Moreover, the results of the questionnaires administered in each of the ten classes showed that in eight lessons, peer teaching created greater interest in the article and assignments compared to when the teacher taught the lesson.

本論文では、EFL クラスにおけるピア・ティーチングの有効性を 2 つの方法で検証した。第 1 の方法では、クロスオーバー手法を用いた。この手法では、英語力が中級準備レベルの参加者 48 名を 2 つのグループに分け、ピア・ティーチングによるテキストベースのレッスンが、教師によるレッスンと比較して、読解力、語彙の想起、興味の点で有意に高めるかを調べた。開始直後の 5 週間においては、教師が用意した 5 つの英語記事の課題を 1 セットとして一方のグループに教え、他方のグループには別の 5 つの記事の課題を教えた。その後、授業で未使用の教材を組み合わせ、少人数に振り分け

られた学生たちが教材研究を行い、クラスメートを教授した。これによりピア・ティーチングを行う前と後での有意差を測定した。第2の検証方法では、ピア・ティーチングが学習者の言語習得に対する態度を改善するという過去の研究レビューと同様の結果を得られるかについて調査した。過去の研究結果を再現するため、6つの質問で構成されたリッカート尺度のアンケートを実施し、学習者の役割、仲間の役割、教材の準備と指導における教師の役割に対する態度に注目し、学習前後における差異を調べた。その結果、学生自身が準備・教授した場合、語彙の想起や内容理解が向上するという仮説については限定的に支持されるにとどまったが、調査後ではピア・ティーチングへの好意的な認識がより高まつたことを示した。これら2つの検討方法の結果は、学習者自身が教材の準備と授業担当の両方に関与したことによって、学生が教材にもっと深い関心を持ったことが明らかになった。毎授業で実施した10回に及ぶアンケート調査の結果、8回の授業において、ピア・ティーチングで学んだ学習者が、教員による授業の学習者より、記事に高い関心を示したことが明らかになった。

Keywords: peer teaching, interest, vocabulary recall, comprehension

Situating the Present Research

Peer teaching, broadly speaking, refers to a set of practices wherein knowledge is exchanged within a peer group. It has been widely used in the medical profession, with some arguing it has been practiced since ancient Greece (Williams & Fowler, 2014). Peer teaching can be as simple as students reviewing difficult lesson content together to formal instruction by more senior students (Williams & Fowler, 2014). In general, peer teaching draws on the educational theories of Vygotsky and Piaget to develop a more engaged, challenging learning environment than lecture-centered learning (Velez, Cano, Whittington, & Wolf, 2011). Both Piaget and Vygotsky noted that peer interaction was an important part of learning; Piaget argued for the importance of peer learning in creating cognitive schema to structure student understanding, and Vygotsky argued that peers could fill in gaps in each other's knowledge, effectively providing scaffolding and a social, dialectical model of understanding (Thurston et al., 2007). In both cases, peer teaching fosters a dialogic and interactive education model. The process of peer teaching requires students to be motivated, engaged, and active in the learning process, which can lead to higher outcomes.

Peer teaching can be a powerful tool in the classroom as it encourages students to engage with material in several different ways. First, they must learn it themselves, and then they must create a plan to teach the lesson they have prepared to their peers. Peer teaching has been utilized as an effective teaching method, typically in specialized contexts, such as for teacher training or tutoring programs, or in some STEM fields. Research on peer teaching across various fields has

noted that such a model promotes “content mastery” and “knowledge retention” (Astin, 1993, p. 1111). Stigmar (2016) points out that when students are engaged in the teaching process, they often “understand the material at a deeper level” (p. 125).

While much of the preliminary research indicates there are significant benefits to peer teaching in specific fields, there are few studies that examine the efficacy of peer teaching in English language classrooms in Japan. One exception is Bradford-Watts (2011), whose article provides important contextualization for the present study. Bradford-Watts describes a textbook-based, 15-week peer teaching course, wherein students present and teach the content of the textbook. She notes that peer taught classes improve attitudes toward learning, self-esteem, communication, and teamwork, among other positive benefits (p. 34).

Given this background, the authors and their colleagues conducted an investigatory study into the use of peer-led learning in classes where students taught individually, in pairs, or in small groups (Tanaka, Sheridan, Tang & Kobayashi, 2020). With the use of Likert scales and surveys, the research team assessed if students preferred peer taught lessons or teacher-led lessons, with results indicating that while students’ perception of the teacher’s role did not change significantly after peer teaching, students did view peer teaching positively. Furthermore, it demonstrated that students responded most positively when the work was done in groups, and also suggested that students may have experienced positive motivation changes. As a whole, the initial larger study suggested multiple fruitful avenues for further research.

This present study, therefore, builds upon Tanaka et al. (2020) as well as Bradford-Watts’ pedagogical research (2011) to demonstrate the efficacy of peer-to-peer teaching through the use of a crossover study. Moreover, we present an alternative model for peer teaching, one that is not textbook based and may be more broadly adaptable. Thus, this paper demonstrates the broad adaptability and efficacy of our peer teaching approach.

Research Questions

In an attempt to replicate the results of Tanaka et al. (2020), which showed that learners’ perceptions of their language gains significantly improved when they took part in peer teaching learning activities in small groups, in the present study the following three questions were investigated.

1. After doing peer-led learning activities, will students’ perceptions of their language gains change when the teacher solely prepares and teaches the materials?
2. Do students’ perceptions of their language gains change when they are involved in the preparation and instruction of course materials?
3. Do student’s perceptions of their language gains change when their peers prepare and teach course materials?

To fill the gap in the research regarding peer teaching in EFL classes in Japan and demonstrate whether peer teaching is a more effective method than teacher-centered learning to increase

language gains and interest in individual lessons, our final research question examines the efficacy of peer teaching to improve comprehension, vocabulary gains and interest.

4. Do peer taught, text-based lessons lead to significantly greater reading comprehension, vocabulary recall, and interest than lessons taught by the teacher?

Methodology

Participants

A total of 44 second-year students (30 female, 14 male) from the faculty of agriculture at a private university in Japan consented to participate in this study. The students belonged to two intact lower intermediate-level English communication classes and ranged in age from 19 to 21. These two intact classes were selected to form the two groups of this crossover study because their English proficiency was equivalent in terms of their performance on the TOEIC Bridge test at the end of their first year. The mean TOEIC Bridge test score for the students in Group 1 was 152.78 (n=23) and 150.76 (n=21) for Group 2. A one-way analysis of variance was performed to determine the relationship between the TOEIC Bridge test scores of the two groups. The ANOVA was non-significant, $F(1, 42) = 1.45$, $p = 0.235$, indicating that the two groups were equivalent in English proficiency. The results of the TOEIC Bridge test (TBT) and demographic details of the two groups are displayed in Table 1. The two classes were taught by one of the researchers.

Table 1. Group Data

Group 1	Group 2
23 participants (16 female, 5 male)	21 participants (14 female, 7 male)
2 nd year students	2 nd year students
Department of Applied Biological Chemistry	Department of Agricultural Science
Mean TBT score: 152.78 (n=23)	Mean TBT score: 150.76 (n=21)

Research Design

In an effort to duplicate the results of our previously published study demonstrating that peer teaching improves learners' attitudes towards their language gains when participants work in small groups (Tanaka et al. 2020), a similar research design was adopted for the first part of this current study. Prior to beginning the peer teaching activity, all participants filled in a bilingual questionnaire that listed six Likert-scale questions to gauge their initial ideas of their role, their peers' role, and the teacher's role in preparing and teaching materials with the goal of improved language ability (Appendix A). During the study, the participants were then required to read a

modified newspaper article, complete a discussion worksheet, and take part in class activities related to each article for 10 lessons over a 13-week period. For the first five lessons of the study, the text-based lessons were prepared and taught by the teacher and for the final five lessons of the study, the text-based lessons were prepared and taught by the students. At the end of the study, the same questionnaire was given to the participants to see if their attitudes changed after the interaction of peer teaching activities.

Table 2. The Centeredness of Instruction of Groups' Lessons

Lesson	Centeredness of Instruction	Group One	Group Two
1	Teacher	Reading 1 about Crime	Reading 2 about Crime
2	Teacher	Reading 1 about Food	Reading 2 about Food
3	Teacher	Reading 1 about Pop Culture	Reading 2 about Pop Culture
4	Teacher	Reading 1 about Env. Issues	Reading 2 about Env. Issues
5	Teacher	Reading 1 about Sports	Reading 2 about Sports

Starting in Week 6, the articles were crossed over and the peer teaching activities began			
6	Student	Reading 2 about Crime	Reading 1 about Crime
7	Student	Reading 2 about Food	Reading 1 about Food
8	Student	Reading 2 about Pop Culture	Reading 1 about Pop Culture
9	Student	Reading 2 about Env. Issues	Reading 1 about Env. Issues
10	Student	Reading 2 about Sports	Reading 1 about Sports

The second prong of the study explored whether peer-teaching, text-based lessons led to significantly greater reading comprehension, vocabulary recall, and interest compared to lessons taught by the teacher. To this end, the study was designed as comparative between the two groups, which were the two intact lower-intermediate level classes. Similar to our previous study, potential problems that could arise due to the use of intact classes and non-random assignment were addressed through the implementation of a crossover research design. The two groups read the same texts but alternated the centeredness of the instruction between peer and

teacher. As shown in Table 2, for the first five weeks, Group One took part in teacher-centered lessons based on each of the first readings for the topics of Crime, Food, Pop Culture, Environmental Issues and Sports whereas Group Two took teacher-centered lessons based on the second readings on the same topics. Peer-teaching activities began in the sixth week of the study, at which point the articles were crossed over so that Group One did the second readings and Group Two did the first readings for each of the five topics. To begin each of these text-based lessons, students were given a pre-test containing 10 lexical items which appeared in the article in the last 10 minutes of class. After the end of each lesson, the students were given a post-test which consisted of the same 10 vocabulary items, five comprehension questions about the article, and a 6-point Likert scale questionnaire to gauge the participants' interest in the lesson overall.

Instruments

Pre- and Post-study Questionnaire

As aforementioned, the same pre- and post-study questionnaire as used in Tanaka et al. (2020) was administered to the participants to see if their overall attitudes towards peer teaching changed after the interaction. This six-item questionnaire was divided into three sections with each section examining one of the first three discussion questions. The participants were asked to rate each of the six statements on a six-point interval scale ranging from (1) (Strongly disagree) to (6) (Strongly agree). As displayed in Appendix A, these questions were translated into Japanese and cross-checked by three bilingual professors of English. As shown below, the first two items on the questionnaire were used to answer our first research question, “After doing peer teaching activities, will students’ perceptions of their language gains change when the teacher solely prepares and teaches the materials?”

1. My language ability improves more when the materials for the lesson are prepared exclusively by the teacher.
2. My language ability improves more when the lesson materials are taught exclusively by the teacher.

The second two items were designed to examine our second research question, “Do students’ perceptions of their language gains change when they are involved in the preparation and instruction of course materials?”

3. My language ability improves more when I am involved in preparing the materials for the lesson.
4. My language ability improves more when I am involved in teaching the lesson materials to my classmates.

Finally, the last two questions were used to answer our third research question, “Do student’s perceptions of their language gains change when their peers prepare and teach course materials?”

5. My language ability improves more when the materials for the lesson are prepared by my classmates.

6. My language ability improves more when the lesson materials are taught by my classmates.

A follow-up qualitative survey was given to the participants after the quantitative analysis of the pre- and post-study questionnaire data was assessed to gain insights into their responses. The researchers told the participants that their answers to the questions had shifted, and they were asked to give more detail about the reasons for this shift.

