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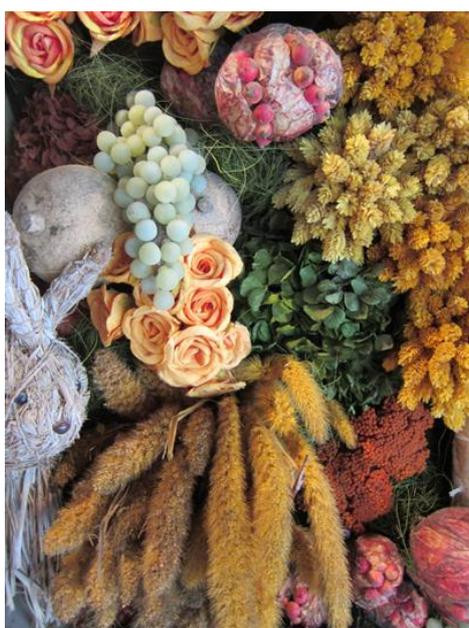
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Message from the Editor

Dear Reader,

Teaching younger learners is full of surprises, challenges and rewards, and this year, as we have continued to wade through the ups-and-downs of the pandemic life has hardly been any smoother.

Personally, I believe any teacher of younger learners deserves recognition for the work they do, but this year, I feel each one of you deserves even more, having made it through to nearly the end of a second year, and as we draw towards the end of this year, let's continue to hope that next year will be easier.

This issue of The School House brings you two articles. We have the second part of a three-part series by Rab Paterson and three of his junior high school students. This part is written mainly by Aya Yamauchi who starts by introducing herself. From her perspective on writing a book review, to using Cliffnotes and Turnitin, she highlights how her experience was helpful to her as a student. Getting feedback from students as to what is helpful to them is always useful, so I hope teachers using, or considering using these tools, will discover something new and insightful.

The second article is by Sara Terre Blanche (Seiji University) who shares about her research of using authentic materials and the impact it had on high school students' motivation to study English and their perceptions of English. Repeatedly, I have seen that while our efforts are not always met with the reactions we anticipate or hope for, sometimes the value of what we do is seen years later after our students have graduated from our classrooms.

As the annual JALT conference is just around the corner, I hope many of you can make it. Please pop in and say 'hello'. Also, we welcome your questions, feedback and comments anytime.

Lastly, please don't forget we accept a variety of articles for The School House, so please take a look at the brief guidelines on the last page or more detailed guidelines here:

<https://jalt-tyl.net/index.php/submission-guidelines/>

Best wishes,

Kate Sato

Message from the TYL SIG Coordinator

Dear SIG Membership,

As we come to closing another wonderful year, I think it is important to reflect back on all we have done in 2021. The SIG officers have worked hard this past year to bring you the best conferences and professional development possible. There are too many things to mention here, but I would like to say thank you to all the individuals who have brought together so many wonderful events. I look forward to working with all of you to finish the year strongly.

It is also about this time of year when we have our annual elections. I hope you have taken the time to select your new officers for the SIG. The final results will be announced out our Annual General Meeting (AGM) on Sunday November 14 (14:45 to 16:15). We are also looking for volunteers that want to get more involved in TYL functions. We have many roles in which you can help, from shadowing current chairs to becoming a key officer in the SIG. This is a great opportunity to join like-minded individuals who enjoy working with younger learners. If you are interested, please contact the team.

Finally, I have recently been impressed with the amount of collaboration from all our officers and other chapters and SIGs. It reminds me of the United States mantra, *E Pluribus Unum*. This Latin phrase I roughly like to translate as “out of many come one”. If I were to sum up this past year, that phrase is what I would use. We have reached so many teachers of younger learners, and I believe this effort has many us stronger. If possible, I would love to share an evening with you all face-to-face talking about the unique challenges you experienced in 2021. If not in person, we will again have an End of the Year Party in December for all our membership to share and connect. I look forward to seeing you online in November at JALT 2021 or at a future TYL conference. Thank you for all you do!

Sincerely,

Dr. Grant Osterman
TYLSIG Coordinator

Multi-Media Book Review Projects (Part 2)

Rab Paterson and Aya Yamauchi

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In the previous part of our collaborative paper, Honami Kimoto covered the blogging aspect of the course and the pre writing / planning documents. As well as describing the process we followed, she also gave her impressions and reactions to this style of learning. So, it is my pleasure to now introduce Aya Yamauchi, the second of my student collaborators. She will now explain the effects of the technology used in the class on student motivation, drawing not only on her own experiences but that of her classmates via an in-class survey conducted on their reactions to this technology rich teaching environment and the benefits they found from this educational process.

I am Aya Yamauchi and unlike my co-writers in this series, I have only ever attended schools in Japan. Still, I have attended both international and Japanese schools, and I am currently attending a junior high school in Tokyo. When imagining a school writing assignment, many people envision learners scribbling in notebooks. In our assignment however, we utilised 21st century methods. This section of the paper aims to discuss the usage of modern technological for the academic writing process through my reflections of the Book Review process in our English class. In particular, I will focus on three very useful online tools; Rab Paterson's Book Review Terms document that Honami Kimoto mentioned, CliffsNotes, and Turnitin, as these were all invaluable in assisting our personal literature analysis writing needs.

Before starting, it is necessary to introduce Rab Paterson's teaching methods revolving around academic writing as they are deeply intertwined with the tools being showcased. People will not hear the sound of pens and pencils scratching on paper in his classes. It may sound strange, but writing in our English class is all about enhancing a piece of digital writing through efficient research, online services and collaborative work. In fact, our academic writing tasks were not completed individually, where student writers are left to their own biases. He strongly emphasizes

this point by assigning recurring sessions for peer-editing and reviewing of tasks that involve in depth examination of online resources both asynchronously in Google Docs, and in class in face-to-face sessions afterwards. Research has shown this to be a most effective method (Liu & Sadler, 2003). As someone who has followed Rab Paterson's curriculum and worked extensively on numerous essays and writing assignments in English throughout my two years in his classes, I am confident that the three tools I will cover here (and which were part of the class), have truly benefitted my own motivation as well as that of other students in the class, and furthermore have heavily impacted my zeal towards writing. With that being said, here in context are my thoughts and experiences of constructing an online book review using the three tools.

