Raising Learner Motivation in English and Japanese Language Listening Classes at a Japanese University

Timothy H.J. Kleisinger・Naoyuki Nakabe・Patrizia M.J. Hayashi

Abstract

This article reports on the results of a faculty development project at a Japanese university aimed at developing learners' listening skills and raising their motivation. The language instructors involved sought to determine if a task-based assessment, which incorporated components of a theoretical listening framework and included group work, could affect learner motivation. The study was designed to determine how English and Japanese language learners' motivation could be affected by requiring students to listen to media in the target language, prepare a short summary in the form of a report, and present the material to their group members in class. It empowered students by allowing them to select the media to which they wanted to listen and present. Students provided their thoughts and feedback to the instructors through pre-task and post-task surveys. It was found that the task increased learner motivation and that the pressure they felt because they had to present in front of their peers had a positive effect for the majority of students.

1. Introduction

Faculty Development (FD) is becoming more prevalent across universities in Japan. While FD can take various forms, such as lectures or workshops, the purpose of such activities is to inform and raise the consciousness of university educators. The overall focus of the FD research for the 2021 academic year (April 2021 through March 2022) in the Multilingual and Communication Center, home to the university's general language education faculty, was raising learner motivation. In the case of the research undertaken by the authors, instructors from two language groups joined in a combined FD project. Two of the instructors taught English as a Foreign Language (EFL), whereas the third member of the group taught Japanese as a Second Language (JSL) to foreign students. The project was intended to create greater communication between the English and Japanese language

instructors who share an office, but generally do not have much interaction regarding course instruction. By teaming instructors together from both language groups, the project also sought to raise a collaborative atmosphere that would lead to meaningful outcomes for our students. Each group of instructors was given a particular skill on which to focus: Reading, Writing, Speaking or Listening. Each team sought to identify a means of raising learner motivation through implementing an activity or task that took place in the Fall term and measuring its effect on learner motivation. As the authors all taught Listening classes, it was decided to implement a Listening Presentation Log (LPL) with an interactive element to determine if learner motivation could be increased. The LPL was designed based on current research in language learning motivation and pedagogical principles (see Appendix A).

The FD listening project was created in the first term (April to July 2021) and implemented in the classroom in the second term (September 2021 to January 2022). The learners who were involved in this action research included first-year, non-Japanese foreign students (foreign students) in a Japanese language listening class and first-year English language majors, primarily composed of Japanese students, in an English listening class. Due to the Covid-19 pandemic, classes during this term were held in alternating weeks of face-to-face lessons and on-demand lessons. The LPL was easily adapted to fit the constraints of this educational landscape.

As raising learner motivation was the goal of the FD, the LPL was deemed an appropriate task that could be applied in the listening language classroom of both the Japanese and English programs. The English language instructors had been using a form of the Listening Log in the listening program that did not involve presentations. However, the three instructors decided to revise its format to make it interactive and measure whether this new format increased perceived learner motivation through a presentation and peer feedback. A pre- and post-task survey were given, and the LPL activity occurred twice during the Fall term.

This paper will briefly review the literature supporting this task, in particular the incorporation of learner autonomy and listening frames designed to increase motivation and

active engagement on the part of the students. It will explain the methodology used in more detail, analyze and discuss the results of the pre- and post-surveys, and propose the wider application of the LPL within the listening programs. In particular, the authors sought to answer the following research question: After receiving peer feedback, did changes in motivation occur in both the EFL and JSL sample populations?

2. Literature Review

It is accepted by many that motivation plays a key role in language acquisition (Agnesia, 2010). Ur (1984) relates the importance of active listening in increasing motivation by creating tasks that insert a fun or interesting aspect into the work in addition to being learning effective. Ur (1984) also mentions the importance of listening tasks that are success-oriented, which means that the purpose of the listening is not to test but rather to have learners do activities with a degree of success. Since Ur's work, the idea of active listening has been expanded by Rost & Wilson (2013), amongst others, who have developed a theoretical framework for this concept.