Simplified Articles

As shown in Table 2, a total of ten modified newspaper articles were used in this study. There were two readings for each for the topics of crime, food, pop culture, environmental issues, and sports. The articles were selected and simplified by the researchers before the onset of the study. All of the readings were of similar length (304 - 314 words) and lexical difficulty. The lexical text analysis software *VocabProfile* (Cobb, n.d) was used to control the lexical difficulty of the articles to ensure that each article was comprised of 91-93% coverage of the first 2000 words on the New General Service List. An example of an article about pop culture, “Popular Fiction and Changing Ways of Reading” (311 words) is displayed in Appendix B and its lexical breakdown is shown below in Table 3.

Table 3. Breakdown of the Lexical Items in the Popular Fiction and Changing Ways of Reading Article

Frequency level bands	Current profile (token %)	Items on pre-test & post-test
NGSL_1	83.2%	None
NGSL_2	9.7%	audience (1164), channel (1530), enormous (1178)
NGSL_3	1.3%	extract, inquiry, restrict
NAWL	3.2%	feed, interact, straightforward
OFF	2.6%	improbable

Note. NGSL_1 is the first 1000, NGSL_2 the second 1000, and NGSL_3 the third 1000 most frequent English words. NAWL stands for the New Academic Word List which is comprised of 963 words that frequently appear in academic texts.

Homework Assignment & Pre- and Post-lesson Tests

A similar style of testing apparatus and homework assignment as used in Sheridan, Tanaka and Hogg (2019) and Sheridan, Tanaka and Tang (2019) was used in this study. This method was adopted by the authors because of their familiarity with it and the effectiveness of its design. To start each text-based lesson, participants were administered a pre-test in the final 10 minutes of class before the reading was distributed. Each of the 10 pre-tests included 10 vocabulary item questions with three distractors each and were identical for each group regardless of the interaction. By examining the lexical analysis of the readings on VocabProfile (Cobb, n.d), lexical items were selected for the tests. As shown in the right side of Table 3, the majority of the items were chosen from the third 1000-word level or above as the participants were less likely to know these items. Some less-challenging items from the second 1000-word level were also included at the beginning of the test in part to build test-taking confidence. After taking the pre-test, students were assigned the reading and a discussion worksheet which asked the students to write five difficult words from the article and their Japanese meaning, summarize the article, form three open-ended discussion questions and write their opinion of the article as homework (Appendix C). After completing in-class study and a discussion about the article, the students were administered a post-test. The post-test included the same 10 vocabulary items as on the pre-test and five comprehension questions about the article with three distractors each. Finally, also included on the post-test, students were asked to indicate their reactions to each lesson on a six-point Likert scale. They were also asked to explain their answer in a short paragraph. The post-test for the reading, “Popular Fiction and Changing Ways of Reading” is displayed in Appendix D.

PowerPoint Presentations of the Article

A PowerPoint presentation was used to teach and discuss the contents of every text-based lesson. As shown above in Table 2, the teacher prepared and taught the first five lessons based on the topics of crime, food, pop culture, environmental issues, and sports. Peer teaching activities began in the sixth week of the study where students prepared and taught the final five lessons based on the topics of crime, food, pop culture, environmental issues, and sports in small groups of four or five students. Strict guidelines on how to prepare and teach the lessons were given to students to ensure the quality of instruction and discussion points did not greatly vary from group to group or from the teacher’s and students’ presentations. Each group of students submitted their PowerPoint presentation and script to the teacher at least three days before the group presentation. After making suggestions and any necessary revisions, the instructor returned the materials at least two days before the group’s presentation. As shown in Appendix E, each PowerPoint presentation included an introduction, overview, a summary of the article into 4-5 main parts, the groups’ opinion of the article, three discussion questions about the article or themes in the article for the whole class to discuss and a Q&A session at the end of the lesson for

the audience to ask questions to the presenter(s). Students were also provided with language to be used for their introduction, transition between slides and conclusion. Despite the structure provided by the PowerPoint, students had considerable freedom to include more discussion and interactive activities.

Quantitative Results

Learner Attitudes Towards the Teacher Exclusively Preparing and Teaching Materials

The first set of research questions concerned learners' attitudes towards the teacher's role in preparing and teaching materials. The first paired-samples t test was conducted to compare the mean of learners' attitudes towards the teacher exclusively preparing materials to improve their language gains pre- and post-study. As shown in the top half of Table 4, the results indicated that there was an increase in the mean of learners' attitudes post-study (5.19) compared to pre-study (4.69); a statistically significant increase of 0.50 points, $t(41) = 3.76, p = .001, d = .58$. The second paired-samples t test was performed to determine learners' attitudes towards the teacher exclusively teaching materials to improve their language gains pre- and post- study. These results, displayed in the lower half of Table 4, revealed that the mean of learners' attitudes were also significantly higher post-study (5.26) as opposed to pre-study (4.90); a statistically significant increase of 0.38 points, $t(41) = 2.72, p = .009, d = .42$. These findings do not provide any support for our hypothesis that learners' involvement in peer teaching activities leads to a shift in their perceptions of the teacher's role in exclusively preparing and teaching materials to improve their language gains as learners' perceptions of the instructor's role were higher post-study.

Table 4. Learner Attitudes Towards the Teacher Exclusively Preparing and Teaching Materials

Question	Test	Mean	SD	Difference of M Post-Pre	t	df	p
Prepared by teacher	Pre-study	4.69	0.95	0.50	3.76	41	$p = .001$
	Post-study	5.19	0.80				
Taught by teacher	Pre-study	4.90	0.91	0.38	2.72	41	$p = .009$
	Post-study	5.26	0.73				

Learner Attitudes Towards Their Own Involvement in Preparing and Teaching Materials

The second set of paired-samples t tests were used to answer the second set of research questions of whether learners' perceptions of their language gains change towards their involvement in the preparation and instruction of course materials after they participated in peer teaching activities. As shown in Table 5, results revealed that the mean of learners' attitudes towards their language gains improved when they were involved in the preparation of course materials by a statistically significant amount of 0.88 points post-study (5.26) compared to pre-study (4.38), $t(41) = 6.23, p < .001, d = .96$. Moreover, learners' attitudes towards their language gains also significantly increased by 0.64 points when they were involved in the teaching of course materials from pre-study (4.48) to post-study (5.12), $t(41) = 4.60, p < .001, d = .71$. These results offer strong support for our hypothesis and previous findings that peer teaching activities improve learners' attitudes towards their language gains when they work together in small groups to prepare and teach materials.

Table 5. Learner Attitudes Towards Their Own Involvement in Preparing and Teaching Materials

Group	Test	Mean	SD	Difference of M Post-Pre	t	df	p
Prepared by self	Pre-study	4.38	0.91	0.88	6.23	41	$p < .001$
	Post-study	5.26	0.73				
Taught by self	Pre-study	4.48	0.86	0.64	4.60	41	$p < .001$
	Post-study	5.12	0.74				

Learner Attitudes Towards Their Classmates' Involvement in Preparing and Teaching Materials

To answer the third set of research questions of whether learners' perceptions of their language gains change when their peers prepare and teach course materials after the interaction, paired-samples t tests were performed. The first paired-samples t test which was conducted to compare the mean of learners' attitudes towards their peers preparing materials to improve their language gains pre- and post-study. As displayed in Table 6, the results indicated that there was an increase in the mean of learners' attitudes post-study (4.74) compared to pre-study (3.88); a statistically significant increase of 0.86 points, $t(41) = 5.07, p < .001, d = .78$. The next paired-samples t test was performed to determine learners' attitudes towards their peers teaching materials to improve their language gains pre- and post- study. These results indicated that the mean of learners' attitudes was also significantly higher post-study (4.86) as opposed to pre-study (4.14); a statistically significant increase of 0.71 points, $t(41) = 4.09, p < .001, d = .63$.

These findings provide strong support for our hypothesis and previous findings that peer teaching activities improve learners' perceptions of their language gains when their classmates work in small groups to prepare and teach them the materials.

Table 6. Learner Attitudes Towards Their Classmates' Involvement in Preparing and Teaching Materials

Group	Test	Mean	SD	Difference of M Post-Pre	t	df	p
Prepared by classmate	Pre-study	3.88	1.02				
	Post-study	4.74	.99	0.86	5.07	41	$p < .001$
Taught by classmate	Pre-study	4.14	1.00				
	Post-study	4.86	1.00	0.71	4.09	41	$p < .001$

The Effect of Peer Teaching on Vocabulary Recall, Reading Comprehension, and Interest

To answer the fourth research question of whether peer taught, text-based lessons lead to significantly greater vocabulary recall, reading comprehension and interest than lessons taught by the teacher a series of one-way analysis of variance tests were performed.

Vocabulary Gains and Comparisons Between Groups

Participants took vocabulary pre-tests prior to, and post-tests following each reading. The same 10 items appeared on the pre- and post-tests. To determine the relationship between the centeredness of the learning and vocabulary acquisition, a one-way analysis of variance was conducted for each reading. The independent variable was the centeredness of the learning, peer taught or teacher taught. The dependent variable was the gains from vocabulary pre-tests to post-test. Table 6 shows the mean vocabulary gains for both groups for each of the 10 articles. As displayed in the far-right column (Difference of *M*), the group that participated in peer teaching achieved greater mean vocabulary test gains (Student – Teacher) from the pre-test to post-test in six out of the 10 sets of pre- and post-vocabulary tests. However, these gains were only statistically significant for the Crime 1 article, $F(1, 41) = 15.93, p < .001, \eta^2 = 0.28$, which was an article about a man who committed robberies to care for his over 100 cats as well as Environmental (Evn) Issues 2, $F(1, 39) = 28.02, p < .001, \eta^2 = 0.34$, which was an article about eliminating the use of plastic bags in stores in Australia. Out of the four articles where the group that participated in teacher-centered learning achieved greater mean vocabulary test gains, the ANOVA for Pop Culture 1 article, which is displayed in Appendix B “Popular Fiction and Changing Ways of Reading,” was significant, $F(1, 40) = 13.71, p = .024, \eta^2 = 0.12$. Overall,

these results provide limited support for the hypothesis that articles taught and prepared by students lead to better recall of new vocabulary. This result may be explained by the fact that vocabulary was not always a significant focus of peer teaching, although it did appear in homework assignments.