Rab Paterson's Academic Novel Review Guidelines

When starting from a blank slate, students including myself were very confused about how to structure a book review, thus his guidelines (Paterson, 2009) worked tremendously well in preparing us for the writing process. It was especially beneficial as the instructions were detailed and precise, and his's suggestions were not to just "criticize the text by showing its bad points, but to critically examine it", showing both pros and cons about the book itself, and of our appraisal. This left me with the freedom to inquire into the background, biases and insights of the writer and novel which not only involved developing my knowledge of history, but also improved my comprehension. Not only did I feel empowered with finding interesting factual information about the book, but personally the component which felt most rewarding was writing my honest interpretation. Taking my book "The Plague" by Albert Camus (Camus, 2020), I enjoyed being able to go beyond the boundary of research into constructing my own theories based on the facts I found. In the end, I truly was able to expand my understanding of the novel and improve my writing skill sets based on his writing process guidelines.

CliffsNotes

After having been given a head start using the guidelines, the next tool that was introduced was a website dedicated to summarizing and analyzing famous works of literature and which had some amazing functions. CliffsNotes (*The Plague*, n.d.) condenses classic novels into short paragraphs of text, with an analysis of the main characters. In the beginning, it was designed as a set of books to provide teachers with an accurate overview of stereotypical classic novels that are taught in class. However, since then, it has been widely used by many educators and students reading classic novels (Furchgott, 2010). CliffsNotes was my savior in reducing the time it took to untangle the book's complicated background and plot, as it increased the time available to gather other needed background information. Not only was this study guide a very valuable tool in assisting us with our comprehension, but I really believe that introducing CliffsNotes can encourage students to challenge themselves in reading at a more advanced level. Furthermore, the utilization of CliffsNotes signifies that technology is an important part of literary writing as it can elevate students' confidence towards reading.

Turnitin

As we were gradually finishing our book review documents, some students were wondering how to submit our work. I too had a similar question, but this was simply answered by using Turnitin (www.turnitin.com), an online service designed to create a personalized experience for submission and feedback. Most Japanese schools tend to return assignments in front of the whole class, with teachers making comments and adding grades in bright red ink. This in some way feels personalized but given the fact that sometimes the teacher's hand-writing is illegible, is in no way efficient. In addition, it is a great burden on teachers as they need to do a large amount of grading by hand in a repetitive way. Turnitin is such an amazing tool for both teachers and students. One reason is the pinpoint commenting system where teachers are able to highlight certain lines from the assignment

and access numerous features that differentiate and categorize the comment tags. For example, some tags can stand for specific grammar issues while others may call for a change from the passive voice.

These factors are helpful for students in determining their weak spots and can contribute to improving their language skills. However, the plagiarism detection feature is undoubtedly the most prominent part of the Turnitin toolset that I felt would be most beneficial for users. Now, plagiarism is an issue that most teachers and students face in Japan (Dryden, 1999; Gettings & Hughes, 2014; McNeill, 2014). Therefore, having a plagiarism detector can not only influence students to produce better work, but I am sure it will become useful for our future essays as well. In fact, our in-class survey data from our class shows that out of 38 respondents 97.1% have rated an average or above average satisfaction of Turnitin in terms of improving their writing skills (Kimoto et al., 2020). It is by far my favorite as it scans through submitted book reviews (and/or other papers) as well as comparing submitted work to a whole database of papers to find if there is a match in sentence structure, thus calculating a percentage of similarity to highlight potential plagiarism.

In conclusion, Rab Paterson's sharing of these guides and services has enormously benefitted me and shaped how I now view writing in general, and I acknowledge that there is a substantial benefit in the intervention of technology in modern writing practices. For example, Rab's Academic Novel Review Guidelines was valuable in helping me develop concrete writing structures. In addition, during my research stage, Cliffnotes substantially improved my comprehension of the novel, and Turnitin's feedback features gave me an objective analysis on my essay, and made it clear on what I needed to improve. As such, each of these tools are beneficial in boosting student's academic writing, and I believe that intermingling all three of them gives the best experience for students of all levels in their formal writing.

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Japanese High School Students' Motivation and Perceptions of English When Using Authentic Materials

Sara Terre Blanche

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Abstract

Authentic materials are believed to increase motivation in second language learners. This paper reports on an investigation into how Japanese high school students react to authentic materials. The authentic materials used in the study differ from those used in previous studies on authenticity as the materials are drawn from the local environment in Japan. Changes in student motivation toward studying English, as well as changes in student perceptions of English in Japan were measured via a questionnaire administered before and after the lessons. Although no quantitative changes in student motivation were found, students generally evaluated the authentic materials positively. Student responses to some questionnaire items showed a trend toward increased awareness of English in the local environment after using the authentic materials. This study utilizes data initially collected in 2016 during the author's master's research.

