

*SECOND
LANGUAGE
STUDIES*

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SECOND LANGUAGE STUDIES – SHINING A LIGHT ON RESOURCEFULNESS**DUSTIN CROWTHER***University of Hawai‘i at Mānoa*

Beginning the first day of class after spring break 2020, University of Hawai‘i switched to full-time online teaching, with these restrictions generally remaining in place through the end of the 2020-2021 academic year. Not only did these restrictions impact the medium of classroom learning, they also created additional constraints on conducting research for both students and faculty. Despite these constraints, our MA, PhD, and AGC students demonstrated great resourcefulness in achieving their research goals as they pursued their degrees. Before presenting the featured works of this issue of *Second Language Studies*, we therefore would like to highlight the resourcefulness demonstrated over the past 1.5 years in reference to student-led second language studies research.

GRADUATE RESOURCEFULNESS

The current issue of *Second Language Studies* features a pair of examples of graduate student resourcefulness, necessary given the restrictions placed on both teaching and research due to COVID-19. Beyond the included papers from Magdalena Petko and Kristen Urada, we also provide annotated summaries of recent graduate student capstone projects (i.e., scholarly papers, dissertations), from which we can make clear the range of resourcefulness demonstrated by our 2020-2021 graduates. Given that face-to-face interaction with research participants was not allowed, many students made use of *Linguistics Beyond the Classroom* (LBC; <http://ling.lll.hawaii.edu/sites/lbc/>), a University of Hawai‘i-based website dedicated to participant recruitment. For example, Adam Bramlett’s scholarly paper “Mandarin Tone Acquisition as a Multimodal Learning Problem: Tone 3 Diacritic Manipulation” made use of LBC to recruit participants with no formal training in tone languages, who then completed Bramlett’s study remotely. Given that COVID-19 restrictions necessitated online data collection, remote data collection became the norm. It is then unsurprising that graduate students made use of online questionnaire software and video-based interviews. Consider Agnese Scaturro’s

scholarly paper “Student-to-Student Connectedness in the Foreign Language Classroom”, in which she both surveyed, using Google Forms, foreign language students at University of Hawai‘i at Mānoa, and then interviewed a subset of students over Zoom. A similar approach was taken by Jose Rommel C. Barza in his scholarly paper “Language Use, Choice, and Maintenance of 1.5 Generation Filipinos in Hawai‘i”. In her scholarly paper “The Impact of Segmental Accuracy on Intelligibility”, In Young Na made use of Gorilla, a highly useful online experiment builder, to elicit speech ratings for Korean learners of English. Zoom-based approaches were similarly used for one-on-one tutoring research, as in Victoria Lee’s scholarly paper “Online Pronunciation Tutoring for Japanese Learners of English” and Yunsun Choi’s scholarly paper “Changes in Perceptions of Suprasegmentals in Pronunciation among Korean EFL Learners”. As a final example, and fully represented in the current issue of *Second Language Studies*, is the use of self-case studies and action research as a means to reflect on classroom practices. Such practices will be made abundantly clear when reading Petko’s and Urada’s featured papers.

THE CURRENT ISSUE

For our fall 2021 issue, we present three articles representing scholarly work conducted at the MA, PhD, and SLS alumni level. We also once again provide a summary of recent graduate level work from the Department of Second Language Studies at the University of Hawai‘i at Mānoa.

Our first paper is provided by Magdalena Petko, a 2021 SLS MA graduate who presents a self-case study of her process in adapting English reading class course materials for a flipped classroom, a process necessitated by continued COVID-19 restrictions placed on full-time in-person learning. For her paper, Ms. Petko received the department’s *Harry Whitten Prize for Scholarly Excellence*, which is awarded to MA students who receive an honors designation from *both* of their scholarly paper readers. To learn more about the history of the *Harry Whitten Prize for Scholarly Excellence*, and the *Ruth Crymes Memorial Grant* that supports it, please visit <https://www.hawaii.edu/sls/graduate/funding/crymes-grant/>.

In our second article, SLS PhD student and *Second Language Studies* associate editor Kristen Urada reports, using action research, on her experiences as a new instructor teaching an introductory course about Pidgin in Hawai‘i, a process similarly affected by COVID-19

restrictions. Ms. Urada’s paper was also presented as part of the Department of Second Language Studies’ Thursday “Brown Bag” Lecture Series on March 25th, 2021.

Finally, SLS alumnus Dr. Chika Takahashi (Ehime University) and her UH Mānoa College of Education colleague Dr. Seongah Im provide insight into the validation process of a scale designed to measure language students’ attitudes towards Global Englishes, and subsequently how this scale can help to understand students’ motivation for the learning of both English and languages other than English.

We once again thank all of you for taking the time to read through our issue, and encourage everyone to please consider *Second Language Studies* as a destination for your own scholarly work, including in-progress research, scholarship directly relevant to Hawai‘i and the Asia-Pacific region, needs analyses focused on UH Mānoa-based language programs, theoretical papers, and other submissions relevant to second language studies!

Sincerely,

Dustin Crowther

Micah Mizukami

Thu Ha Nguyen

Kristen Urada

A CASE REPORT: ADAPTING READING CLASS COURSE MATERIALS TO MEET FLIPPED CLASSROOM STANDARDS, LEARNING OUTCOMES, AND FLEXIBLE CLASS FORMATS

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ABSTRACT

A combination of language learning materials and course design contribute to successful language learning in language learning classrooms. However, considering diverse learning contexts, commercial materials cannot be a one-size-fits-all panacea to successful learning. Contextual factors, such as the student population, learning format, objectives, and program requests, often require adjustments in the form of modifications, such as extensions, additions and deletion, of materials on the part of the teacher. This paper provides an in-depth report of the textbook and materials adaptation process (analysis, planning, modifications, piloting, revisions) of a high-intermediate English as a second language academic reading class at an American university. It reviews relevant literature informing modifications and provides an overview of appropriate materials that enriched students' learning experiences in this reading course.

This project sheds light on the adaptation and expansion process of a textbook curriculum for a hybrid/in-person English as a second language (ESL) reading class of an academic English language program at the University of Hawai‘i. The project illustrates motives and procedures behind adapted, deleted, expanded, and extended class materials for a high intermediate reading class to meet the class's pedagogical and situational frameworks. Language programs often provide teachers with class requirements, such as student learning outcomes (SLOs), and resources, such as textbooks, offering teachers guidance on expectations, content and sequencing. In some cases, they expect teachers to adopt specific pedagogical approaches. While provided resources are necessary and helpful, they need to be critically analyzed and often

adapted to fulfill the students' needs, meet class requirements, the class format, and specific pedagogical models (Ahmed, 2017).