Table 6. Vocabulary Gains and Comparisons Between Groups

Article	Group	Centered ness	n	Min	Max	M	SEM	SD	Difference of M
Crime 1	1	Teacher	23	-2	4	0.61	.29	1.37	(Student – Teacher)
	2	Student	20	-1	5	2.50	.39	1.72	1.89 ($p < .001$)
Crime 2	1	Student	22	-2	4	1.41	.32	1.50	(Student – Teacher))
	2	Teacher	19	-1	4	1.42	.28	1.22	-0.01 ($p = .978$)
Food 1	1	Teacher	21	-1	3	1.19	.29	1.32	(Student – Teacher)
	2	Student	18	-2	3	1.50	.35	1.47	0.31 ($p = .493$)
Food 2	1	Student	23	-1	3	0.91	.26	1.24	(Student – Teacher)
	2	Teacher	19	-3	4	0.74	.42	1.85	0.17 ($p = .751$)
PopCul 1	1	Teacher	21	-2	5	1.90	.36	1.64	(Student – Teacher)
	2	Student	21	-1	4	0.76	.33	1.51	-1.14 ($p = .024$)
PopCul 2	1	Student	23	-2	6	1.26	.44	2.12	(Student – Teacher)
	2	Teacher	18	-1	5	1.89	.44	1.88	-0.63 ($p = .328$)
Env 1	1	Teacher	23	-1	4	0.91	.23	1.08	(Student – Teacher)
	2	Student	20	0	3	1.55	.20	0.88	0.64 ($p = 0.43$)
Env 2	1	Student	22	-1	4	1.50	.27	1.26	(Student – Teacher)
	2	Teacher	19	-3	2	0.16	.30	1.30	1.34 ($p < 0.01$)
Sports 1	1	Teacher	21	-3	6	1.76	.48	2.19	(Student – Teacher)

	2	Student	19	-1	6	2.00	.46	2.00	0.24 ($p = .722$)
Sports 2	1	Student	20	-2	5	1.10	.40	1.77	(Student – Teacher)
	2	Teacher	21	-1	3	1.29	.28	1.27	-0.18 ($p = .701$)

Comprehension of the Readings Prepared and Taught by the Teacher and Students

Table 7 shows the comprehension scores for both groups for each of the 10 articles. Following each reading, participants took a five-item multiple-choice comprehension test. To examine the relationship of the centeredness of the learning on comprehension, a one-way analysis of variance was conducted for each comprehension test, with the independent variable being the centeredness of the learning of the article. The dependent variable was the scores on the comprehension tests. As shown in the far-right column of the table (Difference of M), the group that participated in peer teaching (Student – Teacher) achieved greater comprehension scores six out of 10 times. However, these gains were only statistically significant for the two articles on Environmental Issues, $F(1, 42) = 6.94, p = .025, \eta^2 = 0.10$ and $F(1, 40) = 7.01, p = .022, \eta^2 = 0.30$ respectively. These articles were both set in Australia with the first one about the destruction of the Great Barrier Reef and the second one about eliminating the use of plastic bags in stores. Out of the four articles where the group that participated in teacher-centered learning achieved higher comprehension scores, the Pop Culture 2 article about famous Japanese Idols encouraging a minor to drink alcohol, had a significant result, $F(1, 41) = 5.80, p = .022, \eta^2 = 0.12$. Overall, these results also provide limited support for the hypothesis that articles taught and prepared by students lead to better comprehension of the content.

Table 7. Comprehension of the Readings Prepared and Taught by the Teacher and Students

Article	Group	Centered ness	n	Min	Max	M	SEM	SD	Difference of M
Crime 1	1	Teacher	23	3	5	4.22	.14	0.67	(Student – Teacher)
	2	Student	21	3	5	4.14	.14	0.65	
Crime 2	1	Student	22	1	5	3.73	.29	1.35	(Student – Teacher))
	2	Teacher	19	3	4	3.26	.10	0.45	
Food 1	1	Teacher	22	1	5	2.63	.18	0.85	(Student – Teacher)
	2	Student	19	1	4	2.42	.19	0.84	

Food 2	1	Student	23	2	5	3.65	.20	0.98	(Student – Teacher)
	2	Teacher	11	2	5	3.48	.20	0.93	0.17 ($p = .546$)
PopCul 1	1	Teacher	22	0	5	2.50	.26	1.22	(Student – Teacher)
	2	Student	21	1	4	2.38	.22	1.02	-0.12 ($p = .732$)
PopCul 2	1	Student	23	1	5	2.78	.19	0.90	(Student – Teacher)
	2	Teacher	20	1	5	3.50	.24	1.05	-0.72 ($p = .021$)
Env 1	1	Teacher	23	1	5	3.25	.25	1.19	(Student – Teacher)
	2	Student	21	2	5	4.14	.23	1.06	0.89 ($p = .025$)
Env 2	1	Student	22	1	5	3.81	.22	1.05	(Student – Teacher)
	2	Teacher	20	0	4	3.00	.26	1.17	0.81 ($p = .022$)
Sports 1	1	Teacher	22	2	5	3.55	.23	1.10	(Student – Teacher)
	2	Student	21	1	5	3.71	.21	0.95	0.16 ($p = .595$)
Sports 2	1	Student	20	1	5	3.25	.24	1.06	(Student – Teacher)
	2	Teacher	21	1	5	2.81	.26	1.21	0.44 ($p = .225$)

Interest in Lessons Prepared and Taught by the Teacher and Students

In order to determine the influence of the centeredness of learning of the articles on students' interest in them, a one-way analysis of variance was performed for each reading. The independent variable which was the centeredness of the learning had two levels: student- and teacher-centered. The dependent variable was the self-reported interest scores on a Likert scale from 1 to 6, with increasing scores indicating greater interest. As shown in the column on the right-hand side of Table 8 (Difference of M), the group that participated in peer teaching (Student – Teacher) had greater interest in the article 8 out of 10 times. However, these gains were only statistically significant for two articles, the Environmental Issues 2 article about eliminating plastic bags in Australia, $F(1, 41) = 7.64, p = .009, \eta^2 = 0.17$, and the Sports 2 article about dog fighting in Japan, $F(1, 40) = 4.18, p = .047, \eta^2 = 0.10$. Out of the two articles where the group that participated in teacher-centered indicated higher interest in the article, the Pop Culture 1 article, as shown in Appendix B "Popular Fiction and Changing Ways of Reading,"

had a significant result, $F(1, 41) = 4.09$, $p = .037$, $\eta^2 = 0.10$. Overall, these results provide some support for the hypothesis that articles taught and prepared by students lead to greater interest in the content.

Table 8. Interest in Lessons Prepared and Taught by the Teacher and Students

Article	Group	Centered ness	n	Min	Max	M	SEM	SD	Difference of M
Crime 1	1	Teacher	23	3	6	4.74	.19	0.92	(Student – Teacher)
	2	Student	21	4	6	4.86	.19	0.85	
Crime 2	1	Student	22	3	6	4.64	.17	0.79	(Student – Teacher))
	2	Teacher	19	2	6	4.30	.18	0.80	
Food 1	1	Teacher	22	1	6	4.77	.28	1.30	(Student – Teacher)
	2	Student	19	3	6	4.70	.21	0.92	
Food 2	1	Student	23	4	6	5.13	.17	0.77	(Student – Teacher)
	2	Teacher	11	4	6	5.00	.18	0.77	
PopCul 1	1	Teacher	22	3	6	5.05	.19	0.89	(Student – Teacher)
	2	Student	21	3	6	4.42	.21	0.97	
PopCul 2	1	Student	23	3	6	4.85	.20	0.88	(Student – Teacher)
	2	Teacher	20	2	6	4.47	.28	1.22	
Env 1	1	Teacher	23	2	6	4.82	.22	1.07	(Student – Teacher)
	2	Student	21	2	6	4.85	.22	1.01	
Env 2	1	Student	22	4	6	5.05	.15	0.72	(Student – Teacher)
	2	Teacher	20	3	6	4.39	.18	0.77	
Sports 1	1	Teacher	22	3	6	4.57	.21	0.99	(Student – Teacher)

	2	Student	21	3	6	4.63	.19	0.83	0.06 ($p = .818$)
Sports 2	1	Student	20	3	6	4.68	.22	1.	(Student – Teacher)
	2	Teacher	21	2	5	4.38	.21	1.21	0.30 ($p = .047$)

Qualitative Results and Discussion

This study also yielded some intriguing qualitative data, which seems to support our quantitative findings. This section discusses this in detail; we begin with possible explanations of the results to our first research question which show that peer teaching activities do not lead to a shift in learner's perceptions of the teacher's role in exclusively preparing and teaching materials to improve their language gains. Next, we offer qualitative insights into the results of our second and third research questions which provide strong support for our hypothesis and previous findings that peer teaching improves learners' perceptions of their language gains when they or their classmates work in small groups to prepare and teach class materials. We then discuss two peer-taught lessons that yielded significant results for our fourth research question. The first lesson, "Dogfighting as a Sport in Japan," offers support for our hypotheses that articles taught and prepared by students lead to greater interest in the content. The second lesson, "Australians reduce the number of shopping bags used," offers support to our hypotheses that peer teaching leads to an improvement in vocabulary recall, comprehension, and interest. Finally, we examine the teacher-centered lessons that yielded significant results in vocabulary gains and interest that contradict our hypothesis, "Popular Fiction and Changing Ways of Reading" and discuss reasons why that data might be deviant.

Learner's Perceptions of the Teacher's Role in Exclusively Preparing and Teaching materials

Contrary to our hypothesis, results revealed that peer teaching does not lead to a shift in learner's perceptions of the teacher's role in exclusively preparing and teaching materials to improve their language gains. A limitation to our study and a probable explanation as to the reason that the learners' perception of the teacher's role in exclusively preparing and teaching materials increased post-study to a statistically significant degree could be due to the base level of popularity of the teacher who taught the classes, and running this study with courses only taught by that individual. In effect, the researchers faced a ceiling effect in that the teacher has in general such positive evaluations from students, rendering it difficult for this study to measure higher in terms of teacher efficacy.

That said, on a scale of ten, the cumulative course evaluation for the professor who led this study was a 9.5, and for these classes the average evaluation was the same. The positive general evaluation of the teacher may help us account for the students' opinion of the teacher's role in the classroom. In particular, the efficacy of the teacher in general may account for the deviance from our hypothesis in the cases of "Changing Ways of Reading," and "Seaweed Bacon," where students preferred the teacher-taught lesson to the peer taught lesson.

At the same time, it is important to note that while the teacher is in general popular and student feedback reflects that, *despite that*, the students' opinion of peer teaching *still* increased. Thus, students can perceive the benefits of peer teaching even when they highly evaluate teacher-centered lessons. This may also explain the fact that our quantitative data revealed that learners' involvement in peer teaching activities did not significantly shift student perceptions of the teacher's role in preparing and teaching class material pre- and post-study.

Learners' Perceptions of Their Language Gains When They or their Peers Prepare and Teach Materials

Our findings showed that peer teaching improves learners' attitudes towards their language gains when they work together in small groups to prepare and teach materials as well as when the materials are prepared and taught by their peers. In addition, many students felt that peer-led lessons in general allow for greater diversity of opinion, with more students seeing nuances in arguments. This may indicate that students felt more confident to express their true opinions when their peers taught, rather than try to say what they felt might please their teacher. In a country where teachers are seen as figures of authority, such as Japan, this is a great merit. Additionally, peer-taught lessons allow students to pick up their own area of expertise and expand upon it in a way the teacher may not, especially if the English class is part of a specialized program. Third, these activities likely work best when students are also interested in the topics they teach. Teaching a topic in which they are not interested, such as literature, may impact the class overall. A remedy to this might be to allow students choose and develop their own reading assignments as well as lesson plans, and this is a future prong of this study we have begun. Finally, post-study answers indicate that peer taught lessons increase motivation and again allow for more freedom in sharing their opinions.

When students are involved in materials creation, their feedback highlights a few key trends. In general, they report overall improvement in their own language ability due to the preparation necessary to create and teach a lesson, with many students noting that this meant extra language study. Student feedback includes statements like "I look up words to make teaching materials," and "by making teaching materials I can learn expressions and vocabulary that I don't know." Overall, students reported satisfaction at mastering their assigned lesson and becoming very familiar with the contents: "it is necessary for us to understand the lesson materials to explain it," one student wrote, while another said: "you can't explain it in a way that's easy to understand if you don't really study it." A final student noted this was also motivating to study more: "Because I teach, I study a lot. It's easy to remember when I teach."

When their classmates taught, students overall reported this as a positive experience. Many noted that their classmates often used English that offered them a way to reflect on their own English usage, as one student wrote they "look at my classmates' English and reflect on my own English." Additional comments included replies that echoed the students who wrote, "I can learn from the good ways they use English expressions" and, "If the other person's English level is higher than me, English skills will be improved!"

Some students explained that when their classmates taught, they were more motivated to do well: "if my classmates make it, I feel motivated," one student said, then continued, "if my

classmates explains it, I try hard to understand it, too.” Another student wrote, “When my classmates speak, I feel like I need to listen especially seriously.”