In their book, *Active Listening*, Rost and Wilson (2013) discuss active listening as a wider breadth of activities that include the cognitive and emotional. They refer to this as engaged processing. These can be used in the identification and application of key principles. Their research is arranged into separate sections and presented through five frameworks, each of which covers a different theme and from which they posit researchers can model their investigations. These frameworks are named as follows: Active Frame, Top Down Frame, Bottom Up Frame, Interactive Frame, and Autonomous Frame.

Additional, overlapping, and complementary themes are evident throughout research conducted about learner motivation. Dörnyei (2001) cites the importance of increasing student motivation by actively promoting learner autonomy in which they make real choices about the aspects of their learning process. This is reflected in Rost and Wilson's (2013) Affective and Autonomous Frames, which state the critical role that these components play. Julkunen (1989) previously argued, like Ur's (1984) earlier work, that tasks that stimulate

students' interest and curiosity are motivating. Todaka (2020) proposes the need for students to be able to incorporate their own hobbies and interests, similar to Dörnyei's (2001) argument for empowering learners, into their learning and that forms of mobile learning, such as watching YouTube videos on the smartphone, can be a useful tool for motivating Japanese college EFL learners. Watkins and Wilkins (2011) state that YouTube is very suitable for promoting learner autonomy and student-centred learning for EFL classrooms. Others have championed the idea that audio sources can be used for learning through listening to them. This is one of four strands Nation and Newton (2009) discuss; they refer to it as meaning-focused. Rost (2002) further substantiates this by advocating for the importance of input that ignites curiosity so that learners want to learn. Thus, an overarching theme that supports offering learners the choice of content they think is interesting and about which they will use in their learning is evident.

Finally, Richards and Lockhart (1996) argue that group work increases student participation and offers learners a more active role in the learning process. Oxford's (1990) research suggested that desired learner behaviours such as confidence, involvement, and proficiency would be achieved through fostering learner self-direction. Lock and Redmond (2015) assert that engagement is prompted when students are given opportunities to read materials, such as peer feedback, through platforms such as discussion forums, and that when they create their written responses and read those from their classmates, they will have a deeper understanding of the subject matter. In summary, a learner's motivation will be increased when one is engaged with peers in an activity that has a topic or theme of personal interest to them, and they will learn more when they receive feedback from those peers with whom they are engaged in the activity.

3. Task Design

This section gives an overview of which principles were considered in the task design to motivate students through well-designed listening materials and activities. In line with Ur's (1984) work, the LPL, in addition to its role as an effective learning activity, was meant

to pique learner interest in a few ways. First, students were encouraged to select audio sources that were of interest to them. Second, students were placed into groups with whom they would interact during the in-class portion of the activity. Finally, a quiz, given at the end of each presentation, was not graded. Thus, "success"was not determined based on whether or not participants gave correct answers. The act of completing one's presentation is what mattered.

The LPL task utilized several components – each of which fit under one of Rost and Wilson's (2013) five frameworks. Each of these are identifiable in the LPL task. These are the LPL task steps:

1) Students choose a YouTube video or other audiovisual media between five minutes and 30 minutes long.

2) They then write a description of the video in which they summarize the content, take note of any keywords, and make a three-question quiz based on their summary.

3) Students present their summaries in groups of four to six students and deliver their quiz.

4) The listeners in the group provide written feedback as well as score the presenters on a five-point Likert scale (see Appendix B).

Steps one and two involved the students preparing individually. In the first step, students are required to take ownership of their learning in an autonomous way by selecting a YouTube video or other audio to summarize. As Dörnyei (2001) argued, empowering learners with the ability to choose the materials on which they would be graded increases motivation. Moreover, this step meets Rost and Wilson's (2013) Affective and Autonomous Frames, Julkunen's (1989) stance that things that interest students are motivating, and Todaka's (2020) findings that the incorporating of personal interests in this manner through devices and YouTube videos can be motivating to Japanese college EFL learners. In the design of the LPL task, the authors expected that JSL learners who are feeling demotivated might take interest in learning Japanese through autonomous mobile learning. This is also supported in the findings by Watkins and Wilkins (2011). After selecting their YouTube video

or audio, which thus provided meaningful input, as articulated by Nation and Newton (2009), the students now had to produce written output in the form of a summary. The authors felt that this would also reflect the students' listening comprehension ability.