In the case of this project, the reading textbook provided by the program had to be adapted to meet the courses' SLOs, students' needs, the program's recently adopted flipped classroom pedagogical approach, and the challenging landscape of a flexible teaching format (hybrid/in-person) in reaction to the Coronavirus pandemic. Students received a reading textbook at the beginning of two eight-week terms. Because of local classroom teaching restrictions due to the pandemic, instructions (4 times a week for an hour) alternated between face-to-face and synchronous, online instructions during the first eight-week session. During the second session, face-to-face classes resumed under restrictions to student and teacher interactions (social distancing, mask-wearing at all times). Materials design and lesson planning had to take a flexible class format into account, potentially having to accommodate students or teachers in quarantine or isolation for health reasons. Due to these restrictions on social interactions, the interactive component of in-class activities in face-to-face classes was limited.

This paper aims to give an in-depth account of the steps involved in developing class materials for a reading class under the former circumstances. This paper is organized as follows:

- A general overview lays out this project's guiding principles, such as research about second language reading and the flipped classroom pedagogical model.
- A subsequent section examines the adaptation process. The section is structured in different segments discussing analytical components of this project (textbook analysis, textbook analysis under the lens of SLOs) and the design and procedures (course planning, lesson planning, materials, and rationales). Because presenting the vast number of materials created for this class would go beyond the scope of the paper, sample activities and their use in class represent the materials at large.
- In an informal feedback section, student voices informally collected during class time at the middle and end of the semester find their way into the paper by adding a student's perspective.
- The conclusion discusses and reflects on the project in its whole entity.

LITERATURE REVIEW

Second Language Reading

The ability to read in a second language (L2) provides second language learners with academic opportunities in diverse contexts. Just as in first language (L1) reading, strong L2 readers display fluency and comprehension of different texts across various genres. A fluent reader utilizes several distinctive processes to interact with a text and comprehend its meaning (Grabe, 2009, 2014). It is the smooth and quick access to a combination of several lower-level and higher-level processes that supports reading competency and aids comprehension (Grabe, 2009).

According to Grabe (2009), lower-level processes lay below our consciousness level and can become automatic; they include word recognition, syntactic deconstruction, and identification of semantic elements. Higher-level functions, such as understanding main ideas and utilizing contextual knowledge, build upon these lower-level processes resulting in meaning-making through the means of reader interaction with the text and the ability to build knowledge while incorporating one's own experiences (Grabe, 2014).

Comprehension occurs when a reader's working memory (the facility that works during cognitive activities and is limited in terms of information storage) can draw from a combination of these processes to create meaning from text (Grabe, 2009). L2 readers' not fully developed target language and target culture knowledge pose additional challenges. Like in L1 reading, fluency and comprehension are two particularly influential reading development concepts that inform instructional considerations and materials selection and design.

Developing fluency and comprehension in L2 reading. Day and Bamford (1998) state that fluency develops more easily for L2 readers who can draw from a large sight vocabulary and possess a great general vocabulary. Additionally, familiarity with target language features (e.g., syntax, morphology) and various texts aid fluency. Developing automaticity by swiftly and efficiently recognizing words is the foundation of fluent reading. Automaticity in word recognition grows when words are consistently and frequently encountered. As a result, frequent and consistent reading itself becomes the principal component of emerging reading fluency.

In general, reading comprehension entails a reader's understanding of the text. Readers determine what a text is about by interpreting and inferencing while using their experiences,

contextual knowledge, and personal stances (Grabe, 2014; Kintsch, 2012). Promoting the understanding of texts involves familiarity with skills such as finding the main idea, awareness of text organization, and attentiveness to discourse parameters (Grabe, 2014). Comprehension strategies (consciously applied) that encourage students to attend to text-level components can help students understand the text. If practiced frequently, these strategies can become skills that readers automatically apply throughout the meaning-making process. Development of fluency and comprehension should be at the center of all reading instructions. Depending on the learning context (e.g., proficiency, age), instructions may emphasize fluency and comprehension or address one more than the other.

Reading instructions and materials. Grabe (2009) writes, "L2 reading instruction should be sensitive to the students' needs and goals and the institutional context" (p. 19). In the classroom context, the reading teacher needs to analyze course parameters (context, resources, learning objectives) to decide the reading class's purpose. For instance, whether students need to read for academic purposes or enjoyment. Shih and Reynolds (2015) note that "no single instructional approach is likely to meet all the needs of English language learners, so instructional approaches may need to be adapted or combined to cater to students' diverse needs" (p. 4). In sum, the reading class's purpose influences the materials design process by informing on which reading abilities to focus, and which approaches or combination of approaches of teaching reading to use in classroom instructions (Masuhara, 2003). Within the last couple of decades, two distinctive and frequently applied approaches have emerged to teaching reading: The extensive reading approach and the skills and strategies approach.

The extensive reading approach. In extensive reading (ER), students immerse in self-selected texts at or below their level of reading ability with the goal of encouraging readers to read more frequently and enjoy the reading experience (Bamford & Day, 1998). This practice often results in building reading fluency. Frequent encounters with vocabulary and grammar structures at or below their level aids in building a more extensive sight word vocabulary and automatizes other lower-level processes such as syntactic parsing and identification of semantically significant elements (Grabe, 2014).

In the classroom context, ER can be used during class time as a substitute for other reading activities or/and additively after class time, such as a homework assignment (Robb & Kano, 2013). Rob and Kano (2013) found that first-year college students at a Japanese university who

were assigned ER as an additional homework assignment using Moodle reader (a website on which students demonstrate their knowledge about the books they read by answering questions) showed significant gains in their reading scores in comparison to the previous year's cohort whose students did not receive ER instructions.

Suk (2016) examined reading comprehension, reading rate, and vocabulary acquisition of Korean university-level English learners. One group of students received in-class ER assignments in addition to intensive English instructions, while the control group received only intensive reading instructions for the same amount of time. The ER group outperformed the control group in all three parameters.

The skills and strategies approach. Reading classes conducted using the skills and strategies framework rely on the principle that readers need particular skills (automatized and are done by the reader unconsciously) and strategies (consciously selected tactics) to support their comprehension of a given text (Bamford & Day, 1998). The skills and strategies approach is widely used with language learners in an academic context who already demonstrate a good command of the L2. Skills and strategy instructions support reading skills of more academic texts and foster comprehension.

Taylor et al. (2006) found in a meta-analysis of 23 studies on the effects of explicitly taught reading strategies that knowledge and practice in reading strategies aided students' reading comprehension. In a small study situated in Hong-Kong, Teng (2020) gathered from multiple data sources such as reading tests that teaching metacognitive reading strategies to young English learners led to better reading comprehension and enhanced confidence in comparison to a control group that did not receive metacognitive strategy instructions.

The skills and strategies approach appears to be easily combinable with the flipped classroom pedagogical model. Active teaching of strategies to comprehend texts can be done in pre-class instructional videos and followed up during class time with short assessments and discussions based on students understanding.

Flipped Classroom as a Pedagogical Tool

The flipped classroom (FC) approach, also called inverted learning (Davis, 2013), emerged as a relatively new pedagogical tool in response to the evolving online and blended learning

landscapes (Bergman & Sams, 2012). A reversal of instructional elements, such as lectures, activities, and homework, characterizes this approach and differentiates it from procedures commonly experienced in regular classrooms (Tucker, 2012).