Third, many students stated that having classmates teach meant they were exposed to a wide variety of opinions, beyond those of the teacher. One student noted: “I can know the way others think,” and another wrote that they gained “new perspective and discoveries.” This idea of multiple perspectives and new ideas brought forward by this style of class was also articulated in lesson feedback, making this one of the most consistent points made about peer teaching.

An additional benefit of this project was that students learned not only new English skills, but also that they learned other, practical skills from seeing someone other than the teacher led the lesson. One student noted that the class was useful because “I could also learn how to design of PowerPoint,” and another stated the class taught them “to understand the feelings” of their classmates as well as the material.

Finally, feedback to the teacher-led lessons indicated a few important trends that deserve further attention. Occasionally, students mentioned that they appreciated the lesson because they felt their English skills grew: “I think my ability to speak English grew through this lesson. Thank you for giving me the opportunity to speak English.” Such answers hint that peer-taught lessons serve two additional purposes: they disrupt the teacher-student hierarchy, with students thinking less about what kind of answer might appeal to the teacher. In addition, they also make for a more egalitarian classroom, removing some of the authority of the teacher as a final arbiter of what is “correct” and making the discussion and sharing of opinions freer as students are no longer looking to the teacher for a final, correct answer. In that sense, this exercise serves to validate students’ confidence in their own language ability and their own ability to lead discussions. This qualitative data is further supported by the findings of our quantitative data and the work in Tanaka et al. (2020), which indicated that student teaching improves student perceptions of their language gains when small groups of their classmates prepare and teach materials.

Text-based Lessons Which Led to Significantly Greater Reading Comprehension, Vocabulary Recall, and Interest

Responses to Dogfighting in Japan

One feature that is consistently highlighted both in the assessment of student interest and in the post-study questionnaire is that students felt there was more diversity of opinion in the discussion when the lessons were student-led. The dog fighting lesson feedback is an example of this. Out of twenty-one student reports on the teacher-led lesson, only three students gave feedback that attempted to understand arguments for dogfighting, writing things like, “dog fighting is one of the Japanese culture,” and stating that because veterinarians were at the fights, “caring dogs make this sport safer.” The majority of the students wrote short opinions about why dog fighting was wrong and their disagreement with the sport.

In contrast to this, in the case of the peer-taught lesson on dog fighting, in their feedback, 14 out of 20 students offered some arguments about the benefits of dog fighting even if they ultimately concluded they disagreed with it. Some students wrote that “they can boost the local economy,” while another added:

“There is also many blood sport to fight animals such as bullfights, rodeos, cockfights in the world. But I didn’t understand what is interesting by fighting and hurting animals. I was glad to know the Japanese habit of fighting dogs.” Two students noted that dog fighting was “the same as human’s fighting,” or “dogfight is the same as human martial arts.”

Thus, the student-taught lessons express great diversity of opinion, with more students acknowledging differing points of view even if their own opinions remained unchanged. This may indicate that students felt more confident to express their true opinions on a controversial subject when their peers taught it, whereas when the teacher-taught students were more inclined to write about what they believed the teacher’s opinion might be. These patterns are repeated in the responses to other articles in the study, although they are especially marked in the case of this controversial topic.

Responses to Australians reduce the number of shopping bags used

The second article to yield significant results in support of student teaching was the article “Australians reduce the number of shopping bags used.” For these, one striking difference in the content of student responses is that for the teacher-taught lesson, feedback tended to focus on personal connections to reducing plastic use and the connection of plastic to global warming: one student wrote, “I decided to carry an eco-bag when I go shopping,” and a classmate noted, “I want everyone in the world to think more about taking the eco-bag for the environment.”

Contrary to this, for the peer-taught lesson, the feedback focused much more on the specific environmental costs to oceanic ecosystems, such as microplastics in the food chain. One student wrote:

In the ocean, there are quite a lot of microplastics. That is quite a concern for me. We, Japanese, eat many fish which eat the microplastic a lot. That means we eat the plastic. I think we will be harmfully influenced by the microplastic in our body someday.

Along these lines, one of the participants in the class commented, “Plastic waste trouble sea animals and fishes. They eat them by mistake, but they can’t digest,” and two students noted specifically that many “fish suffer from eating” plastic products. Finally, one student concluded: “I think that it is a thing that should not happen that marine life dies and the sea becomes dirty due to plastic.”

These responses indicate that the student-taught lesson in this case allowed students to tailor the lesson specifically to the interests of their course of study—in this case, the materials were taught as part of an agricultural department with a strong fisheries program. So, while the teacher’s lesson addressed broad problems and personal responsibility, interest surveys indicate that perhaps the peer taught lesson was more specifically in line with exact interests of the other students in the same course of study. In this case, student teachers were able to point out in more detail exact processes that were relevant to their course of study, such as microplastics in the food chain. Allowing students to teach the class, then, can allow for the topics covered to be more directly relevant to student interests and courses of study through background information and other, more technical classes on related topics that the language class teacher may not be familiar with.

Responses to “Popular fiction and changing ways of reading”

There were also significant results from an article that contradicted the hypothesis of our study, “Popular Fiction and Changing Ways of Reading.” A previous study indicated that this unit was one of the less popular reading selections and lessons we had designed, so it may have been more challenging for students to teach (Sheridan, Tanaka & Kobayashi, 2018). With a topic that did not initially interest them, teacher interest was essential for making the material accessible, although comments for both peer and teacher taught lessons are roughly equivalent, with students noting in fairly equal numbers topics such as author engagement on SNS, and the differences between paper books and eBooks. The only variables that account for this discrepancy, then, is the lack of interest in the subject initially and its difficulty.

Conclusion

Our study did not support our hypothesis that learners’ involvement in peer teaching activities changes their perception of the teacher’s role. It also provided only limited support for our hypotheses that articles prepared and taught by students would lead to better vocabulary recall and content comprehension. However, our study did find some support for our hypothesis that lessons prepared and taught by students lead to greater interest in content. Finally, our results

did offer strong support for our hypothesis and previous findings (Tanaka et al., 2020) that peer teaching improves learners' attitudes towards their language gains when they work together in small groups to prepare and teach materials. It is also important to note that student engagement with the material did change depending on whether the class was taught by their peers or the instructor. Changes in diversity of opinion, student choice of topic, and student interest were all qualitatively noted in student responses. Overall, this study demonstrates the efficacy of peer teaching in EFL classrooms in Japan and offers several avenues for further study.

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Appendix A

Bilingual Questionnaire

1. 教師が作った教材を使うと、自分の語学力がより上達する。

My language ability improves more when the materials for the lesson are prepared exclusively by the teacher.

2. 教師が教材について説明すると、自分の語学力がより上達する。

My language ability improves more when the lesson materials are taught exclusively by the teacher.

3. 教材づくりに自分も関わると、自分の語学力がより上達する。

My language ability improves more when I am involved in preparing the materials for the lesson.

4. 自分がクラスメートに教材について説明すると、自分の語学力がより上達する。

My language ability improves more when I am involved in teaching the lesson materials to my classmates.

5. クラスメートが作った教材を使うと、自分の語学力がより上達する。

My language ability improves more when the materials for the lesson are prepared by my classmates.

6. クラスメートが教材について説明すると、自分の語学力がより上達する。

My language ability improves more when the lesson materials are taught by my classmates.

Appendix B

Example of a Reading

Popular Fiction and Changing Ways of Reading

In Japan, literature is no longer restricted to the pages of a book. Technology has changed the way people read and communicate in several ways. First, for some popular authors in Japan, their writing style has changed. With the arrival of cell phone culture in the early 2000s, people began reading novels on their smartphones. They began using simple, direct text messages and emoji to communicate. Some authors reflect this more straightforward style in their writing.

But technology has changed literature in another way. An important part of Japanese authors' popularity like Haruki Murakami is the community their fans have created. Murakami has run websites and where he interacts with his fans directly, answering their inquiries and giving advice. This creation of channels of direct communication with the audience is a new feature of literature in pop culture. In fact, Harry Potter author J. K. Rowling interacts with her audience in a similar way.

Authors now have Twitter, Instagram, or other SNS sites where they interact with fans. For many authors, their SNS presence is bilingual, encouraging readers from abroad to take an interest in their works. Writers interact with fans and post extracts of their work on social media. This allows for authors to receive feedback on their work.

Literature may seem an improbable source of global popular culture, particularly in Japan. After all, the numbers of Japanese speakers outside of Japan is quite low when compared to English or Chinese speakers. Yet, authors who post their work on social media, and authors like Haruki Murakami, have had an enormous impact on global literature, and many students come to Japan to study because of their love of Japanese popular literature.

How are your favorite authors using SNS networking? How will technology change our ideas of literature and how we read in the future?

Appendix C

The Homework Assignment for Each Article

Title of the article:

1. Write 5 difficult words from the article and their Japanese meaning.

i.

ii.

iii.

iv.

v.

2. Summarize the main points of the article in your own words. What is the most important information in the article?

3. Write down **three (3)** open-ended discussion questions you have after reading the article.

i)

ii)

iii)

Examples of open-ended questions: Why do you think...? How do you feel about...? Would you rather ... or ...? If you were in that situation, what would you do? Have you ever...? What do you think is the best way to...?

4. Write your opinion! What do you think about this article? What do you agree with? What do you disagree with? Why?

Appendix D

Example of a Post-test for the Article, Popular Fiction and Changing Ways of Reading

audience: It was a large audience.

- a) group of colleagues
- b) group of observers
- c) group of peers
- d) group of presenters

enormous: The park was enormous.

- a) huge
- b) modern
- c) narrow
- d) ordinary

channel: That is a new channel.

- a) feature
- b) hallways
- c) means
- d) road

straightforward: The concept is straightforward.

- a) ambiguous
- b) complex
- c) near
- d) simple

interact: He doesn't like to interact.

- a) apologize
- b) behave
- c) communicate
- d) refuse

feedback: That's great feedback.

- a) criticism
- b) evidence
- c) presenting
- d) questioning

extract: Where is this extract from?

- a) entirety
- b) novel
- c) poem
- d) part

improbable: It's an improbable result.

- a) expected
- b) inadequate
- c) logical
- d) unlikely

restrict: It is restricted to children.

- a) apparent
- b) limited
- c) requested
- d) satisfactory

inquiry: It was a unique inquiry.

- a) answer
- b) method
- c) question
- d) reply

Comprehension questions:

When did people begin reading novels on their phones?

- a. Early 1990s.
- b. Late 1990s.
- c. Early 2000s.
- d. Late 2000s.

What does Haruki Murakami NOT do?

- a. Answers inquiries.
- b. Builds websites.
- c. Gives advice.
- d. Interacts with fans.

According to the article, how do authors get feedback?

- a. They post extracts.
- b. They share their novels.
- c. They use emoji.
- d. They use text messages.

According to the article, what is unique about the authors' SNS accounts?

- a. They are bilingual.
- b. They are expensive.
- c. They are free.
- d. They are restricted.

According to the article, what has happened because of Japanese authors' increased presence on SNS?

- a. The authors have become rich and famous.
- b. The number of Japanese speakers outside of Japan has grown.
- c. The number of novels sold by the authors has increased.
- d. The number of students coming to Japan to study literature has risen.

Were you interested in this lesson?

このレッスンに興味がありましたか:

1	2	3	4	5	6
全く興味なかった	興味なかった	やや興味なかった	やや興味あった	興味あった	とても興味あった
Not at all interested	Not interested	Not really interested	A little interested	Interested	Very Interested

Why or why not? Please explain your answer.

Appendix E

Example of a Student-made PowerPoint Presentation



OVERVIEW TODAY

- Article Summary
- Our Opinions
- Discussion

A slide titled "OVERVIEW TODAY" with three bullet points and four social media icons.