Steps three and four took place in the classroom and necessitated that students assume leadership roles when they presented. Step three required the students to give an interactive presentation on the YouTube video or audio they watched or listened to and give a quiz. Listeners actively took notes on what they heard and used those notes to answer the quiz questions satisfying Rost and Wilson's (2013) Bottom-Up and Top-Down Frames in addition to their Interactive Frame, that asserts interactive listening tasks aid second language development through negotiation of meaning and pushed-output opportunities. Others agreed, such as Richards and Lockhart (1996), that group increases student participation. Step four entailed listeners to write a comment about what the presenter had done well and what they could improve, as well as to evaluate them for comprehensibility and speed on a five-point Likert scale. After completing the first LPL task, students received peer feedback, which was intended to increase motivation – the topic upon which this study is focused. In other words, the LPL's different components were arranged in the sequence described, as an activity ordered in this fashion leads to a deeper understanding of the content being studied (Lock & Redmond, 2015).

4. Methodology

4.1 Schedule and LPL Description

Japanese universities generally follow a 15-week semester. As was previously stated, the Fall 2021 term met face-to-face on alternating weeks due to the Covid-19 pandemic. The schedule for this research was devised with this time frame in mind. In week two, the instructors passed out and explained the LPL to the students and conducted the pre-survey. In week four, students presented their LPL in class and gave written peer feedback. Between weeks six and ten, the instructors summarized the peer feedback and returned it to each

student. In week 10, the second LPL was assigned. Students presented in week 12 and completed the post-survey in week 14.

Based on discussions amongst the three instructors, the original Listening Log used in the English program was adapted to be made more interactive. The LPL also stipulated that students had to find a video or audio in the target language that was a minimum of five minutes and a maximum of 30 minutes. They needed to write down the title and URL and the length of the video on the LPL. Next, they were required to provide some context about the video clip they watched. In addition, they were expected to choose some key words or phrases that were integral to understanding the video. After that, they were asked to write a summary about the content of the video and to share their reaction to the video. Finally, based on their summary, they created three quiz questions to ask their listeners. Students were supplied with a completed example, which instructors used to clearly explain the task.

Two weeks later, when students returned to their face-to-face class, they were placed in groups of four to six. They took turns presenting their completed LPL in three minutes, and gave a short, three-question quiz, in one minute, to their group members. Those who were listening to a fellow group member present were tasked with completing a listening sheet. This sheet asked them to take notes for each presentation and give comments and ratings for each presenter. They evaluated the presenter on a five-point Likert scale. The categories they evaluated were how easy the presentation was to understand and the speed of the presenter's speech. The sheet also required them to write answers to each of the three question quizzes asked by the presenters. Students submitted all sheets to their instructor in this class once all presentations were completed.

Instructors provided feedback to the students for the first LPL in the Fall term based on their peers' written feedback on the listening sheets. To anonymize the comments, instructors provided a generalized comment based on the written peer feedback as well as average ratings calculated from each student's group members' responses. This was given to the students before they were assigned the second LPL. Once the second LPL was completed, they were given a survey (Appendix C).

4.2 Participants

Three classes took part in this FD research project for a total of 77 participants. Two classes were composed of 52 first-year English majors, nearly all of whom were Japanese nationals, and focused on English language listening skills. The third class focused on Japanese language listening and was composed of foreign students belonging to various majors in the university. The number of students and their countries of origin were: China (16 students), Hong Kong (1 student), Canada (1 student), and Vietnam (7 students) for a total of 25 students. In the pre-survey, 50 English language students and 24 Japanese language students responded. In the post-survey, 45 English language students and 20 Japanese language students completed the survey.