In a typical FC, students learn new information using materials made available by the teacher, such as instructional videos, teacher narrated and recorded presentations, or readings, before attending the class (Hung, 2015). Accumulation of knowledge prior to class (in a more traditional classroom, this would happen during class time) results in the more productive use of class time, allowing for collaboration, individualized attention, and application of higher-order thinking skills (Hung, 2015). The classroom becomes a student-centered space facilitated by an instructor whose role switches flexibly between the role of a mentor, discussion partner, and guide among others (Bauer-Ramzani et al., 2016).

According to the Flipped Learning Network (2014), the successful implementation of an FC rests on “four pillars” (p. 2), specifically a flexible environment, learning culture, intentional content, and a professional educator. The flexible environment refers to the plethora of resources (online or tangible) created to promote learning while the learning culture describes the student-centered, contextualized, and individualized lesson mindset. Intentional content is delivered using the comprehensive organization of coordinated pre-class and in-class assignments. The teacher serves as the professional educator who develops the plan and progresses and advances the students through the maze of learning (Flipped Learning Network, 2014). Honeycutt and Garrett (2014) describe the actual FC space as a “dynamic learning environment. Flipped classrooms are interactive—sometimes even ‘messy’—because students are working together and solving problems rather than sitting passively listening to a lecture” (para. 8).

Leaning on Bloom’s (1984) taxonomy of educational intentions, pre-class instructional materials prepare students for class time by requiring learners to use lower-level thinking skills such as understanding and remembering. During class time, students build on these lower-level skills and sequentially use more complex cognitive skills, for instance, analyzing, evaluating, and creating, to actively engage with the content by meaningfully collaborating and interacting with the teacher and classmates (Brinks Lockwood, 2014). Removing the instructional part from class time provides students with extensive opportunities to interact more profoundly with the content and with others (Hung, 2015). This more in-depth learning strategy gets credited for students’ sustained and profound knowledge of the content.

In the L1 context, FC has been used for teaching subjects such as science, math, and social studies and has yielded positive outcomes in terms of learner motivation and performance (Alvarez, 2012; Day & Foley, 2006). However, other studies showed that some students struggled with the class format and their roles as learners (Findlay-Thompson & Mombourquette, 2014; Strayer, 2012). Lee and Wallace (2018) gathered that “teacher collaboration and commitment, as well as technical support” (p. 66), seem imperative to an effective FC. A limited number of studies describe the use of FC in the L2 context.

Flipped classroom in the language learning context. Lee and Wallace (2018) examined the effectiveness of FC in an English as a foreign language (EFL) context. They showed in a study of college-age English language learners in South Korea that the student group studying under a flipped classroom regimen performed better on three tasks and a final examination than their counterparts in a classroom that utilized a communicative language teaching approach. Moreover, learners displayed positive attitudes and a more profound commitment to learning. However, they also pointed out that FC requires teachers to have expertise in technology and commit a significant amount of time to create engaging videos and materials. Furthermore, they noted accessibility of materials and student tech support as crucial aspects for realizing an effective FC in which contextual factors such as proficiency and age inform the scaffolding process (Lee & Wallace, 2018).

Situated in Taiwan, Hung (2015) investigated the impact of flipped learning on college-age EFL students’ academic performance, their perceptions and attitudes towards this learning model, and their participation. Three groups of learners received instructions in different class formats (flipped, semi-flipped, and non-flipped). Hung used different online learning platforms (Webquest: flipped; TED-Ed: semi-flipped) to structure instructional content for the flipped and semi-flipped classroom. The non-flip control group received regular task-based language instructions. Students of the flipped classroom showed positive results for overall larger gains in academic performances than the students from the non-flipped and semi-flipped class environment. Moreover, students generally perceived the classes as valuable and consequently showed more engagement and motivation in their learning.

In a case study, Choe and Seong (2016) looked at student perception of the FC in a university-level general education English classroom in South Korea. Moreover, they examined the class to gather information on the successful implementation of a FC. The authors used the

University of Texas, Austin, flipped learning model and applied that to their classes in South Korea. Results showed that students overall responded well to the FC which helped them understand and interact with the course content and collaborate and practice their English skills during class time. However, some students voiced their concerns regarding the time spent preparing for class, and others struggled with the collaborative nature of the course. The authors concluded by suggesting that contextual factors, such as student workload from other classes should be considered regarding the time spent on pre-class preparation. Furthermore, they recommended that familiarizing students with the class format and the expectations (e.g., come to class prepared) help students to engage in deeper learning during class time. They reiterated that teachers need to display technological expertise to create engaging instructional materials.

Han (2015) looked at the self-directedness and independence of advanced language learners in an adult community-based ESL context. He created a 5-week intensive English class situated within the flipped learning paradigm incorporating Nation's (2007) "four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development" (p. 2). He found that this combination supported students' independence as learners by letting them study the materials on their own terms while also addressing language development to its fullest during class time during which they apply their knowledge in cooperative and communicative language activities and deploy higher-order thinking skills. Especially in flexible class formats (online/ hybrid/face to face), the flipped classroom pedagogical model, if appropriately done, becomes an important and supportive tool to engage students and free class time for deeper learning.

Online/hybrid Class Models

For this project, the textbook had to be adapted to meet the student populations' needs and fit the situational context. Ideally, appropriate online materials are readily available to provide teachers with a didactically sound framework to be applied in a time-efficient way. However, in my situation, a textbook and SLOs designed for face-to-face classes were the program's prescribed cornerstones to be adapted to the situational context. Online classes require online access to materials. The teacher uses these materials to support student learning of class content, assess student knowledge, monitor student progress, and engage students in the learning process.

Moreover, materials should be used via educational classroom platforms (google classroom in this case) and aid the grading process.

These two aspects (FC model and online/hybrid format) informed my course design and affected the materials' design. The adaptation process was long and strenuous and required materials to be readjusted because of technical difficulties such as challenges to access or submit them online. The following section will demonstrate how the course parameters (L2 reading, flipped classroom pedagogical approach, class format) were incorporated into the materials development project.

MATERIALS DEVELOPMENT PROJECT

To adapt the reading coursebook to all stakeholders' needs, I developed a 'game plan' that I could follow to design an engaging and academically worthy reading class that met the program's, students', and situational needs. The 'game plan' contained the following aspects in chronological order:

- An analysis of textbook features
- An analysis of the textbook's content under the lens of given student learning objectives
- The strategic proposition of elements to be added, deleted, expanded, extended or adapted to strengthen the curriculum and fit the stakeholder's needs
- The design of a scope and sequence chart serving as a skeleton framework to the development of a course schedule and two syllabi (one for each session)
- The adaptation and creation of materials and course elements meeting the course format and SLOs
- Lesson planning and piloting of the materials in the reading class
- Evaluation and revision of the course schedule, materials, and lesson plans

The last two steps within the process were often intertwined. Flexibility and creativity were the keys, as I frequently adjusted lesson plans and created additional materials depending on the individual student's needs.