Keywords: authenticity, motivation, authentic materials, TBLT, noticing

Introduction

Uninteresting and unsuitable materials have been listed as one of the main demotivators in high school English lessons in Japan (Sakai & Kikuchi, 2009). In addition to having a detrimental effect on motivation, past high school materials and practices have arguably given rise to low linguistic self-confidence among Japanese high school students, especially in relation to the variety of English used in Japan (Matsuda, 2003a). Despite the seemingly bleak picture painted by the results of these studies, current governmental policy on teaching materials encourages diversity. Guidelines from the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) call for a variety of materials relating to the daily lives of the learners to be used in high school English classes (MEXT, 2009). High school English lessons have gradually been changing to incorporate more diverse and active learning in line with government policy. Unfortunately, the speaking proficiency levels of final-year high school students are still very low, with most students categorized as beginner level (MEXT, 2018). In 2015 and 2016, at the time of this study, many high schools in rural areas of Japan still relied heavily on reading and memorizing the English passages in the textbook. This gap between government policy and practice can still be found in many schools throughout Japan, and offers teachers and researchers the opportunity to investigate how best to supplement or change existing teaching materials. Authentic materials drawn from the local Japanese environment, such as English-language signs, announcements and menus, are easily available to teachers and students should they wish to use these as supplementary teaching materials. This study therefore sought to investigate the role that authentic materials drawn from the Japanese environment may have as supplementary materials in the Japanese high school classroom.

Defining Authenticity

The term *authentic* in language learning is controversial and definitions are often

contradictory. It is widely accepted that authentic texts are those which are not created for pedagogical purposes but which have a communicative function in the world outside the classroom (Mishan, 2005; Morrow, 1977). Indeed, one of the most often cited definitions of an authentic text states that, “An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (Morrow, 1977, p. 13). More recently, scholars have started to move away from definitions of authenticity as something inherent in a text itself, and instead move toward seeing authenticity as closely linked to individual and social identity (Pinner, 2019; Pinner, 2016; Seargeant, 2005; Van Compernelle & McGregor, 2016; Van Lier, 1996). The definition of authenticity as being a function of the interaction between the user and the text, taking into consideration the original social context in which the text is found, is employed in this study.

In order to better understand this definition of authenticity, it is useful to refer to the five criteria for describing authenticity in language materials suggested by Mishan (2005). The five criteria are: 1) the authorship of a text, 2) the text’s original communicative and socio-cultural purpose, 3) the text’s original context, 4) the learning activity engendered by the text, and 5) the learner’s attitudes to the text and activity (Mishan, 2005, pp. 11-19). The final criterion suggests that authenticity applies “not to any characteristic of the text itself, but to the interaction between the user and the text” (Mishan, 2005, p. 15). Because of this, the manner in which teachers and learners interact with texts is important in defining a text’s authenticity. Ellis (2003) describes this as situational task authenticity. Situational task authenticity relates to how well the classroom task simulates the way in which an authentic text would have originally been used in the world outside the classroom. Ellis argues that although communicative classroom tasks may not result in interactions that are identical to those experienced outside the classroom, they do succeed in allowing learners to engage in the authentic cognitive processes needed for language acquisition (Ellis, 2003).

Motivation and Authentic Materials

Although authentic materials are often described as intrinsically more motivating for learners, there is limited empirical evidence to support this claim. Because the quality of the tasks carried out in the classroom could have as great an effect on learner motivation as the authentic materials themselves, it is very difficult to establish a causal relationship between authentic materials and motivation (Gilmore, 2007). Possibly the most often cited study which attempts to investigate the link between authentic materials and motivation is that of Peacock (1997). Peacock used authentic materials in his Korean university classes and found that authentic materials increased student levels of enjoyment, concentration and persistence with their tasks. In the study authentic materials were judged to be significantly more motivating than textbook materials as measured by Peacock's observation of student engagement in the tasks associated with the authentic materials. However, student self-report data showed no significant differences in motivation between the use of textbook materials and authentic materials. Due to this discrepancy, Peacock (1997) cautions that it is "not possible to say whether materials motivated students or not" (p. 152).

Another issue which arises when using authentic materials, and which is linked to motivation, is that of identity. High school textbooks in Japan tend to be "based on American English, and the overwhelming majority of the main characters in these books are either from Japan or inner-circle countries, rather than the outer... or expanding circle countries" (Matsuda, 2003b, p. 720). As Matsuda (2003b) points out, a curriculum based heavily on varieties of English from traditionally English-speaking countries like the United States, may "undermine Japanese learners' agency as [English]... users" and may lead them to conclude that "their own English, which differs from... [US and UK] varieties, is unacceptable" (p. 722). Indeed, several studies show that Japanese people usually rate US or UK English more highly than Japanese English in terms of acceptability, attractiveness or comprehensibility (Galloway, 2013; Matsuda, 2003a; McKenzie, 2010). Matsuda (2003a) found that high school

learners feel that English does not belong to them and that Japanese English is incorrect English. University students also rate heavily-accented Japanese speakers poorly in terms of competence (McKenzie, 2010). It could therefore be argued that current low levels of both text and task authenticity in high school English classrooms in Japan have had a negative impact both on levels of motivation and on learner confidence in their own variety of English.

This problem is not unique to Japan; studies in Hong Kong have suggested that the “popular perception among... [non-native speakers] that non-native accents are more difficult to understand... is due at least in part to the fact that non-native accents are underrepresented in teaching materials” (Li, 2009, p. 99). One solution to diminishing learners’ bias toward non-native varieties of English could therefore be to increase the prominence of these varieties of English in language teaching materials. By doing this, materials may become more accessible to learners while also helping to “reinforce their national identity in a world increasingly dominated by western paradigms” (Gilmore, 2007, p. 105).

Research Questions

The situation in high school English education in Japan at the time of the study, in which learners in general appeared to be demotivated by classroom materials and lacked confidence in the local variety of English, coupled with a lack of empirical research into the motivating effects of using authentic materials prompted the formulation of the following research questions:

1. What are Japanese high school students’ motivations toward studying English? Do these motivations change after using authentic materials drawn from the local Japanese environment?
2. How do Japanese high school students perceive the English around them in Japan? Does this change after using the authentic materials drawn from the local Japanese environment?

Method

Participants

A total of 200 Japanese high school students (156 female, 44 male) in five classes at a Japanese high school took part in this study. At the time of the study all the students were in their first year of high school. In Japan, high school covers the final three years of secondary education, and so the students ranged in age from 15 to 16 years old.