4.3 Pre- and Post-Surveys

The survey questions were created by the three instructors with the purpose of establishing the baseline of where students' motivation towards listening in their target language stood at the start of the second term. Both surveys were written in Japanese. A translation is provided in Appendix C. The pre-survey and the post-survey were, for the most part, identical. Additional questions were added to the post-survey in section four to evaluate students' perceptions towards presenting in class and its influence on their motivation. The English majors were also asked whether they preferred the original written-only style of the listening log they experienced in the Spring term or if they preferred the presentation style that they undertook in the Fall term and how the news of this change influenced their motivation towards this task in the Fall term.

For the purposes of this paper, there are four questions from the pre- and post-surveys that will be discussed in more detail in the Results section. First, students were asked in the pre-survey Question 1.1, "Do you watch Japanese (English) videos without subtitles or translation?" In the post-survey, Question 1.1 was reframed to ask, "Through this assignment, are you watching more Japanese (English) videos without subtitles or translations?" This will be the second question to be examined. Third, in Question 2.4, "How much do you like to listen to Japanese (English)?", students could select among the following:

1) like, 2) somewhat like, 3) dislike, 4) somewhat dislike. Last, in Question 3, students were asked to identify how motivated they were to listen to Japanese (English). Answers from which they chose increased by a factor of ten per cent. For example, 0 to 10 or eleven to twenty percent, etc.

Section four of the post-survey focused on student motivation after students had experienced the LPL and attempted to elicit further measurable responses. Question 4.1, asked, "Did you feel pressure due to having to present in front of your classmates and receive feedback from them?" Students were able to choose from five choices: 1) not at all, 2) a little pressure, 3) some pressure, 4) a lot of pressure, and 5) a high level of pressure. The survey's final question, Question 4.5b, was asked only to the English majors as they had experienced a non-presentation style of the listening log in the first term where they listened to audiovisual material at home, wrote up their summary, and submitted it as a homework assignment. Thus, this question sought to discover whether the pressure students felt upon learning they would have to present their listening log as opposed to writing and submitting it only had a positive or negative influence on them. Students could choose from the following: 1) very negative influence; 2) negative influence; 3) no influence; 4) positive influence; 5) very positive influence.

5. Results

The pre- and post-surveys yielded some encouraging results. Out of 77 students in the three classes, 74 students responded to the pre-survey (50 English majors and 24 Japanese second language learners). In the post-survey, the number of respondents was 65 (45 English majors and 20 Japanese language learners). The decrease in the number of students answering the surveys was due to absences and natural attrition. Four of the questions in the pre- and post-survey and their answers have been selected to be included in this analysis, as well as two questions from section four of the post-survey that specifically addressed student motivation towards the task. Finally, a selection of freely made comments by the students will be included to further illustrate students' perceptions towards this task.

5.1 Pre- and Post-Task Select Question Results

First, in the pre-task survey, when asked if subtitles were used when watching

English videos, 44% of the students in the two English major listening classes said they used

them. For the JSL learners, 54.08% indicated they used subtitles or translation. Second, at

the end of the Fall term, students were asked in the post-survey if, because of the

assignment, they were watching more videos in their target language without subtitles and

translation. For the English majors, the percentage rose to 66.64%, an increase of 27.27%.

The JSL learners also saw an increase in students who were watching more Japanese videos

without subtitles and translation to 89.42%. This was a 30.77% increase. Thus, for both EFL

and JSL students, fewer of them were using subtitles.

Third, when asked how much they liked listening to English, 40% replied they liked it

and 52% replied they somewhat liked it for a total of 92%. Eight percent of the students

answered they somewhat disliked it. By the end of the semester, this lower category had zero

percent of students who selected it and 100% of the students indicated they either liked or

somewhat liked listening to English content. This was also true for JSL learners. A combined

95.06% liked or somewhat liked listening to Japanese videos, with 4.16% indicating they

disliked it. However, in the post-survey, 100% liked or somewhat liked listening to Japanese.

Therefore, more learners of both languages felt that they liked the language being learned

even more.