Analysis of the Textbook Features

At first glimpse, the textbook, *Making Connections 3: Skills and Strategies for Academic Reading* (Pakeham et al., 2013), looked very organized and aesthetically pleasing, with captivating pictures. It included a teacher's manual that was mainly an answer key to the textbook exercises. Looking at the different unit titles, I regarded them as not exciting but probably still attractive enough to engage adult learners of high intermediate proficiency. The book followed the skills and strategies approach within an intensive reading context. Each unit contained a set of five reading sections holding the following elements: Preview and prediction exercises, reading strategy and skill development exercises, an academic non-fictional reading passage, reading comprehension exercises, a vocabulary in context exercise, recycling and review of previously taught strategies, and a discussion of the article's content followed by short writing prompts.

A closer inspection yielded that the articles were not very engaging because they consistently followed the same format and reading genre (non-fiction, academic essays). The design demanded reading the articles and completing the exercises in face-to-face classes or as homework directly in the book. The book did not use any other links to media sources to teach or support student learning or reading development. Even though the book suggested timed reading activities of the passages to keep track of students' reading progress, I did not detect any reading materials that supported students' reading pace development, such as materials supporting word recognition. Neither did the book suggest any reading activities outside the provided reading passages. On another challenging note, the book was created solely for in-person classes, had no online component, and did not adhere to FC principals.

Analysis of the Textbook under the Lens of the SLOs

For this analysis, I combined both prescribed components, the textbook and the SLOs, to find the missing pieces to help students succeed in this class. In the following paragraphs I refer to the SLOs provided by the program administration (Figure 1).

Upon analysis of the SLOs, it became clear that the course needed to encompass intensive as well as extensive reading components. For instance, at first glance I noticed that an increased reading rate was one of the SLOs that would be hard to achieve by reading the textbook's intensive reading articles. Furthermore, I worried that reading only intensive reading articles

would trigger a cognitive overload that would prevent students from interacting with the text in a meaningful way. Ideally, students can also read extensive reading materials (enjoyable, interesting, engaging, and self-selected reading materials a little below their level) to strengthen their word recognition skills, which are needed to become faster and more fluent readers (Grabe, 2009).

Figure 1.*Student Learning Outcomes Provided by the Program*

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1. Increase reading rate. Reading rates will be evaluated through timed readings.
 2. Improve skimming, scanning, and prediction skills; assessed through textbook activities and class discussions of intensive reading texts.
 3. Increase general & academic English vocabulary and common affixes; assessed through quizzes, textbook activities, or vocabulary logs.
 4. Demonstrate understanding of text organization and main ideas; assessed through textbook activities and reading summaries and/or reports.
 5. Demonstrate critical thinking that expands discussions beyond information found in the text; assessed by observation of discussions & reading circles.
 6. Display academic values & readiness by taking responsibility for one's own learning and engaging in cooperative and collaborative work with classmates, assessed through teacher observation.
-

I decided that the textbook readings and activities would meet the SLOs for skimming, scanning, and prediction skills (SLO No. 2) and help understand text organization and main ideas (SLO No.4). The textbook offered some ideas and activities to expand students' critical thinking skills beyond the reading (SLO No. 5). Meanwhile, the evaluation of those skills seemed to be more questionable for my class format. SLO No. 6 required collaborative work and the support for developing an academic mindset in which students advocate for themselves and produce quality work.

The textbook's vocabulary activities seemed useful to increase students' vocabulary size (SLO No.3) but seemed a little overwhelming and time-consuming considering the program's context. Students enrolled in the program took classes covering multiple English language skills

(reading, writing, listening & speaking, and grammar), each one hour a day. Basic math will exemplify the problem I faced thinking about my students' vocabulary development. If each of these four classes gave the students an average of 20 new vocabulary words to study every week, they would have to learn and retain 80 new academic words each week. Ideally, students interact with the vocabulary and use it in context to make it stick. Memorizing and retaining that number of vocabulary words seemed to be impossible under these circumstances. I found that learning about affix but also prefix (not mentioned in the SLOs) use might increase students' vocabulary size without increasing the number of vocabulary words students would have to study each week.

Strengthening the Textbook Curriculum

The following adjustments to activities seemed appropriate to meet the criteria of the SLOs:

- The adaptation of textbook materials to online use
- The adaptation of textbook materials to assess student progress
- The addition of genre reading in an in-class “Read-Along” activity
- The initiation of an in-class silent reading period
- The addition of a daily Reading Log (extensive reading focus)
- The introduction of a Vocabulary Log
- The addition of comprehension tools to the existing reading strategies
- The design of Flipped Classroom materials to pre-teach comprehension tools

These measures seemed appropriate to strengthen the curriculum, considering the context, needs, and constraints. Given my students' context of taking other classes addressing all other language skills, I had the luxury to develop their reading skills explicitly. The following section only explains the components that were added or adapted. A more detailed rationale for each activity can be found in the practical implications section.

Adaptation of the textbook materials to online use and for assessment. The adaptation of textbook materials was necessary so that the teacher and students alike could access the same materials via the same platform. By adapting the materials to online use, I decluttered the information given in the textbook. I carefully selected essential activities, considering the sequencing of reading materials. I often recreated textbook materials in the form of online worksheets using free resources, such as Google Slides and Google Docs and Google Forms, that

required drag and drop, filling in the blank, and written answers. Sent to the students via our google classroom platform, I checked their worksheets and assessed their progress (See Appendix A for sample materials)

Addition of genre reading in “Read-Along” activity. Because the textbook addressed only one type of reading genre (non-fiction), I decided to encourage my students to seek other genres by immersing them in reading another genre (fiction). To awaken their curiosity, I planned to invite them to read along with me in a ‘Read-Along’ activity at the beginning of each class.

Initiation of an in-class silent reading period. Students needed to read slightly below their reading level at times to build quick word recognition skills. The book’s intensive reading passages did not provide the ideal environment to strengthen word recognition skills. I decided to introduce a silent reading period during class time to model good reading behavior, monitor that students were reading, and provide them with reading materials slightly below their reading level.

Addition of a daily reading log (extensive reading focus). The addition of a daily reading log was supposed to aid students’ word recognition skills and boost their joy of reading. Four times a week, students selected materials on their own (we were limited on access to books from the extensive reading library and therefore had to access materials that were available online to us) and read outside of class time for approximately 20 minutes. Afterward, students recorded the title and commented on the reading in their reading log. I commented on their reading logs, which facilitated relaxed discussions and the exchange of information.

Introduction of a vocabulary log. Vocabulary size has an enormous impact on students reading comprehension (Nation, 2013). However, considering my students' situation (taking four language-related classes at once), I decided to downsize their mandatory vocabulary load to ten vocabulary words each week. Instead, I emphasized the depth in which students interacted with the vocabulary to help them retain their knowledge. As a way to assess their vocabulary knowledge, we frequently played Kahoots.