SUMMARY

This is an article about how the ways of reading literature as well as the way authors and readers interact has changed as technology advances.

A slide titled "SUMMARY" with a text box and a small image of a person at a desk.

SUMMARY

With the arrival of cell phone culture, people began reading novels on their own smartphones as well as using text messages and emoji to communicate. The authors create communities that interact directly with fans, and express their activities for readers outside Japan.

OUR OPINION

- One person said that authors using SMS is something that will make general readers happy.
- The people said that we are glad to interact with our favorite authors.
- Other people said by connecting with readers, authors can get ideas and hear the opinions about their works. And by not only publishing in the authors' own language but also in English and other languages, authors will increase the number of fans they have in various countries around the world.

DISCUSSION QUESTIONS

- Do you usually read books on paper or electronic? Why?
- How do you think we will read books in the future?
- What is your favorite author? Why?

A slide titled "DISCUSSION QUESTIONS" with three bullet points and two question mark icons.

Thank you for listening!

Giving Students Ownership of Themselves: How CEFR can be Used to Set Personal Language-Learning Goals

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Kwansei Gakuin University

Graham Jones

This paper discusses how the Common European Framework of Reference for Languages (CEFR) can be used to encourage students to set goals for themselves. The authors have been conducting a three-year investigation into whether CEFR-J, the Japanese equivalent of CEFR, can help Japanese university students set personal goals geared toward lifelong English learning. In the first year, the authors carried out a survey of 537 students and asked whether the “can-do” descriptors could work to set personal goals for their English. The initial results have three implications: (1) CEFR-J can be well suited for personal goal setting if integrated into daily learning; (2) students can benefit from having a framework to monitor their learning; and (3) CEFR-J has the potential to change students’ approach toward language-learning when incorporated into their strategies. CEFR-J should be primarily an index for students to take responsibility and ownership of English learning for their life.

本論の目的は、日本の大学生がヨーロッパ言語共通参照枠（CEFR）を活かして自らの英語学習の目標を設定できる展望を、アンケート調査にもとづいて示すことである。3年間の研究プロジェクトを通して、大学生が目標にのっとって長期的な英語学習に取り組むために、CEFRの日本版CEFR-Jを活用する方法を探求している。プロジェクト1年目の成果を本論にまとめた。第一段階として、537名にアンケートを行い、学生がCEFR-Jを英語学習の目標設定に役立てる余地があるかを調査した。結果、次の3点が明らかになった。まず、妥当な学習の目標が求められている。次に、CEFR-Jは目標設定に役立つ。さらに、長く学習を続けていくうえで、目標を立てることは有効なアプローチのひとつになる。CEFR-Jを駆使すれば、学生は主体的に英語学習に向かえる。CEFR-Jは指導者だけでなく学習者のものでもあることを、調査結果は示唆している。

Keywords: CEFR-J; EFL; goal setting; lifelong learning

Purpose

The purpose of this paper is to explore how the Common European Framework of Reference for Languages (CEFR) can be used to encourage Japanese university students to set personal goals for their lifelong English learning. The CEFR index breaks down the complex process of language learning into a series of simple manageable steps. This study deals with findings in the first phase of the authors' three-year research project. It aims to find out how personal learning goals, grounded on the CEFR framework, can help students take responsibility and ownership of their English learning and think more strategically about lifelong learning. The results of the preliminary survey suggest that CEFR can be useful for students' goal setting for their own English study.

Background

Personal goal-setting is crucial for language learners. Shor (1998), a critical theorist and practitioner of student-centered pedagogy, claims the importance of students' educating themselves by finding "their own authentic voice" (p.35). In line with this learner-centered education, Turkay (2014) notes "when students set their own goals, they take responsibility and ownership." A laboratory study of brain activity supports these approaches, and Lee and Reeve (2013) find "an important motivational distinction" (p.544) between intrinsically self-determined motivated behavior and extrinsically non-self-determined motivated behavior. Also, a five-year classroom study of a high-school language program by Moeller, Theiler, and Wu (2012) reveals "a statistically significant relationship between the goal-setting process and language achievement" (p.153). All these studies confirm that learning works best when students set up their own goals and take initiative in their learning.

However, in practice, personal goal-setting is difficult for language learners. One problem is that language is "an abstract formal system of great complexity" (p.50) in the words of Bley-Vroman (1989). Another problem is that "while the official discourse of language teaching as found in methodology texts and curriculum descriptors is accessible to scrutiny and discussion, the day-to-day reality of teaching is far less accessible and is infinitely dispersed" (p. 6) as Tudor (2003) says. Indeed, language learning and language teaching is a messy business. Learners and teachers have rough ideas of what they would like to achieve, but making lists of it is not easy, because many of them do not know how to do it.

This is where CEFR comes into the picture as a potential solution. According to the definition of Carson (2016), it is a framework that “permits the language learning process to be broken down into a coherent series of transparent, manageable steps” (p.156). She identifies three elements of the language learning process that CEFR supports: (1) identifying personal learning goals; (2) determining what learners can and cannot yet do; and (3) helping learners and teachers record progress made. In conformity to her definition, the authors define CEFR as a tool which is effective both for language learners and language educators to increase their learning community where teachers not only evaluate students’ performance but also help them establish and update their personal goals and progress.

Worldwide, much research around CEFR has been done, especially in European countries. Researchers have discussed the determining factors of what learners can and cannot do to assess their progress. In Japan, CEFR-J has belatedly become one of the timely EFL (English as a Foreign Language) research topics. CEFR-J is the Japanese adaptation of CEFR. As Table 1 shows, the former has twelve levels and the latter has six levels. This adaptation reflects a different language environment between monolingual Japan and multilingual European countries. Generally speaking, more than 80% of Japanese EFL learners belong to A1 or A2 level, less than 20% of them belong to B1 or B2, and very few belong to C1 or C2 (Negishi, 2012, p.111). Each CEFR-J level is described with a “can-do” statement, which can promote positive attitudes toward communication in learners. For instance, the description of A1.2 of Speaking reads “I can respond simply in basic, everyday interactions such as talking about what I can/cannot do or describing color using a limited repertoire of expression.” That means even though learners’ speaking techniques are limited, by encouraging students to try rather than being quiet, the wording of the “can-do” statement is responsible for promoting this positive attitude towards learning.

	CEFR A1	CEFR A2	CEFR B1	CEFR B2	CEFR C1	CEFR C2
--	------------	------------	------------	------------	------------	------------

| CEFR-J |
|--------|--------|--------|--------|--------|--------|--------|
| Pre-A1 | A1.1 | A2.1 | B1.1 | B2.1 | C1 | C2 |
| | A1.2 | A2.2 | B1.2 | B2.2 | | |
| | A1.3 | | | | | |

Table 1: CEFR and CEFR-J

Today, the Japanese Ministry of Education, Culture, Sports, Science and Technology has been considering radical changes to the university entrance examination, shifting its focus from traditional translation and grammar exercises to communicative exercises measured by CEFR-J. In fact, the ministry increased Grant-in-Aid for Scientific Research funding for CEFR-J research projects around 2004. That has heightened Japanese English educators' interest in CEFR-J.

Under these overseas and domestic trends, the authors' investigation focuses on university students' personal learning goal setting with CEFR-J, which deviates from the mainstream of the CEFR-J research trend. CEFR-J is regarded by many as an important toolkit for strengthening English education in Japan from teachers' points of view. However, it has rarely been discussed from learners' points of view. As far as the authors know, as of June 2021, no research has been done on the relationship between lifelong learning goal-setting with CEFR-J and English language achievement within higher education from learners' viewpoints. The ongoing three-year research project is trying to help fill a notable gap in the academic literature on CEFR-J.

Process and Methodology

The goal of the authors' three-year research project is to help Japanese university students become better lifelong English learners through personal goal setting with the toolkit of CEFR-J. An ultimate product will be course material for classroom activities of establishing, adapting, and updating personal goals while increasing their English ability.

To that end, the authors started working with university students in January 2018 to determine whether CEFR-J "can-do" descriptors can encourage them to set goals for their

English learning in the first place. The students were comprised of undergraduate students at the University of Shiga Prefecture (USP), Japan, which was the authors' then affiliation. The authors carried out an initial paper-based survey to find out the students' attitudes toward personal goal-setting: whether CEFR-J "can-do" descriptors can help them to think about setting goals for their English learning (see Appendix 1).

The research question for this preliminary study was as follows: How eager are Japanese university students to set personal goals for their English learning with the CEFR-J framework? The three sub-questions for answering the big question include (1) What kind of specific goals do students already have?; (2) How can students judge their levels?; and (3) How much need for CEFR-J do students have?

The three sub-questions correspond with the three survey questions. The initial paper-based survey of 537 undergraduate first-year students across four faculties at USP was conducted in February 2018: 165 Environmental Science students, 145 Engineering students, 186 Human Cultures students, and 37 Human Nursing students (and two more students not stating their faculties). The survey covered all the first-year students at USP.

The authors gave the students the survey with two sheets of CEFR-J "can-do" descriptors of listening and speaking without any previous notice. They had 5-10 minutes to answer the questions with only written directions so that they could instinctively answer them. Beginning with a personal profile part (Section A), they thought about if they had specific goals for their English learning, and, if not, why not (Section B). Then, with the examples of CEFR-J "can-do" descriptors, they reflected upon where they were now, and where they would like to be in the future after they graduate (Section C). Finally, they considered whether the "can-do" descriptors could help them set personal goals for their English (Section D).

Data Analysis

Question 1

Table 2 and Table 3 show the students' answers to the Survey Question 1: "Do you have a written list of goals for your English? If you don't have a written list, why not?" Percentages may not add up to 100 because of rounding.

As Table 2 suggests, 4% of the students had written goals for their English study. Although they did not have a written list, 9% did have a mental list and 58% had some idea of their goals.

	Yes (%)	No but have mental list (%)	No but have some ideas (%)	No (%)
All Students	4	9	58	28

Table 2: Answers to the Survey Question 1: Do you have a written list of goals for your English?

Table 3 indicates 40% of those who did not have a written list had never thought about having it. Only 3% of the students expressed no interest at all in goals for their English.

	Never thought (%)	Don't know how (%)	Don't know goals (%)	No interest (%)
All Students	40	25	15	3

Table 3: Answers to the Survey Question 1: If you don't have a written list, why not?

It should not be overlooked that the number of the students who had no interest in having individual learning goals was extremely low. Nearly all students were interested in setting their own goals of English study, but they did not know where to start. What does all this mean? It

endorses the previously mentioned claims of Bley-Vroman (1989) and Tudor (2003). The students had rough ideas of what they would like to achieve, but their language learning could not be easily integrated. It is a messy process with lots of tasks and practices. It is hard for a learner to bring them together.

Question 2

Table 4 and Table 5 demonstrate the students' answers to the Survey Question 2: "What do you think your level is now? Where would you like to be five years from now (in the year 2023)?" Five years was chosen as a time when students would have graduated, and moved on to the next stage of their careers. The authors took every answer together and rounded up across their faculties.

Their estimate of the current level and future goal was slightly different faculty by faculty, showing some optimistic estimates and cautious estimates. As Table 4 and Table 5 illustrate, overall, there appeared a distinctive pattern from the responses of each faculty both in speaking and listening skills. Evaluation and estimation on speaking and listening skills showed almost the same pattern.