Fourth, when students were asked how motivated they were to listen to English, 2%

of the English majors said that they were 11 to 20% motivated in the pre-survey. This was

the lowest recorded category of motivation the students selected. In the post-survey the

lowest category was 31-40%. In the pre-task survey, 84% of students said that they were 51%

motivated or higher. In the post-task survey, 93.3% of students said that they were 51%

motivated or higher. Thus, again, learners' motivation increased in both categories. The

results from each category of the pre- and post- surveys are presented in Table 1 and Table 2

below, respectively:

Table 1

English Majors Student Motivation Levels Survey Results

Pre-task Survey (n=50)	Post-task Survey (n=45)
1. 00-10% = 0	1. 00-10% = 0
2. 11-20% = 1	2. 11-20% = 0
3. 21-30% = 0	3. 21-30% = 0
4. 31-40% = 5	4. 31-40% = 1
5. 41-50% = 2	5. 41-50% = 2
6. 51-60% = 4	6. 51-60% = 5
7. 61-70% = 7	7. 61-70% = 14
8. 71-80% = 9	8. 71-80% = 8
9. 81-90% = 11	9. 81-90% = 6
10. 91-100% = 11	10. 91-100% = 9

A similar situation is visible with Japanese language learners. Their lowest category in the pre-survey was 21 to 30% – with one student choosing that level of motivation towards listening to Japanese. 31 to 40% was the lowest recorded category of motivation chosen in the post-survey with two students selecting it. 75% of the students were 51% motivated or higher in the pre-survey. This percentage increased to 85% of the respondents in the post-survey. This is another example of repeated outcomes across the classes of EFL and JSL learner groups. Here are the results for each category from each survey expressed in the number of students from the respondents for each survey who selected each range of motivation:

Table 2

Japanese Language Learners Student Motivation Levels Survey Results

Pre-task Survey (n=24)	Post-task Survey (n=20)
1. 01-10% = 0	1. 01-10% = 0
2. 11-20% = 0	2. 11-20% = 0
3. 21-30% = 1	3. 21-30% = 0
4. 31-40% = 1	4. 31-40% = 2
5. 41-50% = 4	5. 41-50% = 1
6. 51-60% = 3	6. 51-60% = 1
7. 61-70% = 3	7. 61-70% = 2
8. 71-80% = 8	8. 71-80% = 7
9. 81-90% = 4	9. 81-90% = 5
10. 91-100% = 0	10. 91-100% = 2

5.2 Post-Survey Section 4 Select Question Results

Finally, there were two questions in section four, a section added to the post-survey, which sought to garner further information once students experienced the LPL task. In Question 4.1, students were asked about the pressure they felt because they had to present in front of their peers. With a combined 46.2%, they stated they felt no pressure or a little pressure, while 8.8% indicated that they felt a high level of pressure. On the other hand, 100% of the JSL learners felt no pressure or a little pressure.

Question 4.5 was directed towards English majors only and asked whether they preferred the written style used in the spring term or the presentation style format used in the fall term. 78% preferred the presentation style. A follow-up question, 4.5b, asked whether students' motivation was influenced positively or negatively upon hearing that they would present rather than write and submit. While 13% stated there was no change in their motivation, 61% believed it had a slightly positive influence and 26% considered it a very positive influence.

5.3 Student Comments

Many of the questions in the pre- and post-survey asked students to explain their responses. Below is a table of selected comments from both JSL and EFL learners regarding the LPL. These have been divided into positive and negative comments.

Table 3

Student Comments Regarding the LPL

Positive
● Now that I know how much of my English can be understood, I have a clearer idea of what I need to pay attention to in the future.   ● It was a great opportunity for me to watch a long video and explain it in my own words, which I don't often do.   ● Despite the Covid-19 pandemic, I got the chance to learn about other people.
Negative
● I have to explain in my own words, which is very difficult.   ● I'm not good at giving presentations, so I would like my teacher to evaluate me on my writing alone.

6. Discussion

The three instructors involved in this study agreed that the research conducted in the Fall 2021 term showed evidence that, overall, EFL and JSL learners showed an increase in how much they enjoyed listening and that it was less challenging by the time of the post-task survey. Furthermore, when compared to the pre-task survey, the post-task results pointed towards an increase in the learners' motivation, and it may signify a positive trend that reinforces the use of a peer observed presentation task format that requires students to provide and receive peer feedback. This supports the argument discussed by Lock and Redmond (2015) that peer feedback stating leads to increased student engagement with the material and learning process.