The addition of comprehension tools. As additional tools to the book’s suggested comprehension tools, I added annotation skills and discussion forums. Via video instructions, students learned how to highlight and comment in a Google document. Initially, they annotated individual electronic copies of reading materials before discussing them in class. Later, students collaboratively annotated shared class copies of reading materials, which facilitated an active

classroom discussion forum. The discussion forum proved to be a fruitful approach to prepare students for the class discussion the following class time. Students seemed to be able to formulate their opinions and use reading-specific vocabulary comfortably with their classmates.

Design of FC materials to pre-teach comprehension tools. FC standards entail pre-teaching content in the form of videos of either pre-existing or teacher-recorded videos. I designed materials using free online tools such as Loom and Edpuzzle to create and edit engaging videos. The use of Edpuzzle enabled me to add an assessment component to the videos that checked for student understanding throughout the instructional video. Furthermore, most of the readings included a flipped component since they were usually assigned before class and came with reading guides, comprehension checks, and discussion questions. Class Time was freed for interactive discussions and review activities addressing individual student's needs.

Scope and Sequence Chart, Syllabi, and Course Schedule

Scope and sequence charts provide a quick overview of a course and its contents. In my case, the scope and sequence chart (Appendix B) also provided me with a skeletal framework to combine and organize textbook content with my selection of additional content. Moreover, it guided my syllabi and course schedule design and informed my lesson planning.

Materials Design and Adaptation and their Rationales

Adapting and creating materials is a time-consuming affair. Materials and activities need to be well developed, explained, and applicable. Rationales provide justification as to why a certain component is incorporated in the class design. In this project's case, the rationales explain and substantiate activities such as the comprehension tool review, reading strategy exercises, or vocabulary knowledge practice. They provide overall guidance of the activities' purposes as well as how each activity was applied under the class' particular situational aspects. The following section provides rationales to class activities used in the reading class sorted in alphabetical order:

- Edpuzzle for pre-teaching reading comprehension tools
- Flipgrid reading response
- In-class drawing

- In-class silent reading
- Kahoots for reading comprehension and vocabulary assessment
- Read-Along
- Reading discussion
- Reading log
- Timed reading log
- Vocabulary log

Rationales

Edpuzzle. Edpuzzle (<https://edpuzzle.com>) is a free online tool that teachers can use to create interactive videos for their students to teach content while also assessing students' understanding. The platform permits uploading and editing of preexisting videos (such as Youtube videos) or recording and editing of teacher-created videos. One of the most useful editing tools provided by the platform enables the teacher or material creator with the unique ability to check on students' understanding during the learning process. This tool allows the viewer to strategically pause the video to insert questions or notes that the viewer has to answer or read before being able to continue watching the video. Answers can be requested in either multiple choice or short answer format. Grading options include automatic grading (multiple choice) or teacher grading (short answer). Other functions include to permit multiple tries or skipping of questions. Connected to platforms such as google classroom, teachers can easily assign videos, and view students' answers and grades on Edpuzzle.

In the case of my project, Edpuzzle activities complemented the FC design as they promoted content learning before the content's actual use during class time. I mainly used Edpuzzle by creating a weekly video to pre-teach content belonging to the comprehension toolbox' tools of reading (see Appendix B: Scope and Sequence Chart). Each week, I chose a comprehension tool either suggested in the book or added by me, researched existing videos (on Edpuzzle or youtube) or created my own PowerPoints with Loom Screen recordings on how and why to use those tools.

The assignment was usually assigned on Thursdays and due on Sunday late afternoon. Sunday evenings, I could review my students' answers, illuminate existing problems, and tweak the follow-up activity planned for the subsequent class according to students' needs. When

attending the classroom session after viewing and engaging with Edpuzzle, students seemed prepared to interact with the content materials during class time more deeply. The review answer and grading function gave my students the opportunity to check on their own understanding of the video's content while proceeding. Appendix C illustrates the topics and links to Edpuzzles created for the class.

Flipgrid reading response. Flipgrid (<https://info.flipgrid.com>) is an online platform that allows teachers to post content in pre-existing or self-created videos, asking students for a verbal response to single or multiple prompts. Students use the platform to self-record a short video using their teacher's instructions and the platform's entertainment functions (emojis, frames etc.). By setting a time limit to student responses, the teacher can control the length of the response. The platform permits individual students to discuss teacher prompts under controlled conditions, which means they can, depending on their comfort level, prepare and answer prompts in writing and read the script aloud, or respond spontaneously. Moreover, essential features on Flipgrid allow teachers to provide feedback on student responses either as a written comment or as a recorded message. Depending on the prompt and response's purpose, feedback on the content of the answers and pronunciation is possible.

I used Flipgrid in the first session of the reading class to get to know my students as readers. During the first week, the class practiced using the platform under my guidance by responding to an introductory video. The following weeks, students posted two short videos responses about their favorite books and reading preferences (Appendix D: Week 2). Later I utilized Flipgrid to encourage students to speak about our classroom novel (Appendix D: Week 4). I noticed that my students seemed shy and needed extra time to respond to my questions about the story. I decided to post and record a video each week, asking them to respond to comprehension questions about the book's previous chapter. The controlled practice gave them time and individual freedom to practice for our classroom discussion in the following class period.

The students enjoyed the activity so much that their responses developed into useful summaries of the previous chapters. They were curious about how the other students had responded. Since everybody agreed to share their videos, watching a video mashup to catch up on the book's plot became our Monday morning routine. I provided feedback on pronunciation and provided comments, usually in the form of encouragement, that the students seemed to

enjoy. During the second session, spontaneous responses posed no problems anymore, so I discontinued the use of Flipgrid and only used it in preparation for our final presentation.

In-class Drawing Activity. Students experience and interact with reading materials in diverse ways. Often, students create a mental picture of their understanding of a text. Physically drawing this representation of their mental image provides students with an artistic outlet to interact with the text regardless of the ability to talk about it spontaneously. A subsequent narration and explanation of their art pieces encourages students to show their comprehension, take pride in their work, and invites others to join discussions.

During the second session of my class, I encouraged students once a week to draw a scene from the recently read chapter of the classroom novel. My instructions asked the students to draw a scene of the previously read chapter that they found interesting, noteworthy, or significant to the unfolding plot. Some students created very elaborate drawings, while others used stick figures and captions as a vehicle to show their comprehension. All these types of drawn and narrated artwork counted as a completed in-class assignment. Since the students enjoyed this activity, I decided to make their drawings a part of the class's final project. The final project and assessment were a cooperative and communicative book display at the end of the semester.

In-class silent reading. The practice of reading helps students become better readers; engagement with as many written materials as possible supports reading development. Therefore, students should spend a reasonable amount of time during reading class reading various materials. The introduction of a silent reading period sets class time aside during which the teacher, as a role model, and the students silently read engaging reading materials. The texts should be easy to read, attractive in nature, and students should have the opportunity to choose from various texts.