CEFR-J	Pre-A1	A1.1	A1.2	A1.3	A2.1	A2.2	B1.1	B1.2	B2.1	B2.2	C1	C2
Environmental Science Students					2018 →	→	→	→	→	→	2023 →	
Engineering Students					2018 →	→	→	→	→	→		
Human Cultures Students						2018 →	→	→	→	→	2023 →	

Human Nursing Students					2018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2023			
------------------------------	--	--	--	--	------	--------------------------	--------------------------	--------------------------	--------------------------	------	--	--	--

Table 4: Answers to the Survey Question 2: Listening

CEFR-J	Pre-A1	A1.1	A1.2	A1.3	A2.1	A2.2	B1.1	B1.2	B2.1	B2.2	C1	C2
Environmental Science Students				2018	<input type="checkbox"/>	2023	<input type="checkbox"/>					
Engineering Students				2018	<input type="checkbox"/>	2023						
Human Cultures Students					2018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2023	<input type="checkbox"/>	
Human Nursing Students						2018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2023	<input type="checkbox"/>	

Table 5: Answers to the Survey Question 2: Speaking

The students set up their future goals of listening and speaking several levels ahead. It is safe to say that their stretch goals show their keenness to improve their English skills, as well as their understanding of the challenges of the language learning process. If they had not been eager to develop their skills—or if they had underestimated the difficulty of making significant leaps forward—they might have done extreme or easy evaluation and goal setting such as C2 or Pre-A1.

Question 3

Table 6, Table 7, and Table 8 describe the students' answers to the Survey Question 3: "Do you think that "can-do" statements could help you to make a list of goals for your English?" Again, because of rounding, percentages may not add up to 100.

According to Table 6, 72% of the students considered "can-do" statements could help to set up their goal of English learning. A small number of them, 20% of them, said that maybe "can-do" statements could work for their goal setting of their English study. A very small number of them (6%) answered "no" to the question.

	Yes, a lot (%)	Yes, a bit (%)	Maybe (%)	No (%)
All Students	16	56	20	6

Table 6: Answers to the Survey Question 3

Table 7 shows the answers to the same question depending on the students' faculty. There was no big difference in answers among the faculties.

	Yes, a lot (%)	Yes, a bit (%)	Maybe (%)	No (%)
Environmental Science Students	13	64	16	6
Engineering Students	14	50	25	8
Human Cultures Students	22	52	22	4
Human Nursing Students	16	62	22	0

Table 7: Answers to the Survey Question 3: Faculty

Table 8 indicates the answers to the same question broken down by the students' Test of English for International Communication (TOEIC) scores, which they disclosed in the personal profile section of the survey. Their expectation for the "can-do" list is somehow related to their TOEIC score. Those who had lower scores and those who had higher scores showed eagerness for having a list (Yes, a lot), whereas the middle group did not show so much intensity (Yes, a bit).

TOEIC Score	Yes, a lot (%)	Yes, a bit (%)	Maybe (%)	No (%)
10-299	22	43	27	7
300-399	13	57	26	3
400-499	13	59	19	7
500-599	25	52	15	6
600-990	21	61	16	3

Table 8: Answers to the Survey Question 3: TOEIC

Regardless of their levels of English skills, the students were interested in having a roadmap of their language learning goals. Especially, the relationship between their expectation for the "can-do" list and their TOEIC score indicates the ones who had lower skills desperately needed some directions that would lead them to concrete steps to improve their English skills. Also, the ones who had higher skills strongly needed some guidelines to enhance their English skills with meta understanding of the language learning process.

Discussion

The results from the initial survey are summarized as follows: (1) the Japanese university students are still not familiar with CEFR-J; (2) the Japanese university students can estimate their learning progress with CEFR-J; and (3) the Japanese university students are interested in setting personal goals for their English learning with the CEFR-J framework if given a chance.

These survey results have three implications for university students' personal goal setting for lifelong English learning: (1) CEFR-J "can-do" descriptors can be well suited for personal goal setting, if they are incorporated into students' daily learning; (2) students can benefit from having a framework which helps them set personal goals to monitor their own learning progress; and (3) personal goals have the potential to change the way students approach language learning when they understand how to utilize CEFR-J for making their strategies.

There can be one further advantage of personal goal-setting for language-learning. In addition to being a forward-looking exercise, it also reveals to students the competences they already have, which can act as a powerful source of confidence, encouragement, and inspiration. This can give students some long-term benefits. Greater ownership will allow them to engage in higher levels of action for learning even after they graduate. English learning is not a one-time event: greater ownership helps prepare and motivate them for the ongoing challenge of lifelong learning. The ability to set specific learning goals for language and communication can benefit students throughout their personal development.

In the meantime, there are three lessons learnt from the initial survey. The following lessons about the Japanese university students might have some relevance to the learning process of students within global higher education. First, messiness is the reality of language learning and language teaching. Language teachers, including the authors, easily forget this and try to get things organized. That might lead to pushing their agenda, not their students' agenda, and enforcing their pace, not their students' pace. At the same time, it is important for students to acknowledge that English learning is a messy and complicated process. That is the starting point toward the next steps of working with guidelines, setting up goals, and then making strategies.

Next, given the situation where the students did the survey, the data indirectly showed their evaluation and estimation were responsible. Within the limited time, they focused on the survey

and carefully did it. This indicated they were able to take on a degree of responsibility for their own self-evaluation and goal setting to become better English users. Finally, the students provided English teachers with great learning opportunities. Some English educators, again including the authors, tend to have a preconceived notion that students with majors in humanities are more suited to language learning than those with majors in math and science. However, the data demonstrated it has no basis, and majors do not determine drive for learning English. Students learn a language for their own life.

Future Work

The results of the preliminary survey lead to the next phase of the research project. The future prospect is to figure out how to promote students' pursuit of their goals and their lifelong learning process. If students feel satisfied with an achievement of a goal and stop trying, it is not a success but a failure in terms of sustainability of their learning. That is merely a tactical goal, not a strategic goal, in accordance with the clarification of Bedford, Quigley, Revie and Walls (2018). Tactical goals are certain targets that have a landing point, whereas strategic goals are constantly updated. It is imperative to cultivate students' skills for strategic goal setting as well as their skills for adjusting their goals in order to support their lifelong English learning.

Toward that end, in the second phase, the authors will work with two groups as focus groups including the university students and high school teachers (who nurture future university students) to further investigate key factors of students' personal goal setting and roles language teachers can play for sustainable learning. The authors will explore difficulties and challenges students and teachers face in their daily learning and educational activities respectively, by probing more deeply into their access to and adaptation of CEFR-J. It will reveal how relevant and practical students consider the "can-do" descriptors are in terms of setting goals. Also, it will reveal how effective and useful teachers regard the "can-do" descriptors in helping their students set goals.

In the final phase, based on the insights obtained in the first and second phase, the authors will develop university course material to encourage students to use CEFR-J "can-do" descriptors to set personal English learning goals. It will be tested with undergraduate students;

eventually, the authors will create a package for giving students ownership of themselves in English learning within the bigger picture of their personal development and achievement as a global citizen.

The ultimate quest of the research project is to suggest one role English educators can play: to support students so that they can make manageable strategies for effectively using English and serve in society after they achieve each step in the classroom. Critical engagement with language study might lead to critical involvement with local and global society.

Conclusion

CEFR-J is not only for teachers but also for learners. English instructors can bridge a gap between abstract theories and useful toolkits for everyday learning. This preliminary survey demonstrated that many Japanese university students are not familiar with CEFR-J, but they are interested in setting personal goals for their English learning with the CEFR-J framework to monitor their learning process and improve their English skills. CEFR-J “can-do” descriptors can provide them with a manageable guideline, and motivate them to pursue their own goal, and thus encourage their responsibility and ownership of learning with positive attitudes.

Maki Taniguchi is an associate professor and runs the school’s English programme. Her background is in conflict transformation and peacebuilding: she has a PhD in language, communication, and culture; her published work includes a biography of the Japanese peacebuilder Inazo Nitobe (Kwansei Gakuin University Press 2015). Email: Maki-Taniguchi@kwansei.ac.jp

Graham Jones has taught English in Argentina, Congo-Brazzaville, Indonesia, Mexico, New Zealand, Spain, Turkey, and the UK. His background is in science: he has a BSc in astrophysics, and an MSc in science communication. His published work includes chapters on Charles Darwin, Sigmund Freud, and Karl Marx (Seibido 2015). Email: graham@tensesences.com

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Appendix 1: Survey

2018年1月

アンケートに際して

あなたは自分の英語学習の目標を書き出してリストにしていませんか？このアンケートの目的はあなたの英語学習の目標について調査することです。以下は5分程度のアンケートです。プライバシーを保護するために匿名で行いますので、学籍番号や氏名を書く必要はありません。ご協力に感謝申しあげます。

本学教員 谷口真紀 グラハム・ジョーンズ

(A) あなた自身について教えてください

(1) 学部

- 環境科学部
- 工学部
- 人間文化学部
- 人間看護学部

(4) 最新TOEICスコア

- 10-99
- 100-199
- 200-299
- 300-399
- 400-499
- 500-599
- 600-699
- 700-799
- 800-899
- 900-990

(2) 学年

- 1
- 2
- 3
- 4

(3) ジェンダー（社会的性別）

- 女
- 男
- その他

(B) あなたの英語学習の目標について教えてください

(1) あなたは自分の英語学習の目標のリストを書き出していますか?

- はい。リストに書き出しています。
- いいえ。ただし、頭の中にはリストがあります。
- いいえ。ただし、漠然とした考えはあります。
- いいえ。目標はありません。
- その他 (記述ください) _____



(2) 書き出したリストがない方のみお答えください。なぜリストを書き出していないのですか?

- 考えたこともないから。
- 書き出し方がわからないから。
- 自分の目標がわからないから。
- 英語力を伸ばす気がないから。
- その他 (記述ください) _____

(C) あなたの英語力のレベル設定について教えてください

目標を書き出すひとつ的方法は以下のように自分の現在のレベルと将来のレベルを把握することです。



表題の(1)～(4)の□欄にチェックの印を入れてください。

リスニング

スピーキング

2018年1月

(D) 上記の表についてのあなたの見解を教えてください

(1) 上記の表にもとづく自己レベルの把握はあなたの英語学習の目標リスト作成に役立つと思いますか?

- はい。かなり役立つと思います。
- はい。少しあは役立つと思います。
- たぶん役立つと思います。もっと表について知りたいです。
- いいえ。役に立ちません。
- その他 (記述ください) _____

(2) 英語学習の目標のリストを具体的に書き出したことのない方のみお答えください。上記の表でチェックをしたことで今後英語学習の目標を書き出してみようという気が起きましたか?

- はい。自分の英語学習の目標について考えてみます。
- たぶん。もっと上記の表について知りたいです。
- いいえ。上記の表が役に立ったとは思えません。
- いいえ。そもそも英語力を向上する気がありません。
- その他 (記述ください) _____

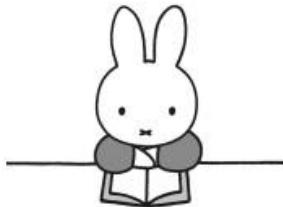


Image: <https://www.miffyshop.co.uk>

THANK YOU!

English learning through First-Person Shooter (FPS) Games

Daniel Tang

Otemae University

This article describes practical extracurricular classroom strategies concerning the use of online games to improve English skills and encourage social interaction. The games in question were popular First-Person Shooter (FPS) games, such as Rainbow Six, Call of Duty, Apex Legends and Counter-Strike. All games were chosen by the students and interactions were student led. This project started as an informal online space and later morphed into a pilot study, borne out of COVID-19 restrictions and online classes over the past 12 months. Early results showed students responded positively to the opportunity to meet and game together, with the added benefit of using more English.