Comments from students indicate that they found value in their peers listening to them present. In some cases, it helped them to understand what they needed to do to present better. In other cases, it gave them an opportunity to use their own words to explain a topic. From such comments, it can be inferred that these students found the LPL motivating. Nonetheless, some students continue to lack confidence in their ability to express themselves as is evident from the comment in Table 1 above that "I have to explain myself in my own words, which is very difficult." These negative comments challenge the instructors to continue building students' listening confidence through a variety of listening activities, of which active peer-based listening and feedback should be included.

Further corroboration of the value of applying the LPL comes from the instructors' observations in the classrooms. The English language instructors noted high levels of engagement among the learners as they presented their video summary and quiz. Students exhibited strong interest in what videos their peers had chosen, focusing closely on their peers' presentations. This behaviour illustrates Rost's (2002) contention that motivation is the main catalyst for language acquisition and leads to learners finding opportunities for input, output, and feedback that will enable them to continue progress in their language studies despite any obstacles. After the first LPL took place, students were keenly aware of which presentations seemed to work and which did not, due to such factors as presenting too

many details, using numerous advanced words, speaking too softly, and so on. The Japanese

language instructor reported that the foreign students often lack confidence in speaking as

their studies are highly concentrated on building their Japanese reading and writing skills.

Through this LPL activity, the foreign students realized they could express themselves and

be understood in Japanese. As a result, the instructor noticed an increase in communication

between students from different countries using the Japanese language. This would appear to

be a natural consequence of what Oxford (1990) postulates as the outgrowth of learner self-

direction, which leads to greater confidence, involvement, and proficiency.

7. Limitations and Future Directions

This study yielded data that suggests students at a Japanese university, including

both EFL and JSL learners, are positively motivated when tasked with giving a presentation

to a small group of their classmates in their listening class. Any conclusion taken should

consider that this study had some differentiating features amongst the samples, including the

sample size. It included both EFL and JSL learners and the requirement for the students to

write and receive peer feedback. In addition, the post-task survey was conducted only once

and at the end of the semester after the students had completed the task twice. This means

that had the students been surveyed after the first LPL had been completed and then again

after the second LPL had been completed there may have been different results. Nonetheless,

the information that was collected can be used to pose questions for ongoing research into

how peer feedback may affect learner motivation in English and Japanese language courses.

While the results of this initial study are promising, a deeper follow-up study could

attempt to determine what parts of the LPL generated greater levels of motivation. A larger

pool of foreign students would also provide more insight for the Japanese language learning

program. In addition, as students become familiar with the LPL over time, it begs the

question of whether the level of motivation decreases. English majors take listening in the

first and second year of their studies. A two-year study could elicit more precise data on

learners' motivation levels. It should be noted, however, that reviewing the students'

comments, averaging the scores, and writing results to return to students took a significant amount of the instructors' preparation time. Unless it could be automated, this would not be feasible with a greater number of participants.

Students completed the task at home and were expected to come to class ready to present. Agnesia (2010) and Xi, DeBaker, and Ferguson (2006) have argued that learner motivation would be nullified without ample time to complete a task. Thus, the authors suggest that in future implementations of the LPL that instructors could be more flexible in the timeframe given to the students to complete the task. For example, it could be passed out far in advance of the due date. Class time potentially could be devoted to the task as well. This could be beneficial for lower proficiency students.

Based on the results attained through the pre- and post-surveys along with class observations, the English language instructors decided that this revised version of the original Listening Log task should be incorporated into all of the English listening skills courses across the first- and second-year listening programs. Furthermore, a follow-up study focused on the English majors was implemented in the 2022 Academic Year. As the Japanese language instructor was not assigned a listening skills course in the 2022 Spring and Fall terms, further application in the Japanese language program has been put on hold.

