Motivations and objectives

One of the issues related to teaching language to a heritage language speaker is that teachers, along with parents and the learners themselves, are not aware that some differences might exist, compared to a person that studies the language as a foreign language, but also in contrast to how a monolingual native speaker learns it (native speakers not only acquire language naturally, but also study it). Regarding these differences, some areas to explore are (1) the contexts and the amount of input, (2) the language abilities related to the basic interpersonal communicative skills and the cognitive academic language proficiency (cf. BICS and CALP on Cummins 1979), (3) the existent intuitions concerning phonetical, morphological, and syntactic elements, (4) the existent lexicon and the domains related to it, (5) the motivations on play concerning language fluency, and their relationship with ethnic identity, e.g. a sense of shame around not being fluent in the language.

Intuitively, heritage language learners’ language abilities are located somewhere between the continuum of a native speaker learner and a foreign language learner. From this point of view, some heritage language learners can benefit from a teaching style designed towards native speakers, while others can benefit from a teaching style designed towards foreign learners.

From a systemic approach that takes into account specific speakers with specific backgrounds and specific motivations and goals in learning the language, it is necessary to know the subjects in order to design a course syllabus. Given the great variation that can be predicted regarding the language abilities of a heritage language learner, this research intends to serve two purposes: the first one is to raise awareness about the particularity of these language learners, and the second one is to define what kind of learners do we actually have in the real world, for any concrete community, in order to design a course syllabus that is relevant to the speakers.

The proposed methodology includes data collection through face-to-face interviews based on sociolinguistic questionnaires designed gather information about the subjects social background including migration history, age, generation, gender, identity, educational experiences, domains of language use and language exposure, language importance, and self-assessed language abilities. The objective is to bring up the necessities of the community in terms of heritage language maintenance, categorize speakers depending on two types of learners –ideally, quasi-native type and quasi-foreigner type–, and design a proper language course syllabus for each type.
References


I. Background

Project-Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. On the other hand, Group-based learning creates an environment in which students can practice, gain, and improve soft skills such as leadership, communication, social, and conflict resolution skills.

The positive impact of Project-based learning and group-based learning on L2 education has been proved, however, the research regarding the effect of diversity and race on L2 learning students has yet to be conducted.

II. Research question

In L2 (English) group-based learning, which group of English speakers have the most significant impact on L2 learning students? The native, non-native or mixed?

---

A. L2 learning students participants

15 Japanese students recruited from Tokyo University.

B. English speaking students participants

10 native speakers, 10 non-native but good English speaking students will be recruited from Tokyo University or by other online/offline event.

C. Instructor

A certified EFL instructor in Japan.

D. Class design

- The class will implemented group-based and project-based learning methodology.
- There are 3 classes in total. Each student was assigned to different class and group as the following table:

<table>
<thead>
<tr>
<th></th>
<th>Class 1: Native</th>
<th>Class 2: Non-native</th>
<th>Class 3: Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of groups</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Number of students</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Nationality</td>
<td>1 Japanese students, 2 Native English speakers</td>
<td>1 Japanese students, 2 Non-native English speakers</td>
<td>1 Japanese students, 1 Native English speaker, 1 Non-native English speaker</td>
</tr>
</tbody>
</table>

- The treatment consisted of 3 hours project-based class: 30 minutes for warming up and introduction, 2 hours of group work, 30 minutes of
presentation. Each class will conducted in different days. All 3 classes will be recorded.

● Project details:
  ○ Topic “How can your interests/experience/study help develop a sustainable future?”
  ○ Each group will have 5 minutes for presentation

E. Outcome measure

1. During class evaluation

   The instructor will evaluate the active level of each Japanese student.

2. Presentation evaluation

   The group presentation will be evaluated by the instructor and other students. They will evaluate: participation of each member and creativity of the presentation.

3. Survey

   After the class, each student will fill in a survey:

   ● Japanese students:
     ○ Self-evaluation: participation, confidence to speak, class satisfaction, free comments.
     ○ Other member evaluation: participation, free comments.

   ● English speaking students: the level of participation of Japanese students.
IV. **Expecting result**

I hope that the “Class 3: Mixed group” will have the most significant impact on the L2 students to prove that in order to optimized English communication skill, L2 learners should be able to experience the diversity, and especially for Japanese student, they can understand that each nationality can have its own English so they should not afraid to use their own English.
Maria Bumakova

**Question:** Is it more effective to allow students to use machine translation (MT) to enhance their L2 reading comprehension skills?

**Hypothesis:** Students using the MT might spend less time on reading and performing tasks after reading texts but their comprehension of the texts might be worse than if they used online dictionaries. Moreover, students might learn and remember more new words and be able to use them more efficiently if they check them in an online dictionary and read example sentences that contain those words.

**Participants:** Ten Intermediate-level (B1) students of English

**Method:**

Each student is given two tasks (one task on a separate day).

During each task students have to read a text in English adapted for Upper-Intermediate (B2) students and answer a number of multiple choice questions to check understanding of the text.

During the first task students are allowed to use only the MT (Google Translate) to check unknown vocabulary and/or translate full sentences they don’t understand.