本稿では、英語力を向上させ、社会的交流を促すことを目的とする、オンラインゲームを活用した授業戦略について説明します。対象となったゲームは、「Rainbow Six」、「Call of Duty」、「Apex Legends」、「Counter-Strike」など、人気の高い FPS (First-Person Shooter) ゲームです。ゲームはすべて学生が選び、交流は学生主導で行われました。このプロジェクトは、非公式なオンラインスペースから始まり、その後、12ヶ月のコロナ禍による制約およびオンライン授業の中、パイロット研究へと変化していきました。初期の結果では、学生たちはオンライン上で会い、ゲームをする機会に対し積極的な反応を示し、より多くの英語を使うことができるという利点がありました。

Literature review

The First-Person Shooter (FPS) genre first rose to mainstream popularity with the 2001 game *Halo* (Jensen, 2017). Since then, many different iterations of the genre have experienced popularity. Currently, an FPS game called Fortnite is the most popular, with 350 million registered gamers worldwide (Fortnite, 2020). The game has even received mainstream press in Japan for a company's efforts to commercialise English education through playing with instructors (The Mainichi, 2021). However, despite the popularity of FPS games, there have been very few published articles about FPS games and English learning.

The first aspect of online gaming is that it encourages social interaction. The traditional stereotype is of the loner in a basement; however, research has shown that the strongest predictor of time spent on gaming was social interaction (Jansz & Tanis, 2007). This is particularly relevant considering the past 18 months of COVID-19 and limited in-person interaction.

Another pertinent aspect of online gaming is motivation. Students already enjoyed the games and would play them regardless of external motivational or demotivational factors. As such, the researcher did not choose the games. The researcher joined the games most popular with the students, allowing them agency and choice.

The final aspect is whether there are any measurable improvements in the use of English. Zheng, Bischoff and Gilliland (2015) found gamers expanded their vocabulary through *World of Warcraft* (WOW), an online role player game classified as a Massively Multiplayer Online Games (MMOGs), of which FPS games also belong. This research was also supported by Jabbari and Eslami (2019), who found these online games, specifically *World of Warcraft* (adjustable violence settings) and *Second Life* (non-violent) created socially supportive and emotionally safe environments. In turn, this created numerous chances for L2 socialization and learning, leading to an increased repertoire and communicative competence.

Practical tips

The following are simple observations and guidelines for the use of online gaming, compiled after about 15 hours of action research and gaming.

First, start a Discord channel/server to coordinate gaming activities. Discord is the most popular gaming program due to its ease of use and features. Gamers use it during the game to communicate, via audio, with each other. Additionally, Discord has now incorporated many of Zoom's features, such as Share Screen, enabling it to truly function as the sole communication program needed. A Discord screen is shown below in Figure 1.

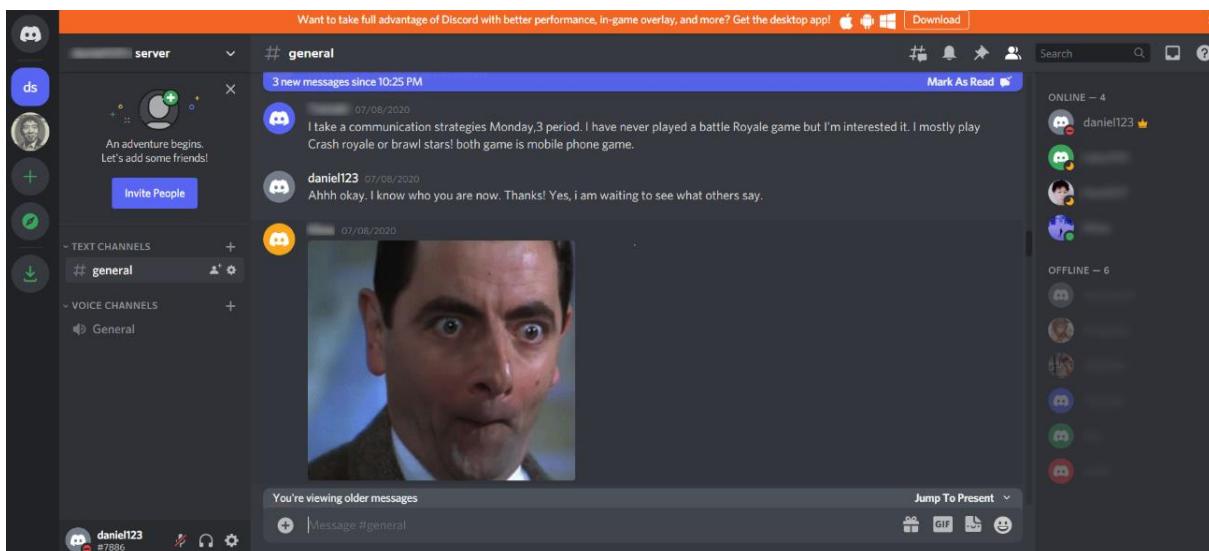


Figure 1. A Discord screenshot. In this case the user shared a popular gif in response to a student's comment above. A good-natured series of memes continued. From the response, the character Mr. Bean was introduced to several students.

Second, understand that things will not go to plan. This interaction takes place after hours, in the student's leisure time. Often, people did not join gaming sessions, or they were late. At times, the gaming sessions started at 11pm and extended to the early hours of the morning.

Third, ensure that your equipment is sufficient to play. A good headset will greatly assist you. A gaming mouse and keyboard are optional, but depends on user preference. However, generally speaking, gaming equipment enhances the experience. Also consider your internet connection. A low ping/low latency connection is needed.

Fourth, there will be a variety of games that students will chose. The researcher may not have the time, will, skill or any combination of the three needed to succeed, but it is important to have fun and stay engaged with the objectives – that's teamwork, as shown in Figure 2 below. Also, don't worry about choosing the game. Allow the students to choose.

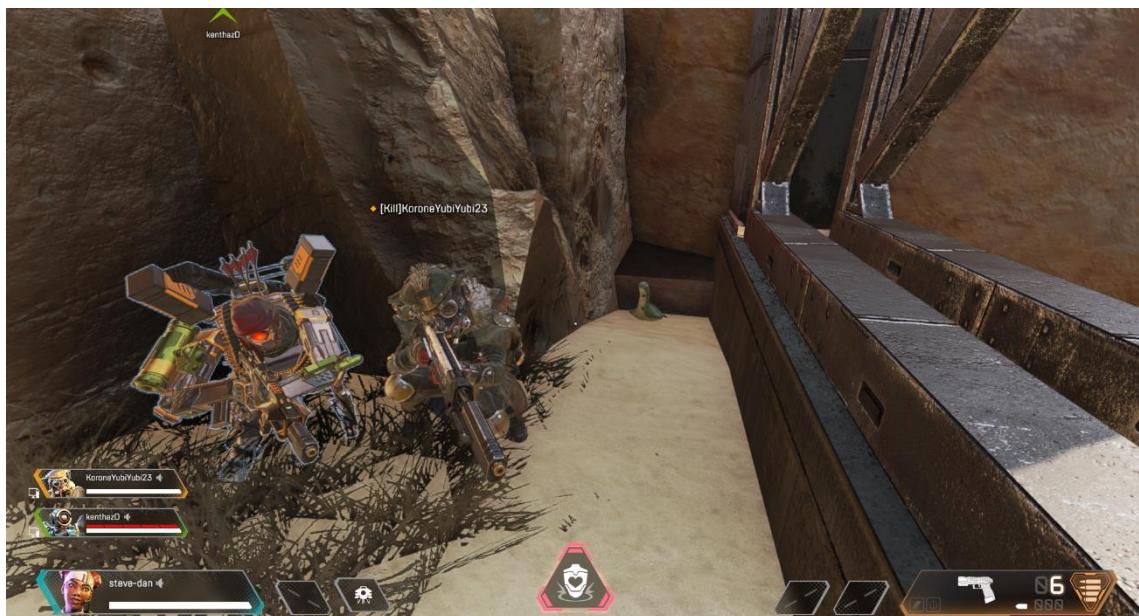


Figure 2. Working as a team to find easter eggs hidden in maps, in this case, a plush toy. The game was Apex Legends.

Fifth, be prepared to learn. Topics such as YouTube stars like Korone, efficacy of corona vaccines, cooling solutions for the computer, cars and mechanical problems, router configurations and even career advice, were often intertwined during chats in the Discord channel and downtime in games.

Preliminary findings

The Discord channel and gaming had two main benefits: increased use of English and increased interaction between students. For students whose first year was entirely online, the Discord channel and gaming has been particularly beneficial as it allowed them to meet and interact with older students. This reflected the findings cited in the literature review, albeit in a Japanese context.

The final findings from this study will hopefully be formally published in a research article. Currently, students have been asked to complete a survey adapted from the Technology Acceptance Model (TAM), first used by Davis (1989), that measures three constructs related to usefulness, effectiveness, and satisfaction.

Conclusion

This form of action research or extracurricular activity is an easy way to encourage more English use and social interaction. Once the Discord channel is started, the teacher does not need to check it regularly. The platform is there for students to utilize and engage with each other. As early survey results and observations indicate decidedly positive outcomes, the author hopes others may adopt a similar approach, particularly given the likely continuing virtual nature of education into the near future.

Daniel Tang is a lecturer at Otemae University. His interests include international politics and English learning pedagogy, with a focus on CALL and CLIL. He has been playing FPS games since Halo was released in 2001.

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Systemic Thinking as a Tool for Deeper Understanding

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Systemic thinking, and its iceberg model, is a tool used to identify the root causes of an issue through analyzing it as part of larger system with deep relationships and influences. Exploring the use of the iceberg model in high school lessons has shown that it encourages deeper and more empathetic thinking. This paper outlines how the iceberg model can be introduced to students in a comprehensible manner and includes further potential uses of systemic thinking.

システム思考（氷山モデル）とは、いち問題を広い関係性や影響力を持つ大きなシステムの一部として分析することで、問題の根本原因を特定するためのツールである。高校の授業で氷山モデルを使用した結果、氷山モデルはより深く、より共感的な思考を促すことがわかりました。この論文では、氷山モデルを生徒にわかりやすく説明・紹介し、システム思考のさらなる可能性についても触れている。