For the reading course, I used an online platform called “Readworks” (<https://www.readworks.org/>) to engage my students during the silent reading period (7-10 minutes at the end of each class). Coronavirus restrictions and the course format did not allow our class to use joint hands-on resources that could be passed between students. Therefore, I had to rely on online platforms for reading materials. Readworks provided a vast number of leveled reading materials in the form of non-fiction articles that seemed appropriate for my students' levels.

Moreover, I could choose a weekly theme, usually related to the textbook unit (see Appendix A: Scope and Sequence Chart), that provided my students with eight to ten articles at or below their reading level to choose from during silent reading. The platform employs a comment section for each article, the so-called “Book of Knowledge,” to ensure students’ participation. My students posted a quick comment, question, or opinion to the Book of Knowledge after reading, to which I replied after class. This feature provided the students with feedback on their reading or opened up class discussions later on.

Kahoots. Kahoots (<https://kahoot.com>) is a game-based learning platform that allows teachers (and students) to create tests and quizzes to be administered online. Teachers can develop multiple-choice or true or false questions, which the program automatically transforms into a game format. Students receive a game code and log into the game either with their names (for assessment purposes) or pseudonyms (for review game purposes). Games checking on students’ understanding and learning progress can be played synchronously by individual players or groups during class time. Assigned as homework, Kahoots provides a unique, asynchronous study opportunity. Students receive immediate feedback on their answer choice and, depending on the game modus (teaching or learning), compete with their classmates for the fastest, most accurate answers or work individually at their own pace. Overall, playing Kahoots is a creative and engaging in-person and online classroom activity that supports student learning and provides assessment opportunities.

For my class, I used Kahoots as an engaging and fun way to assess students’ knowledge of class content, such as comprehension tools and vocabulary. Moreover, I checked on their comprehension of the class novel and the textbook articles. During game time, I could stop the game to review and explain problematic questions that showed students’ lack of knowledge. For instance, when two out of four students did not know the answer to a question about one of our comprehension tools, passive sentences, I interrupted the game for a few minutes to immediately review the strategies needed to make use of the tool. On our next Kahoots played two days later, all students succeeded on a similar type of question. Often, I asked students to create and submit student-created Kahoots questions either for vocabulary questions or reading comprehension questions. Students were delighted to come across their student-created problems in the game.

Read-along. Reading-along activities provide a unique opportunity for all classroom stakeholders to explore various reading genres by allowing them to engage and interact with a

text synchronously. Texts can be teacher vetted and purposefully chosen for content, genre, and level or democratically suggested and voted on by students. During daily read-alongs (maximum 10 minutes.), the teacher serves as a model reader by reading aloud the chosen text. Students read along on a scanned, magnified version on the TV screen while listening to the teacher. This technique provides not only an auditory but also a visual stimulus to the students.

Teachers can help readings come alive by using storytelling techniques such as different intonations and contrasting voices. These techniques awaken and stimulate the listener-readers' imaginations, stir their interests, and foster their joy of reading. Students who enjoy reading are more likely to engage with other reading materials and become more involved in their reading development.

Read-alongs can support reading engagement and enjoyment by making students aware of reading genres that they would otherwise not study during the course (fiction, poetry, short stories). Reading studies have shown that students who enjoy reading and display enthusiasm to read by themselves are more likely to interact with texts outside the classroom (Day & Bamford, 1998). Avid readers who interact extensively with texts eventually gain experience to recognize and identify words quickly. Readers with rapid word recognition skills are faster readers (Day & Bamford). Faster readers are usually better readers. Read-alongs provide students with the opportunity to build their word recognition skills and become motivated to interact with various text types. Students continuously listen to the teacher's model pronunciation and parsing of the text while reading, which seems to aid student comprehension.

For the reading course, the students and I chose two novels (historical fiction) based on my students' interest in the Holocaust (*The Boy in the Striped Pajamas* by Boyne) and the Black Lives Matter movement (*Roll of Thunder Hear my Cry* by Milton). By continuously reading at the beginning of each class time and Read-Along videos over the weekend, we finished both novels and incorporated our classroom novel in our final project. My observations of this practice indicate that there might be a positive effect on the student reader regarding engagement, enjoyment, reading comprehension, and vocabulary development.

Reading discussion circle. Reading circles are student-centered, collaborative discussions that can be integrated into any reading curriculum. Readings circles encourage students' independence by handing them the responsibility to find suitable, interesting materials to engage their classmates in a reading activity and a discussion. Simultaneously, students learn how to use

resources in a meaningful way and grow their vocabulary. Reading circles allow students to interact individually with the text and often become vivid verbal exchanges (debates, arguments, discussions) that facilitate critical thinking beyond the text. Often, students aid each other's reading comprehension and activate their classmates' deeper thinking skills. However, reading circles are not automatically effective in classrooms. They require teacher guidance, modeling, and support and should be enjoyed by students.

For the reading course, I integrated a reading discussion circle into the curriculum once a week for approximately 30 minutes. During the first week, I modeled a reading circle for my students. Each week, one student was responsible for selecting an article that could be of interest to the whole class. The student in charge formulated three questions about the text, one question demanding inferencing, and one opinion question. Another student assisted the student in charge by finding five relevant vocabulary words and their definitions to aid other students' reading comprehension. The day before the reading circle, each student received an individual electronic copy of the article and the questions as a homework assignment. Students had to annotate the text on individual copies and find answers to the questions in preparation for the reading circle.

On the day of the reading discussion, the student in charge summarized the reading and explained why they selected it. Afterward, they asked the students the questions that they prepared for the discussion. Responding to the opinion question, students usually began to engage in the debate suggesting and explaining their ideas. They often used prior knowledge to connect to the reading and their classmates' ideas. No reading circle looked the same. Each of them was unique in how they unfolded, but they all had an engaged and avid conversation in common. Many students voiced their enjoyment of this activity.

Reading log. Reading logs are journals that require students to document the title of their reading and, depending on the purpose, to post a response to the reading. They allow students to track their progress as readers. The documentation in a reading log will encourage students to continue reading. Teachers benefit from monitoring students' reading logs by gaining knowledge about their students' interests and reading progress.

For my class, I created an online portfolio for each student. Every portfolio included three files accessible to the students and me: A reading log, a timed reading log, and a vocabulary log. The reading log was supposed to track their reading outside the classroom. Anchored in Day and Bamford's (1998) extensive reading theory, students were supposed to read easy, interesting

reading materials of their choosing at least four times a week for approximately 15 minutes each time and record these in their reading logs. In my instructions, I emphasized that they should enjoy reading for the reading log. I was hoping that they would read more often and voluntarily outside of class if they enjoyed reading. Reading more facilitates a reader's ability to automatically perform the act of reading, which is a requirement for fluent reading (Grabe, 2009). In the reading log, my students kept track of their assignments by sharing the title, the origin of their reading, and reading time.

Moreover, students had to write a short comment about each reading. I responded to their words, and a written discussion unfolded with each student about their readings. Because of restrictions due to the Coronavirus, students had limited access to the program's extensive reading library that would have supplied them with reading materials of their choosing. Instead, they relied on internet resources. They became quite crafty and read Instagram posts, local and national newspaper articles, websites, and various other internet sources.