8. Conclusion

Through an FD on raising learner motivation in Japanese and English language skills-based classes, this listening action research was developed. A listening activity that required students to find and report on some type of audio or video was transformed by including a presentation and interactive quiz component. Using the responses from pre- and post-surveys given to first-year English majors and foreign students, the authors examined the change in responses to gauge whether initial perceived motivation increased or decreased once the listening presentation activity was complete. Results point to increased motivation for both the JSL and EFL learners particularly in regard to listening to the target language when they have autonomy to choose their material. Moreover, the pressure they felt in

having to present in front of their peers did not appear to detract from their preference to present as witnessed by the response of the English majors who had experienced a non-presentation style the previous term.

In conclusion, and with consideration that larger sample sizes would provide even more accurate results, it was found that the modified task used for the purposes of the faculty development research project produced, in some respects, replicable results in which students said that they had become more motivated through peer-observed presentations and peer feedback.

Acknowledgements

References List

Agnesia, R. H. (2010). "Features affecting task-motivation in English for academic purposes online learning" University of Hawai'I Second Language Studies, *Paper 29* (1). Retrieved from: https://www.hawaii.edu/sls/wp-content/uploads/2014/09/Agnesia3.pdf

Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*, Cambridge University Press.

Julkunen, K. (1989). *Situation- and Task-Specific Motivation in Foreign-Language Learning and Teaching*, University of Joensuu Publications in Education, Joensuu, Finland.

Lock, J. V., & Redmond, P. (2015). "Empowering Learners to Engage in Authentic Online Assessment," *Assessment in Online and Blended Learning Environments,* ed. by Selma Koç, Xiongyi Liu, and Patrick Wachira, 21-38, Information Age Publishing, Charlotte, North Carolina.

Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*, Newbury House.

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*, Routledge.

Richards, J. C., & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*, Cambridge University Press.

Rost, M., & Wilson, J. J. (2013). *Active Listening*, Routledge.

Rost, M. (2002). "Listening Tasks and Language Acquisition," *JALT2002 Conference Proceedings*, 18-28.

Todaka, Y. (2020). "EFL Learning Motivation: Lifelong Enjoyment," *International Journal of English Language Teaching, 7*(2), 24-44. https://doi.org/10.5430/ijelt.v7n2p24

Ur, P. (1984). *Teaching Listening Comprehension*, Cambridge University Press.

Watkins, J. & Wilkins, M. (2011). "Using YouTube in the EFL Classroom," *Language Education in Asia, 2*(1), 113-119.

Xi, K., DeBaker, T. K., & Ferguson, C. (2006). "Extending the Traditional Classroom through Online Discussion: The Role of Student Motivation," *Journal of Educational Computing Research*, 34(1) 67-89.

Appendix A

Name: Student #:

Listening Presentation Log

Please watch a video or YouTube clip in English. It **must** be
between **5** minutes and **30** minutes long. It can be a TV drama,
a short movie or animation, or an interview. There **must** be at
least **two people having a conversation**. In class, you will
give a **3 minute presentation** about your video and give a **1-minute 3-
question quiz.**

Title of the video:
URL:
How long is the video?

Who is in this scene or clip and where are they? Give a description.

What is the situation? Explain what we need to know to understand this scene.

What keywords are important to understand this scene?

Describe what is happening in the scene? Give as many details as possible.

What is your reaction to this scene?

Name: Student #:

My 3 quiz questions based on my Listening Presentation Log.

Question 1:

My Answer:

Question 2:

My Answer:

Question 3:

My Answer:

**Answer the following questions after your presentation. On a scale of 1 to 5
circle your best choice based on the choices below.**

1. My presentation was easy for my classmates to understand.

1_____2_____3_____4_____5
Strongly disagree   **Strongly Agree**

2. I spoke at the right speed.

1_____2_____3_____4_____5
Strongly disagree   **Strongly Agree**

3. What did you do well and what can you improve next time?

Good point:

Improvement Point:

Appendix B

Student #(   )   Student Name (   )