The high school where the study was carried out is located in a city with a population of approximately 60 000, in a relatively rural part of Japan. The students studied English as a subject three times a week for 50 minutes. Although some of the students from this school proceed to universities after completing their high school education, the majority go on to attend vocational colleges, start internships or begin working. The English curriculum at the school is therefore not heavily focused on preparing students for university entrance examinations.

Procedures

Initially a set of short tasks was developed around several authentic materials drawn from the local Japanese environment (See Appendix A to Appendix D). Mishan's (2005) framework for task authenticity was used to carefully design tasks around the authentic materials which preserved the original communicative purpose of the texts and announcements. Two written texts and two announcements were selected in order to provide students with both reading and listening opportunities.

Students were asked to complete a questionnaire designed to measure their motivation toward studying English and their perceptions of English in Japan before and after completion of the 4 lessons in which the authentic materials were used. A shortened, adapted version of Taguchi, Magrid and Papi's (2009) L2 motivation questionnaire that contained additional items designed to measure student perceptions of English in Japan was used (See Appendix

E). There were a total of 7 scales in the questionnaire, 2 relating to student perceptions of English in Japan and 5 relating to student motivation to study English. Each scale consisted of 3 to 4 statements to which students responded along a six-point Likert scale from *Strongly Disagree* to *Strongly Agree*. The authentic materials were introduced into the students' regular English lessons once a week, over a period of 4 weeks.

Data Collection

A summary of the timeline of the study and the data collected during the study is presented in Table 1.

Table 1.
Data Collected from Students during the Two Rounds of Data Collection

	Questionnaire	Evaluation sheets	Questionnaire
Class	Pre-Lessons	English Lessons with Authentic Materials	Post-Lessons
1	✓	Lessons A, B, C & D 	✓
2	✓		✓
3	✓		-
4	✓		✓
5	✓		✓

In Table 1 a tick (✓) mark indicates that the data for a particular class was collected. A dash (-) indicates that the students did not complete the questionnaire.

Following data cleaning, there were a total of 189 usable motivation questionnaires collected during this phase of the study. Data from the motivation questionnaires completed prior to starting the lessons showed high internal consistency for each of the motivation scales, as measured by Cronbach's Alpha. Table 2 shows the Cronbach's Alpha of each scale in the pre-lesson questionnaire.

Table 2.*Cronbach's Alpha for Each Scale*

Scale Name	Cronbach's Alpha
Attitude toward learning English	.858
Attitude toward people from English-speaking countries	.794
Attitude toward learning English for travel purposes	.818
Attitude toward learning English for employment purposes	.867
Linguistic self-confidence	.854

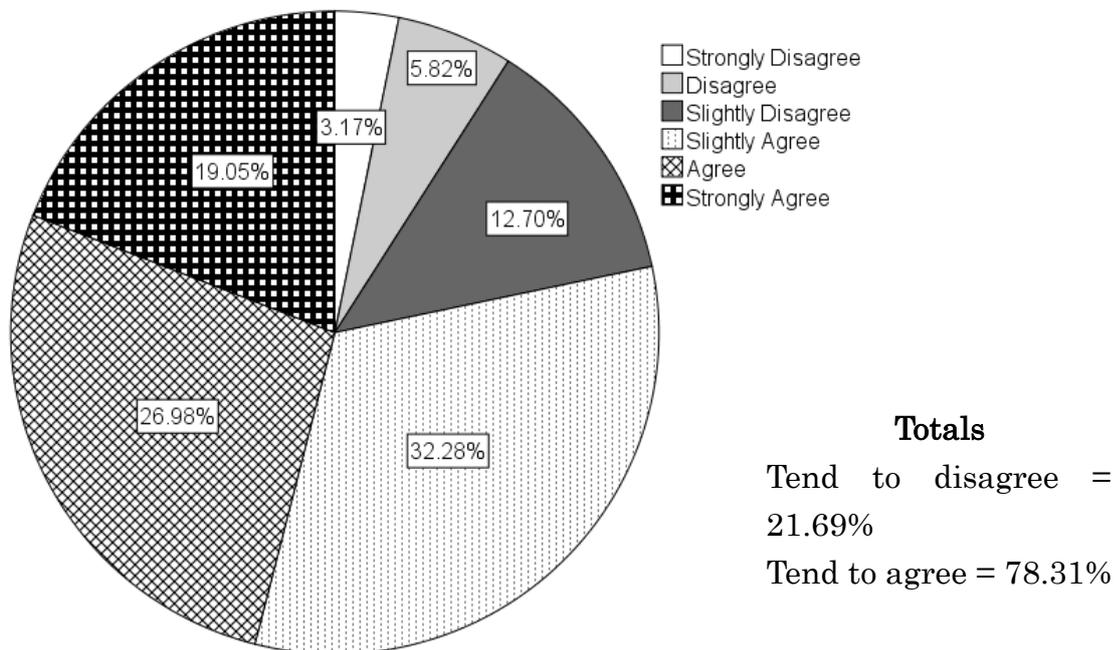
As Class 3 did not complete the post-lesson questionnaire (see Table 1), all the data from Class 3 was removed from the data set before doing the between groups analysis of the pre and post-lesson questionnaire data. In terms of the between groups analysis, it should also be noted that in order to protect the identity of individual students, individual questionnaires were not given any individual identifying marks. This meant that data could not be matched to individual students across the two pre and post groups, and so dependent groups t-tests and ANOVA tests were not possible. An independent groups t-test was therefore carried out to determine whether there were any significant differences between the pre-lesson and post-lesson groups.

Results**Student Motivations for Studying English: Results from the Pre-lesson Questionnaire**

One of the most striking results from the motivation questionnaire is the degree to which students tended to see the study of English as important for future employment. When looking at the combined responses of all 5 classes, 78.31% of students tended to agree with the statement *Learning English is important to me because I think it will someday be useful in getting a good job* (see Figure 1).