During the second task students are not allowed to consult the MT; instead, they may use an online English-Russian dictionary which shows a dictionary entry for each word in English and gives a list of all meanings in Russian and examples of word use extracted from a bilingual English-Russian corpus.

Students are not limited in time but the time each student spent on performing each task is recorded to find out how using the MT influenced their performance speed.

After that we compare the results of each student and find out the number of right answers for both tasks to find out if their performance was better with our without using the MT.

In a week after the experiment students are given two quizzes with multiple-choice questions and fill-in-the-gaps type of questions to check how well they remember new vocabulary from the texts they read last week (one quiz per each text).

The number of right answers for the first and the second quiz for each student is found out and compared to find out if there is any tendency depending on the use of the MT.
Comment: Results of the two tasks performed by the same students are compared instead of the results in a test group (using the MT) and a control group of students (using online dictionaries) to make the conclusions more objective by reducing the possible effect of the reading rate and other personal features of the students.
Possible positive and negative effects of instructor’s length of teaching experiences on their English teaching can be investigated from various perspectives, such as course planning, teaching strategies, in-class communication techniques, assessment methods, and so forth. Among all issues, this proposal highlighted the initial stage of teaching English as a foreign language. Specifically, this study aims to investigate the effects of teaching experiences on planning activity-based English lessons for Taiwanese senior high school students. This study attempts to answer the following research questions.

1. What are the differences between lesson plans structured by novice and experienced instructors?
2. What kind of factors are considered more by novice instructors and experienced counterparts?
3. What could be the possible reasons for the differences in the designing of the same activity-based course by novice instructors and experienced ones?

The activity-based learning approach is selected because, according to Curriculum Guidelines of 12-Year Basic Education announced by Taiwan’s Ministry of Education, teaching strategies, such as activity-based learning approach, that can encourage communication and problem-solving skills are recommended. Second, planning activity-based English lessons requires instructors to take several aspects (e.g., guidance, student-teacher interaction, facilitation, realtime feedback) into consideration to design a well-constructed lesson plans.

Methodology

I. Participants

This study will be carried out in a Taiwanese senior high school with an equal number of novice teachers and experienced teachers as participants. Ten licensed teachers, with five novice teachers and five experienced ones, will participate in this experiment. Novice teachers refer to those whose teaching experiences as licensed senior high school EFL teachers are less than one year. To become a licensed EFL teacher in Taiwan, after receiving teacher training at the university for around three years, they finished their half-year internship as an EFL trainee teacher in senior high schools and passed the teacher licensing exam.

On the other hand, experienced teachers are those who have taught English for around eight to ten years. They are also certified and received the same teacher training when they were undergraduate students.

II. Materials

1. Hard copies of the English textbook

The lesson prepared beforehand for the participants to design lesson plans is titled “Fight for the Banana War: Why People Should Support the Idea of Fair Trade.” This lesson is from the English
textbook published by San Min Book Co., Ltd.\textsuperscript{1} Taiwan’s Ministry of Education accredits this publisher and the English textbooks they published as high-quality ones that senior high schools can use in English classes.

This study lesson is chosen because this study suggests that the lengths of teaching experiences affect not only how they design each class or activities but how they keep the balance between instructions and in-class exercises. This title is considered appropriate because it contains issues that can allow teachers to design different activities or discussions. Moreover, teachers need to give some background information to their students since senior high school students are less familiar with this topic.

2. Instructions

Before the participants begin planning their classes, the researcher will also give them instructions orally and provided copies of these instructions. The instructions are listed as follows.

(A) Please design three activity-based classes based on the assigned lesson, and each class lasts 45 minutes.

(B) Most of the essential contents of the assigned lesson should be covered. However, a free arrangement of teaching contents is allowed.

(C) The participants’ imagined students are second-year senior high school students from a public senior high school. These students have received at least eight years of English education, and their English proficiency levels are around CEFR B1.

3. Computers

Computers will be prepared for the participants to design their lesson plans. The computer will record the whole lesson planning process for data analysis.

III. Procedures

Initially, the participants will gather together in a meeting room, and the researcher introduced the whole process of this study. The participants can ask any questions during this stage, and the researcher will confirm that they understand the entire procedure. Secondly, after giving instruction, the participants will receive copies of the assigned lesson and the instructions and have around 120 minutes to structure their lesson plans. Lastly, the researcher will arrange a semi-structured meeting with each teacher after the second stage is finished.

IV. Data collection and analysis

The data will be collected through two stages: lesson planning and semi-structured interviews. Lesson plans and recording of their lesson planning processes will be analyzed initially to define differences between novice teachers and experienced ones. Their lesson plans are also going to be used as resources during the interview. By showing the participants the recordings and their lesson plans, this study aims to answer what components in the lesson plans are considered as necessary and why they are crucial for EFL teachers will different lengths of teaching experiences. The lesson plans and interview data will be further analyzed qualitatively using SCAT (Steps for Coding and Theorization) and text mining.

\textsuperscript{1} For the entire table of contents of this English textbook, see: http://www.grandeast.com.tw/DocUploads/English/英文化目錄B4_20190318.pdf