Listening Log Presentation Feedback

Name of Presenter		
Notes on each presentation		
Quiz Answer 1		correct/incorrect(√or X)
Quiz Answer 2		correct/incorrect(√or X)
Quiz Answer 3		correct/incorrect(√or X)
The presentation was easy to understand.	☐1 Strongly disagree ☐2 ☐3 ☐4 ☐5 Strongly agree	
The presenter spoke at the right speed.	☐1 Strongly disagree ☐2 ☐3 ☐4 ☐5 Strongly agree	
What is one thing the presenter did well and what is one thing they can improve	Good Point: Improvement Point:	

Name of Presenter		
Notes on each presentation		
Quiz Answer 1		correct/incorrect(√or X)
Quiz Answer 2		correct/incorrect(√or X)
Quiz Answer 3		correct/incorrect(√or X)
The presentation was easy to understand.	☐1 Strongly disagree ☐2 ☐3 ☐4 ☐5 Strongly agree	
The presenter spoke at the right speed.	☐1 Strongly disagree ☐2 ☐3 ☐4 ☐5 Strongly agree	
What is one thing the presenter did well and what is one thing they can improve	Good Point: Improvement Point:	

Appendix C

This is a questionnaire about listening.

*It has nothing to do with grades. Please answer honestly.

Question 1

1.1   Do you watch Japanese/English videos without subtitles or translation?
   1. Yes
   2. No

1.2-1 If you answered yes, why do you watch Japanese/English videos? Please write your reason.

1.2-2 What kinds of videos do you watch? Please write the name of the channels or programs.

1.2-3 How long is the video you watch? Please give the average time.
   1. ~10 minutes
   2. 10 minutes ~ 30 minutes
   3. 30 minutes ~ 1 hour
   4. 1 hour ~ 2 hours
   5. 3 hours or more

1.2-4 How long do you continuously watch the video in 1.2-4?
   1. ~10 minutes
   2. 10 minutes ~ 30 minutes
   3. 30 minutes ~ 1 hour
   4. 1 hour ~ 2 hours
   5. 3 hours or more

1.3   If you answered No to Question 1.1, why don't you watch Japanese/English videos?
      Please explain.

Question 2

2.1   Of the four skills: Speaking, Listening, Reading, and Writing, what rank would you give
      your   listening ability?
   1. First
   2. Second
   3. Third
   4. Fourth

2.2   Is listening in Japanese/English easy for you? Is it difficult for you?
   1. Easy
   2. Slightly easy
   3. Slightly difficult
   4. Difficult

2.3   Please explain your answer to Question 2.2.

2.4   How much do you like listening to Japanese/English?
   1. Like
   2. Somewhat like
   3. Somewhat dislike
   4. Dislike

2.5   Please explain your answer to Question 2.4.

<u>**Question 3**</u>

3.1   How motivated are you to listen to Japanese/English?
    1. 0 - 10%
    2. 11 - 20%
    3. 21% - 30%
    4. 31% - 40%
    5. 41% - 50%
    6. 51% - 60%
    7. 61% - 70%
    8. 71% - 80%
    9. 81% - 90%
    10. 91% - 100%

POST-SURVEY

<u>**Question 1**</u>

1.1   Having completed this task, are you watching more Japanese/English videos without subtitles and translations?
    1. Yes
    2. No

Questions 1.2 ~ 3.1 are the same as the pre-survey.

<u>**Question 4**</u>

4.1   Did you feel pressure from the fact that you had to present in front of your classmates and receive feedback from them?
    1. Not at all
    2. A little pressure
    3. Some pressure
    4. A lot of pressure
    5. A high level of pressure

4.2   How did you apply the feedback you received from your classmates during the first presentation?

4.3   Did you notice any differences between yourself and your classmates in your English/Japanese Ability? What were your thoughts?

4.4   Of all the comments you received, what made you most happy?

4.5a Which did you prefer, the way the listening log was done in the first term or the presentation style in this term?
    • 1st term 4 times writing and submit
    • 2nd term 2 times writing and 2 presentations

4.5b How was your motivation influenced when you heard that you had to present in front of your classmates?
    1. Very negative influence
    2. A little negative influence
    3. No influence
    4. A little positive influence
    5. Very positive influence