Figure 1.

Total Student Responses to Question 8: Learning English is important to me because I think it will someday be useful in getting a good job.



Even when looking at each class separately, the *Attitude Toward Studying English For Future Employment* scale had the highest mean score of all the scales for every class (see Table 3).

Students therefore tended to agree more strongly with items in the *Attitude Toward Studying English For Future Employment* scale than with items in other scales. From these results it appears that a majority of students saw English proficiency as potentially beneficial for their employment prospects. To be specific, 129 students out of the 189 tended to agree or strongly agree with the items in this scale.

Table 3.*Mean Scores and Standard Deviations of Each Scale by Class*

	Class					
		1	2	3	4	5
	<i>n</i>	40	36	39	37	37
Overall Motivation	<i>M</i>	3.37	3.47	3.59	4.02	3.71
	<i>SD</i>	0.87	1.11	0.82	1.15	0.99
Attitude toward learning English	<i>M</i>	3.05	3.28	3.45	3.59	3.52
	<i>SD</i>	1.17	1.26	1.04	1.28	1.18
Attitude toward studying English for travel purposes	<i>M</i>	3.33	3.30	3.49	4.03	3.69
	<i>SD</i>	1.01	1.14	0.89	1.44	1.13
Attitude toward people from English-speaking countries	<i>M</i>	3.13	3.32	3.32	4.14	3.36
	<i>SD</i>	1.09	1.42	1.07	1.29	1.17
Attitude toward studying English for future employment	<i>M</i>	4.12	4.01	4.37	4.47	4.46
	<i>SD</i>	1.12	1.32	0.87	1.22	1.23
Linguistic self-confidence	<i>M</i>	3.23	3.43	3.29	3.84	3.51
	<i>SD</i>	1.21	1.15	1.01	1.22	1.03

Comparison of pre and post lesson motivation data

As previously stated, Class 3 did not complete the post-lesson questionnaire, therefore a between groups analysis of the pre and post-lesson questionnaire data was done using the data from Classes 1, 2, 4 and 5. The independent groups t-test showed no significant differences in any of the scales between the pre-lesson motivation questionnaire data and the post-lesson motivation questionnaire data. Table 4 shows the means and standard deviations for each group.

Table 4.*Group Statistics for Pre and Post Lesson Groups*

	Pre and Post Lesson Groups	<i>n</i>	<i>M</i>	<i>SD</i>	Std. Error Mean
Attitude Toward Learning English	Pre group	150	3.36	1.23	.10019
	Post group	155	3.47	1.12	.09015
Attitude Toward People From English-speaking Countries	Pre group	150	3.48	1.29	.10555
	Post group	155	3.52	1.16	.09275
Attitude Toward Studying English For Travel Purposes	Pre group	150	3.58	1.22	.09926
	Post group	155	3.60	1.16	.09334
Attitude Toward Studying English For Future Employment	Pre group	150	4.26	1.23	.10024
	Post group	155	4.16	1.24	.09925
Linguistic Self-Confidence	Pre group	150	3.50	1.17	.09520
	Post group	155	3.49	1.08	.08683
Grand Mean Motivation Score	Pre group	150	3.64	1.05	.08585
	Post group	155	3.66	.87	.06945

In the *Attitude Toward Studying English* scale, there was no statistical difference, as measured by the independent samples t-test, between the scores obtained before and after the lessons, $t(303) = -0.842, p = .401$. There was also no statistical difference, as measured by the independent samples t-test, between the scores obtained before and after the lessons in the *Attitude Toward People From English-speaking Countries* scale, $t(303) = -0.296, p = .768$. In the *Attitude Toward Studying English for Travel Purposes* scale $t(303) = -0.146, p = .884$. There was also no statistical difference between the scores obtained before and after the lessons in the *Attitude Toward Studying English for Future Employment* scale, $t(303) = 0.754, p = .451$. Likewise, in the *Linguistic Self-confidence* scale, there was no statistical difference,

as measured by the independent samples t-test, between the scores obtained before and after the lessons, $t(303) = -0.096, p = .924$

These results are not surprising as student responses to only two questionnaires were used as a measure of change in student motivation, over a relatively short time period. This pre/post design is probably not sensitive enough to measure small changes in student motivation or changes in students' short-term motivation. Previous research on student motivation has shown that changes in student short term motivation, as measured by a more sensitive minute-by-minute instrument, are generally not manifested as changes in a student's overall motivation profile, which tends to remain relatively stable over time (Waning et al., 2014).

Perceptions of English in Japan

Student perceptions about the English found in Japan were measured using two of the scales from the questionnaires that participants completed before and after the classes in which the authentic materials were used. The internal consistency of the scales for the pre lesson questionnaire data, as measured by Cronbach's Alpha, is shown in Table 6.

Table 6.
Cronbach's Alpha of the Perceptions of English in Japan Scale

Scale Name	Cronbach's Alpha
Perception of Amount of English in Japan	.742
Value Judgements About Japanese English	.587

The internal consistency of the *Value Judgements About Japanese English* scale is not very high, but is still borderline acceptable. The results from this scale may not be as reliable as the results from the other scales in the questionnaire. It should be noted that deletion of any

of the items from the *Value Judgements About Japanese English* scale would not have resulted in an improved Cronbach's Alpha.

The pre-lesson questionnaire data for the *Perceptions of the Amount of English in Japan* scale and the *Value Judgements About Japanese English* scale was then compared to the post-lesson questionnaire data using an independent groups t-test. As stated previously, Class 3 did not complete the post questionnaire and so the comparison was between the pre and post questionnaire data for classes 1, 2, 4 and 5 only. As previously noted, an independent groups t-test was used instead of a dependent groups t-test due to the fact that individuals could not be matched across groups. The means and standard deviations of the students' responses in the pre and post groups within the two scales are shown in Table 7.