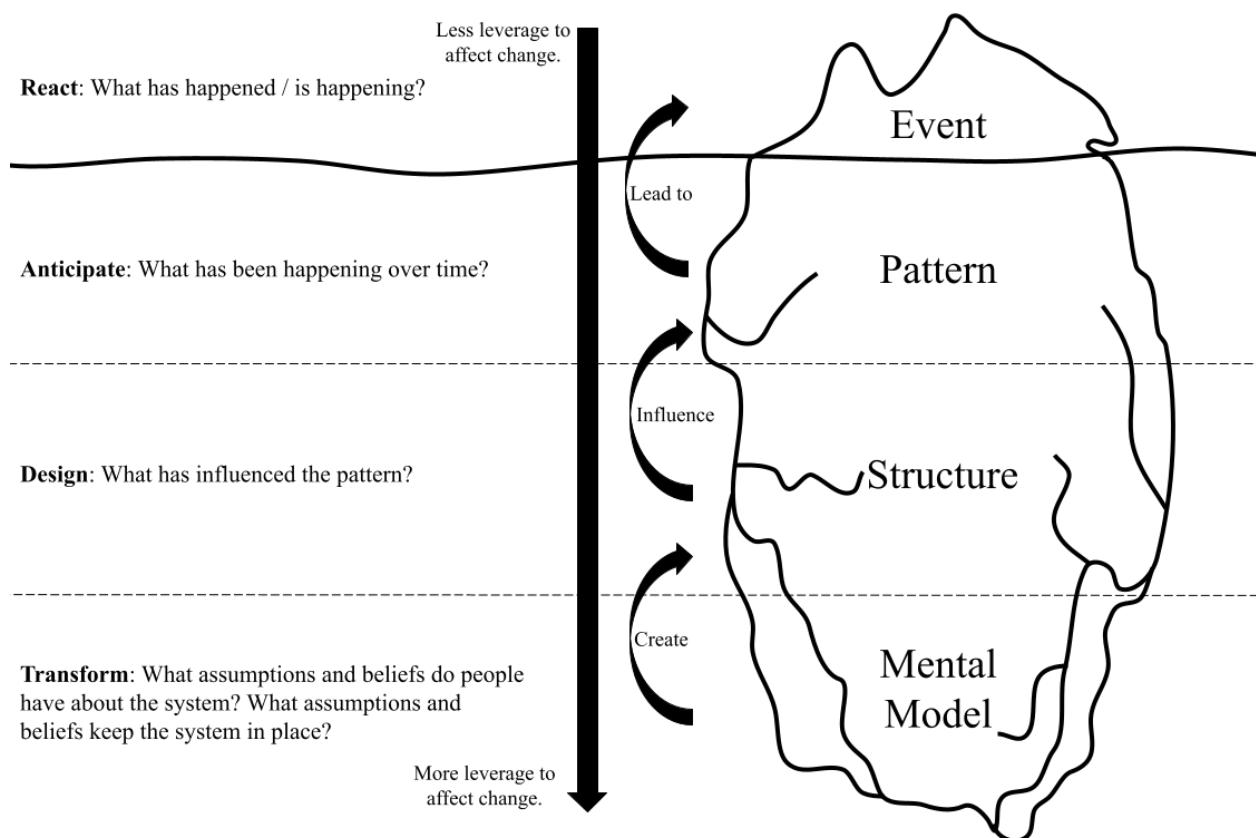
In the 2020 academic year, I spent a lot of time thinking about how to get my high school students to reflect and think more deeply about why things happen. However, I was finding this difficult in practice until a colleague made me aware of systemic thinking. The iceberg model of systemic thinking is a tool used for analyzing and understanding the root causes of an event by seeing it as part of a greater system with deeper relationships and influences (Cunliff, 2004). Due to being intrigued by its potential to encourage deeper thinking, I introduced systemic thinking, and its iceberg model, in my lessons.

Below is a brief outline of the four-part iceberg model (Figure 1) as described by Cunlif (2004). The tip of the iceberg, the visible 10%, represents the result or event. Directly beneath the visible part of the iceberg is the pattern of behavior that leads to the result. These top two parts of the iceberg show us what is happening; however, to see why things are happening, we need to look deeper down the model. Below the pattern is the structure, such as the physical conditions, organizations, policies, and habitual behaviors, that influence the pattern. Finally, at the bottom, is the mental model: the assumptions and beliefs that generate the structure. All sections are connected in a causal relationship from the bottom to the tip of the iceberg. The deeper down the model we go, the more leverage we gain; therefore, if we only focus on the tip of the iceberg, it is difficult to make any meaningful changes. Cunlif (2004) gives an example, described below, of using the iceberg model to understand the root cause of an issue:

- Event: A worker is late to work on Tuesday due to taking her child to nursery school.
- Pattern: She is late every Tuesday.
- Structure: Strict rules regarding work hours at her company do not consider opening times of childcare facilities.
- Mental model: There is a culture of monitoring worker productivity and a lack of trust among management.

Figure 1

The Iceberg Model of Systemic Thinking



Note. Adapted from *Visualizing the systems behind our designs*, by J., Farrugia, 2020, UX Collective. <https://uxdesign.cc/visualizing-the-systems-behind-our-designs-7a7c95b4cfb2>. Copyright 2020 by J. Farrugia.

Systemic Thinking in the Classroom

Despite systemic thinking being more common in business and management than in education, not only could it provide interesting topics for L2 output tasks, I was sure it also had potential to help students think less superficially; in other words, to look deeper than just the tip of the iceberg. One of my high school 2nd grade classes completed a project in which they had to empathize with teenagers affected by social problems, such as substance abuse, internet addiction, and cyberbullying, and understand why these problems occurred. In the early stages of the project, during discussions, brainstorming, and idea generation, their responses to why these problems occurred lacked thoughtfulness: people with substance abuse problems must be ‘bad people’ or they must ‘have bad friends’ for example. Of course, for the majority of these private school students who have had little or no exposure to illegal drugs, relating to people with substance abuse issues will be difficult. This could account for the lack of thoughtfulness. However, this lack of depth was also present when discussing social problems with which the students could relate, such as internet addiction. In this case, the reasons for young people becoming addicted to the internet were that ‘games are fun’ or ‘we want to chat with friends.’ This lack of depth was the catalyst for introducing the iceberg model to help them critically evaluate the causes of such events and see such situations more empathetically and less in black and white terms. It must be noted, however, that because it could be tempting to revert to stereotypes when talking about such sensitive topics, a certain level of emotional maturity is needed, and this is something teachers must be aware of when deciding which classes to try this method with. In this case, stereotypes and prejudice were covered concurrently as a large part of the project through the use of a variety of videos, texts, and guided and open-ended discussions. It was from observing students during these sessions that I gained the confidence they had sufficient maturity for the exercise.

In order to introduce the iceberg model, the project was paused briefly, and several sessions were dedicated to systemic thinking. To begin with, students were given a simple, relatable event, such as ‘Student A never does their homework,’ and were asked to complete the iceberg model, one level at a time, from the top down to the bottom, for this event. This led to some interesting ideas. For example, one group came up with the model paraphrased below:

- Event: Student A never does their homework
- Pattern: The student has club activities every day in both the morning and the evening.
- Structure: The student belongs to the American football team which is taken very seriously. Training is compulsory and is prioritized over homework or after school study.
- Mental model: The school leaders put importance on the American football team as they believe it is good for marketing purposes.

Each group shared their ideas with the class followed by time for groups to reflect upon their own models and make any changes they thought would improve their ideas. This process was repeated with more simple and relatable ideas before moving on to more difficult topics. Further sessions included students individually analyzing something in their lives which they felt was not going smoothly and, by looking at the lowest levels of their iceberg model, identifying measures

they could take to improve the situation. When students seemed to have grasped the concept of systemic thinking, we went back to the project.

The aim of the project was to empathize with peers who were experiencing difficulties like those mentioned above. To do this, groups first needed to understand their assigned problem and why it was occurring. This is where systemic thinking was utilized as students were asked to complete iceberg models for events within their group's selected issue. By combining systemic thinking and research in the early stages of the project, students were able to gain a more complete picture and see the problem from the affected person's point of view. Not only did the iceberg encourage deeper and empathetic thinking, but it also led to fruitful debate within the groups about what the root causes were.

Due to being a complex concept, significant L1 support was needed when introducing the model, but there are other things we can do to make the activity more manageable. First, approaching the model from top to bottom with students in groups thinking of as many reasons as possible for the above section, one section at a time, helped their understanding of the causal relationships. Next, the task was scaffolded by asking questions, which, of course, were graded to the appropriate level for the learners, for each part of the model:

- Event: What happened / is happening?
- Pattern: What has been happening?
- Structure: What has influenced the patterns?
- Mental model: What values, beliefs, or assumptions created the structure?

Potential Uses

Due to its adaptability, systemic thinking could be utilised in a variety of ways.

Below are just a few possible uses. Systemic thinking could be used:

- during the idea generation and planning sections of academic writing lessons, particularly for problem/solution-type essays.
- when reflecting on previous learning outcomes, for example, at the completion of a project.
- when analyzing events and characters in literature.
- as lead-in to projects or tasks related to problems such as global warming, inequality, and obesity.
- as rationale for design choices for apps or services targeting a certain group of people.

Conclusion

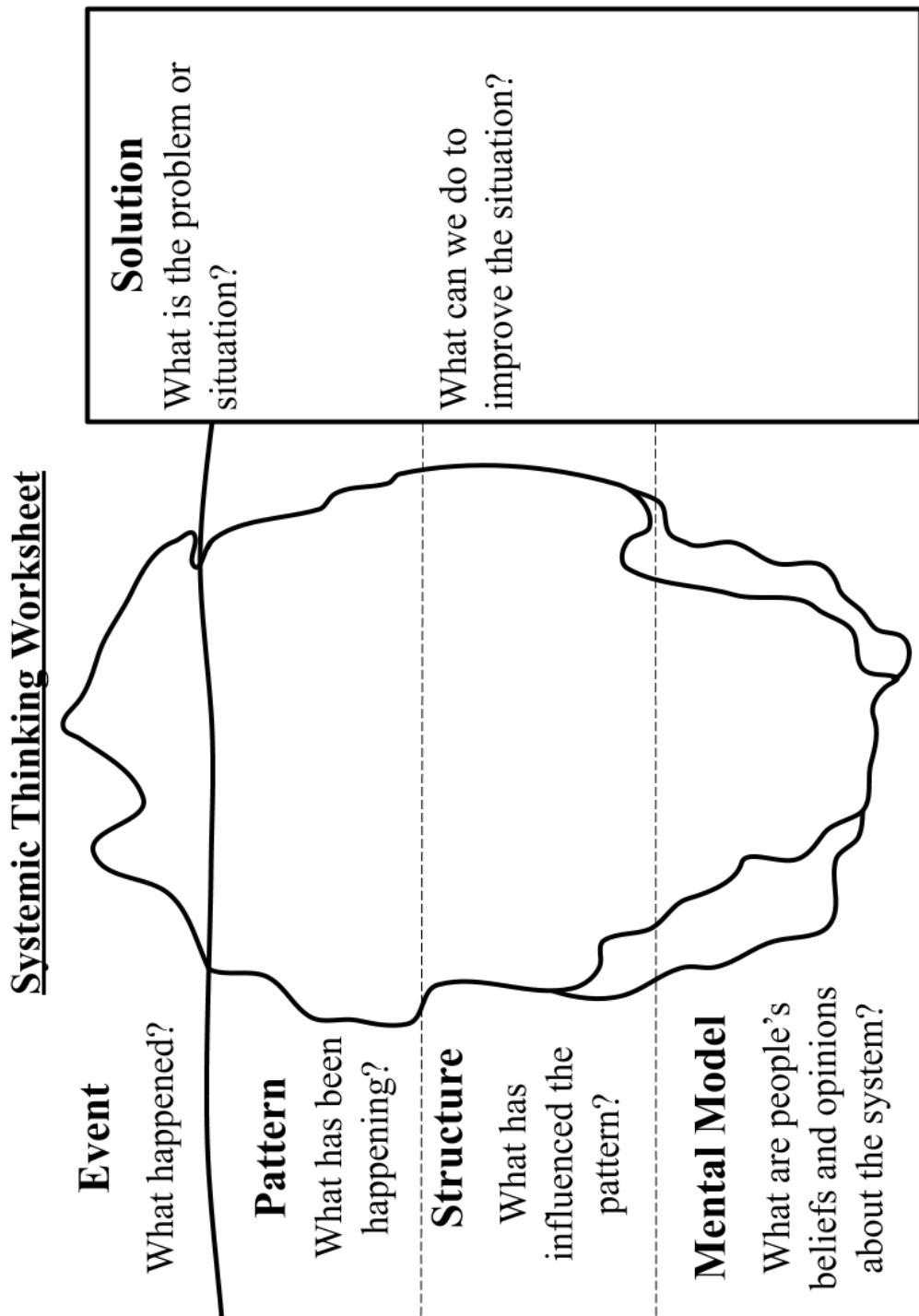
Systemic thinking is an adaptable and powerful tool for getting our students to think beyond the superficial, tip of the iceberg. Although it can be a challenge to set up in lessons due to its complexity, with L1 support when necessary and careful scaffolding, it is an interesting way to encourage our students to think more critically and empathetically.

Barney Meeken is an educator at Otemon Gakuin High School. His research interests include student motivation and engagement; self-determination theory; problem-based learning; and social and emotional learning.

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Appendix: Example Worksheet





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