Timed reading log. Generally speaking, timed reading logs provide information about students' reading rates over time. Reading rates are tied closely to fluency, which is an essential aspect of reading. Fluent readers read accurately and quickly. Good decoding skills and quick word recognition are necessary to aid comprehension.

I used timed reading logs as a diagnostic tool to monitor my students' reading rates on our textbook readings. I administered the first textbook reading as a timed reading in the first week of classes to establish a baseline for every student. The students read the article, recorded their time, and calculated their reading rate per minute using a textbook formula. Every time we had a new textbook reading, the students timed their reading, recorded their time, and recorded their rate. I did not intend for the reading log to be a tool to help my students become faster readers. Since I doubted that the textbook's intensive reading passages would help my student with word recognition skills and accuracy, I encouraged students to read materials they were personally interested in on their own time. All of my students' reading rates improved significantly.

Vocabulary log. Vocabulary logs help students interact with vocabulary. They are graphic organizers in which students document different aspects of unknown words. Learning and retaining vocabulary words is challenging, but research has shown that a more extensive vocabulary knowledge leads to better reading skills (Masuhara, 2013).

The students in my class already had a solid foundation of vocabulary. However, they often struggled with academic words. To lessen the cognitive load of studying and recalling too many vocabulary words per week, I decided to introduce ten new academic vocabulary words per week taken from the textbook readings. Students received a list of 10 vocabulary words every Tuesday and were expected to look up the definitions, parts of speech, and synonyms. They needed to use the vocabulary in a sentence, find words from the same word family, and find or draw a picture to help them remember the word. The search for words from the same word family triggered discussion about common affixes and prefixes and naturally expanded the number of vocabulary words they studied each week. As their teacher, I checked and provided feedback on the logs to ensure students' correct use of words (see Appendix F for an example of the vocabulary log). The students performed well on our Kahoots vocabulary questions. Often, they commented that they remembered the vocabulary because of the added picture.

Lesson Plans, Piloting, Revisions

Lesson plans. Lesson plans provide weekly as well as daily guidance for teachers. I approached the lesson planning process for this course on a weekly schedule with the flexibility to change or rearrange lessons and their contents in reaction to student needs (see Appendix D for a typical lesson plan). Especially at the beginning of the course, I had to make frequent adjustments getting to know my students' needs. Initially, the class pace was too swift, and review activities took more time than anticipated. Furthermore, flipped classroom assignments had to be moved in light of the amount of homework students received from other teachers.

Piloting. Trying out materials under real life circumstances allows materials designers to test and assess their materials for their effectiveness, accessibility, and practicality. Ideally, materials developers use student and teacher feedback to revise their materials. In my case, it allowed me to see my students' reactions to the materials and evaluate material accessibility and effectiveness. In the beginning, I struggled with the online accessibility of my materials. Furthermore, it was challenging to design materials that provided the teacher with the ability to monitor individual student work. I worked closely with Information Technology Services (ITS) at the university, and received a private tutoring session on how to monitor individual student work and collaborative assignments.

Revisions. Changing and adjusting already created materials are integral parts of improving and aligning materials for later purposes. Revisions require teacher reflection on the materials' effectiveness and necessity. Not only materials but also activities and their sequencing become part of the revision process. At times, I had to revise my lesson plans because of pacing and comprehension difficulties; sometimes, students' interests influenced the revision process. For instance, I modified most of the google forms in which I initially included only questions from the textbook. I noticed my students' vast background knowledge and interest in racial and cultural problems and injustices. I decided that the students needed to engage with the articles on a more personal and critical basis which motivated interesting class discussion and deeper interaction with the topic.

Informal Student Feedback

Regular evaluative surveys about activities and materials help material developers to check on student satisfaction and engagement. While students might not understand the full scope underlying activities, they are valuable informants regarding entertainment, engagement, enjoyment, and learning values. Besides informal questions during our class time, I collected midterm and end of the session evaluations from my students assessing my teaching and the activities offered in the class. I used feedback from these evaluations to change the procedure for our timed reading. While my students understood the timed reading activity's necessity, they did not want to lose valuable class time in doing it during class. When I asked them to help me find an alternative procedure, they suggested reading at home and using their timers, which I happily agreed with after a trial period of two weeks.

Students frequently voiced their enjoyment of activities and materials. After about two weeks of teacher Read-Alongs, two of the students noted that they had never experienced their teacher reading to them. They admitted being hesitant about it but said that, over time, they thoroughly enjoyed the teacher readings and the other genre as a departure from the “usual textbook stuff.” One of the most significant indicators that the activity captivated their attention and motivated future learning was that a couple of the students bought the book after reading it in class and reread it. On an interesting note, maybe as something investigable in the future, several students mentioned that rereading the book on their own seemed much harder than reading it along with the teacher.

Overall course evaluations at the end of the first term and the second term showed that students felt strongly about achieving the learning objectives and were motivated to continue immersing in reading activities. Two students mentioned that they found their love for “real books” again. Most of them enjoyed the diversity of reading genres. They understood that reading non-fiction articles and engaging in activities that required them to engage with text organization and reading strategies and extensive reading activities were complementary of each other.

Most students reported liking the flipped classroom approach. While some students struggled in the beginning of class with the flipped nature of assignments (“Why do we have to do the assignments before we talk about it in class?”), all appreciated the additional class time we could spend on discussions, personal feedback, and classroom explorations.

CONCLUSION

The process of adapting materials depends on the factors (extent, context, constraints) that inform the adaptation procedures. Regardless, adaptations are time-consuming and require a lot of expertise on the part of the designer. Because of the parameters (FC, flexible class format, textbook requirement) for this project, adaptations and modifications were extensive. I found myself in the lucky situation to have the opportunity to pilot the materials and gain insights into the effectiveness, practicality, and accessibility of my materials. I felt encouraged by my students’ reactions to most materials and activities and revised materials and activities that my students did not understand, enjoy, or were too hard to access. Most materials adhered to FC principles and made online, blended, and face-to-face language learning an enjoyable, effective, and engaging experience for my students and me.

However, I should express a word of caution regarding the use of online resources. Course planners need to allot time to student and teacher training to draw on those resources. Here it appears to be essential to make access as simple as possible. Ideally, resources are accessible via classroom platforms, such as Google classroom or Laulima.

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APPENDIX A

Sample materials adjusted from Making Connections 3 (Pakenham et al., 2013) for online access

A. Google slides deck with drag and drop and fill in the blanks function

Definition and Classification Skill Practice (1)

Name:

Read the following passages. Find and mark with the right symbol:

1. The general aspect of the reading
2. The definition of the general aspect
3. Classifications
4. The definitions or the categories

Drag and Drop function 

1. The general aspect of the reading
 2. The definition of the general aspect
 3. Classifications
 4. The definitions or the categories

Dietary fat is the fat we consume in food. Nutritionists have determined that there are two main types of fats in our food: saturated fats and unsaturated fats. Saturated fats refer to a type of fat in which the fatty acid chains have all or predominantly single bonds. They are found in butter, meat, egg yolks, and coconut or palm oil, that in humans tends to increase cholesterol levels in the blood. Unsaturated fats, on the other hand, are known as fat or fatty acid in which there is one or more double bond in the fatty acid chain. Foods containing unsaturated fats include avocado, nuts, and soybean, canola, and olive oils.