Table 7.

Means and Standard Deviations of the Perceptions of English in Japan Scale: Pre and Post Lessons (Class 3 excluded)

	Pre and Post Lesson Groups	<i>n</i>	<i>M</i>	<i>SD</i>	Std. Error Mean
Perceptions of the Amount of English in Japan	Pre Lesson group	150	3.5639	1.09522	.08942
	Post Lesson group	155	3.6823	.97963	.07869
Value Judgements About Japanese English	Pre Lesson group	150	3.6756	.86469	.07060
	Post Lesson group	155	3.7177	.83390	.06698

In the *Perceptions of the Amount of English in Japan* scale, there was no statistical difference, as measured by the independent samples t-test, between the scores obtained before and after the lessons, $t(303) = -0.996, p = .320$. In the *Value Judgements About Japanese English* scale, there was also no statistical difference, as measured by the independent samples t-test, between the scores obtained before and after the lessons, $t(303) = -0.434, p = .665$.

Although no statistically significant differences were found between the pre and post data for the scales relating to Japanese English, some of the responses to specific items before

and after the lessons were interesting. For example, in response to Question 11 *I often see English around the city in my daily life*, 48% of students tended to disagree with this statement before doing the lessons, while only 41.94% of students disagreed with this statement after completing the lessons (see Figures 2 & 3).

Figure 2.
Total Student Responses to Q.11 "I often see English around the city in my daily life" (Pre-lessons)

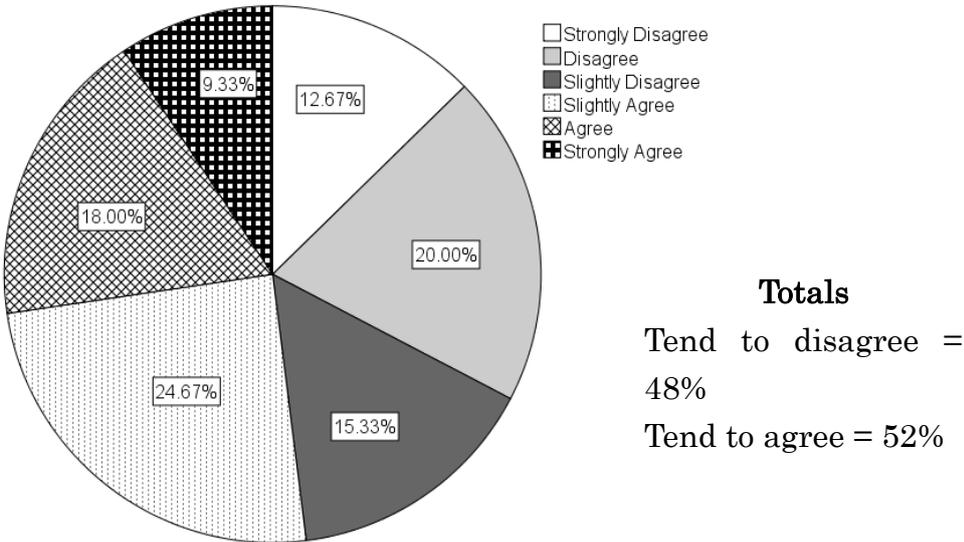
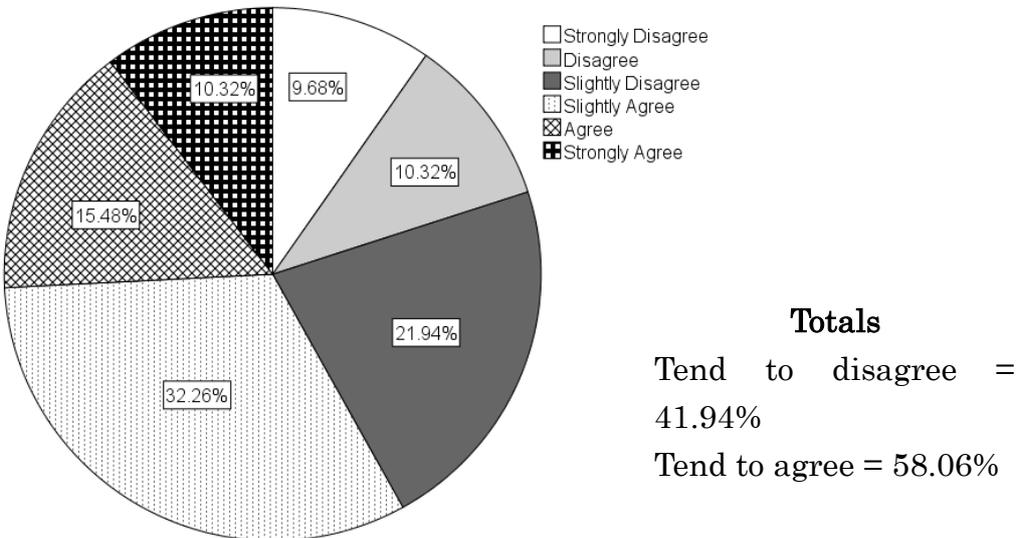


Figure 3.
Total Student Responses to Q.11 "I often see English around the city in my daily life" (Post-lessons)



In response to Question 19 *I sometimes hear English announcements in trains or stores in Japan*, 42.86% of students tended to disagree with this statement before doing the lessons, while only 35.06% of students disagreed with this statement after the lessons (see Figures 4 & 5).

Figure 4.
Total Student Responses to Q.19 "I sometimes hear English announcements in trains or stores in Japan" (Pre-lessons)

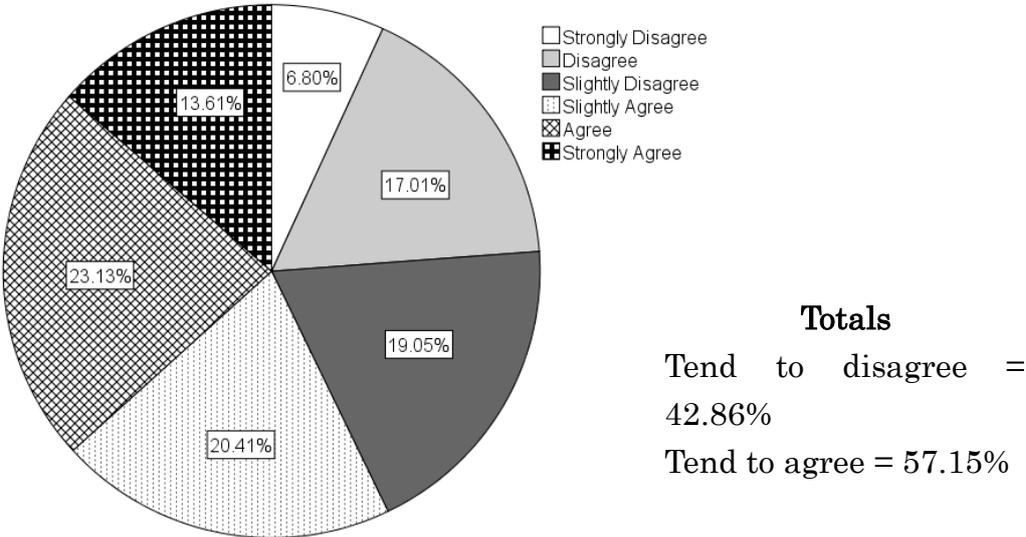
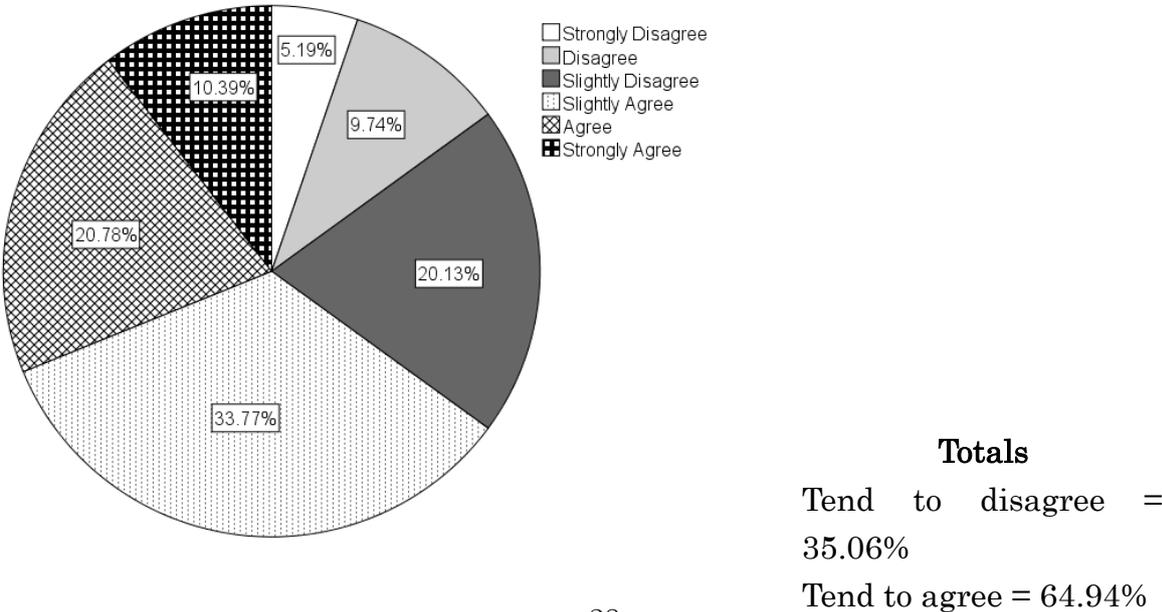


Figure 5.
Total Student Responses to Q.19 "I sometimes hear English announcements in trains or stores in Japan" (Post-lessons)



Although these are not statistically significant differences, the results point to a possible trend in students being more aware of the English around them after completing the authentic materials lessons.

Discussion and Implications

The lack of significant quantitative change in student motivation in this study is likely due to the fact that the time during which students were exposed to authentic materials was too limited to have any measurable effect on motivation. Measuring changes in motivation over a short time period is relatively difficult without a sensitive instrument. Motivation questionnaires, such as the one used in this study, can provide a broad overview of a group's levels of motivation, but cannot detect subtle changes in motivation over time. Changes in students' short term motivation, are more easily reflected by sensitive minute-by-minute instruments (Waninge et al., 2014). Furthermore, qualitative data from classroom observation and student interviews would also have helped to give a more nuanced perspective on students' reactions to the lessons in this study. This study was part of a larger project, and additional data about student evaluations of the authentic materials themselves can be found in Terre Blanche (2016). Overall, students evaluated the materials and enjoyable and useful.

Results from the motivation questionnaires showed that the high school students in this study had particularly positive attitudes toward studying English for future employment opportunities and success, while attitudes toward learning English in general tended to be neither particularly positive or negative. Taking into account the students' belief that studying English is important for future employment, it makes sense to try to ensure that classroom materials and tasks are oriented toward students' future employment needs. By doing this, teachers may be able to make learning English more relevant to students' "future lives outside school", and create a more enjoyable and motivating experience for students in the English classroom (Boardman et. al., 2021, p. 15).

In terms of this particular study, English materials which closely relate to the high school students' future fields of work could tap into this motivation. As many students in this particular high school go on to work or join vocational colleges after graduating high school, materials which closely match the type of tasks these students would face in their future places of work may be more motivating for students. Needs analyses leading to development of English teaching materials for these types of high schools in Japan is a fruitful avenue for future research. Authentic materials such as English language menus used in the restaurant industry could be easily incorporated into such lessons.

On the other hand, students' beliefs about English in Japan did not show significant changes after completing the authentic materials lessons, although student responses to specific items in the Perception of the Amount of English in Japan scale showed trends toward students becoming more aware of the English around them in their daily lives. Further research, possibly employing a longitudinal design and a more sensitive instrument, is needed to investigate the link between using authentic materials that have been drawn from the students' linguistic landscape and students' perceptions of the amount of English around them. This type of research could be especially enlightening in EFL environments where contact with English is often perceived as limited.

Conclusion

This study was unable to find any significant quantitative evidence that using authentic materials drawn from the local Japanese environment had an effect on student motivations toward studying English. However, this does not imply that authentic materials in general do not have an effect on motivation but should rather be seen as the result of the type of motivation measurement instrument used and the limited time frame of the study. Likewise, no significant changes in student perceptions of the English around them were found. However, analysis of responses to individual items on the questionnaire showed a trend

toward increased awareness of the English in the local environment.

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APPENDIX A

Lesson A

Description	Communicative function
Recording of library announcement	Informative/Instructional

Inferencing-type task:

Students listen to the announcement and infer where the announcement is taking place and who the audience might be.

Procedure:

Students listen to the announcement and draw a picture to show where the announcement is taking place.

Transcript of library closing announcement:

Attention please. It's nine o'clock, time to leave. Thank you for coming to the library. The main lighting in the building will soon be turned off.

APPENDIX B

Lesson B

Description	Communicative function
Audio recording of a store announcement	Informative/Persuasive

Extraction-type task:

Students listen to the store announcement in order to extract information about the name of the store, where it is located and on which floor baby clothes can be found.

Procedure:

Have students listen to the store announcement and try to guess what the name of the store is and where it is. Students imagine that a foreign tourist approaches them and asks where the baby clothing is. Play the announcement again and have students write their responses.

Store announcement transcript:

On the first floor Uniqlo proudly presents its popular women's items. On the second floor you can find women's, children's and baby items and the third floor carries men's items.

APPENDIX C

Lesson C

Description	Communicative function
Soft drink labels	Persuasive

Analysis and response-type task:

Students analyze what they like and dislike about soft drink labels and then design a new soft drink label that must contain English.

Procedure:

In pairs have students write down what they like and dislike about the soft drink labels. Following the analysis have pairs design a new soft drink label that must contain some English words or phrases. Finally have students vote on which drink they would buy.

APPENDIX D

Lesson D

Description	Communicative function
Fast food menu	Persuasive/Informative

Role-play response-type task:

Students use a menu from a fast food restaurant chain to make and accept orders.

Procedure:

Ask students to imagine that they are working in a fast food restaurant when an English-speaking tourist arrives to order food. Using the bilingual menu from a well-known fast food restaurant, one student role-plays taking the food order and the other role-plays a tourist making the order.

APPENDIX E

In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any of the questions.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree		
1	2	3	4	5	6		
(E.g) If you strongly agree with the following statement, write this:							
I like curry very much				1	2	3	4
				5	6		



Questionnaire items in each scale:

1. Students' perceptions of the amount of English around them in Japan (in daily life)

- I feel there is little English around me in Japan
- I sometimes hear English announcements in trains or stores in Japan
- I notice a lot of English around me even though I live in Japan

2. Students' value judgments of 'Japanese English' (adapted from Matsuda, 2003a)

- I think the English we can see and hear in Japan is not real English
- The English spoken by Japanese people is difficult for foreigners to understand
- I think it is difficult to express Japanese things in English
- I often feel uneasy about the correctness of the English I read on signs or food packaging in Japan

3. Students' attitudes toward learning English (adapted from Taguchi, Magrid & Papi, 2009)

- I always look forward to English classes
- I find learning English really interesting
- I like the atmosphere of my English classes

4. Students' attitudes toward English-speaking countries people (adapted from Taguchi, Magrid & Papi, 2009)

- I would like to travel to English-speaking countries
- I like meeting people from English-speaking countries
- I would like to know more about people from English-speaking countries

5. Students' attitudes toward studying English for travel (adapted from Taguchi, Magrid & Papi, 2009)

- Learning English is important to me because I would like to travel internationally
- Learning English is important to me because without English I won't be able to travel a lot
- I study English because with English I can enjoy travelling abroad

6. Students' attitudes toward studying English for future employment (adapted from Taguchi, Magrid & Papi, 2009)

- Learning English is important to me because I think it will someday be useful in getting a good job
- Learning English is important to me because English proficiency is necessary for promotion in the future
- Learning English is important to me because with English I can work globally

7. Students' linguistic self-confidence (adapted from Taguchi, Magrid & Papi, 2009)

- I believe I will be capable of reading and understanding most texts in English if I keep studying it
- If I put in more effort, I am sure I will be able to master English
- I am sure I will be able to write in English comfortably if I continue studying
- I am sure I have a good ability to study English

Photo Share

This is a new feature of *The School House*

If you would like to share any photos of student work, classroom displays etc. please send them to theschoolhouse.tylsig@gmail.com

The Halloween photos in this issue were shared by Ruth Iida.



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If you wish to *The School House* please note the following:

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Types of articles:

Research-based articles (3,000 - 5,000 words)

Short articles (maximum 1,500 words)

Interviews (1,000 – 3,000 words)

Classroom ideas (maximum 1,000 words)

Book reviews (700–2,000 words) 700 – 2,000 words)

Conference/ presentation reviews (700 – 2,000 words)

Text Reviews (700 – 2,000 words and based on a text you actually used in class.

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Style: The School House basically follows the APA 7 style for English manuscripts.

Font: Times New Roman size 12 for the entire manuscript

Line spacing: 1.5, except for the bibliography/references which is single line spacing for each reference.

New pages for: appendixes and references/bibliography

Title, author's name(s), and affiliation: centered

Text: Left aligned. Paragraphs are indented

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