Fill in the blank function

Let's put the information into a diagram

| General | Classification |
|---|--|
| Term: Dietary Fats Def.: The fat we consume in food | 1. Saturated Fats Def.: Fats & fatty acids containing single bonds |
| | 2. Unsaturated Fats Def.: |

B. Google Forms with multiple choice and short answer questions**Reading 3.3_Rules of Speaking**** Required*

1. Name: *

2. 1. Appropriate speech requires cultural knowledge. *

Mark only one oval.

- True
 False

3. 2. Miscommunication will happen when cultural knowledge is missing. *

Mark only one oval.

- True
 False

4. 3. Why are the rules of speaking important? *

Mark only one oval.

- They are not important.
 They help us with our pronunciation.
 They make language learning more fun.
 They enable us to interact in socially and culturally appropriate ways.

5. 4. Even when you speak with perfect grammar, vocabulary, and pronunciation, a breakdown in communication can occur if you don't have the cultural background knowledge. *

Mark only one oval.

- True
 False

6. 5. What of the following would not be an example of a speech act? *

Mark only one oval.

- Promising to meet someone
- Reading a poem out loud
- Thanking someone for their help
- Complimenting someone on a new haircut

<https://docs.google.com/forms/d/1YJDwH6pvyw6Sfk1A0I-NZqCIFRyfQu79KmhvlqoeYI/edit>

3/4/2021

Reading 3.3_Rules of Speaking

7. 6. Learners need to learn when and how to perform speech acts. *

Mark only one oval.

- False
- True

8. 7. Interacting with different people (friend, boss, teacher) will require different responses. *

Mark only one oval.

- True
- False

9. 8. Rules of speaking do not differ from one culture to another. *

Mark only one oval.

- false
- true

10. 9. In your opinion, are the rules of speaking important or not? Explain your answer. *
-
-

11. 10. Think about US culture and your home culture. Have you noticed any differences in the way speech acts (requests, apologies, thanking, etc.) are performed? Explain your observations. *
-
-

APPENDIX B

Scope and Sequence Chart

Adaptation of Textbook *Making Connections 3* (Pakenham et al., 2013) to a 16-week hybrid class format

| Unit/ Topic/ Objectives | Week | Textbook and Teacher Assigned Readings | Comprehension Toolbox | Vocabulary | Genre Reading | Silent Reading |
|--------------------------------|------|---|---------------------------------------|-----------------------|---|---|
| Global Health | 1 | 1.1 The State of the World's Health | Identifying Main Ideas | Academic Vocabulary * | Read Along ** (Holocaust Fiction): The boy in the striped pajamas (Boyne) | Article a Day *** (Readworks): Health Challenges |
| | 2 | 1.2.Changing Attitudes towards Cardiovascular Disease | Annotating and Commenting | Academic Vocabulary | Read Along: The boy in the striped pajamas (Boyne) | Article a Day (Readworks): Different Diseases |
| | 3 | 1.3.Malaria: Portrait of a Disease | Managing sequencing: Cause and Effect | Academic Vocabulary | Read Along: The boy in the striped pajamas (Boyne) | Article a Day *** (Readworks): Emotional Health |
| | 4 | 1.4.The Health Care Divide | Managing unknown Vocabulary | Academic Vocabulary | Read Along: The boy in the striped pajamas (Boyne) | Article a Day (Readworks): Staying Fit and Healthy |
| Multicultural Societies | 5 | 2.1. The Age of Immigration | Identifying continuing ideas | Academic Vocabulary | Read Along: The boy in the striped pajamas (Boyne) | Article a Day (Readworks): Immigration and Challenges for New Americans |

| | | | | | | |
|----------------------------|----|--|--------------------------------------|--|---|---|
| | 6 | 2.2. Who are Today's Immigrants? | Discussing readings | Academic Vocabulary | Read Along: The boy in the striped pajamas (Boyne) | Article a Day (Readworks): Inspiring People of Asian/Pacific Islander Descent |
| | 7 | Choice article from a 10-article pool: Elections Discrimination Cultural Sensitivity Holocaust | Preparing a reading report | Vocabulary relevant to each student's reading | Read Along: The boy in the striped pajamas (Boyne) | Article a Day (Readworks): Women who made a difference |
| | 8 | Article of choice from the previous week | Reporting on an article | Vocabulary relevant to presentation of student's reading | Connecting, comparing & contrasting: Reading & Movie | Class time dedicated to presentations, discussion, & movie |
| | 9 | 2.3. The Meeting of Cultures | Understanding point of view | Academic Vocabulary | Read-Along (Historical Fiction) Roll of Thunder hear my cry (Taylor) | Article a Day (Readworks): United States Government |
| | 10 | 2.4. The Challenge of Diversity | Recognizing reduced Relative Clauses | Academic Vocabulary | Read-Along: Roll of Thunder hear my cry (Taylor) | Article a Day (Readworks): Slavery |
| Aspects of Language | 11 | 3.1. When Does Language Learning Begin | Detecting the Thesis of a Reading | Academic Vocabulary | Read-Along: Roll of Thunder hear my cry (Taylor) | Article a Day (Readworks): Overcoming Barriers |
| | 12 | 3.2. Learning a Language as an Adult | Annotating and commenting as a group | Academic Vocabulary | Read-Along: Roll of Thunder hear my cry (Taylor) | Article a Day (Readworks): African American Activists |

| | | | | | | |
|--|----|--|---|--|---|--|
| | 13 | 3.3.Rules of Speaking | Understanding Definition and Classification | Academic Vocabulary | Read-Along: Roll of Thunder hear my cry (Taylor) | Article a Day (Readworks): Voting Rights |
| | 14 | 3.4.The Advantages of Multilingualism | Comprehending Passive Sentences | Academic Vocabulary | Read-Along: Roll of Thunder hear my cry (Taylor) | Article a Day (Readworks): Famous African Writers |
| | 15 | Class Novel: Roll of Thunder Background articles: Sharecropping Great depressions Reconstruction Era Jim crow laws | Creating a visual representation of the classroom novel Explaining visuals | Vocabulary relevant to each student's reading | Read-Along: Roll of Thunder hear my cry (Taylor) | Article a Day (Readworks): Our Changing Earth |
| | 16 | Class Novel: Roll of Thunder | Explaining and presenting and discussing the class novel | Vocabulary relevant to the presentation of classroom novel | Connecting, comparing & contrasting: Reading & Movie | Class time dedicated to presentations, discussion, & movie |

* academic vocabulary is studied in the context of the weekly readings and recorded in an online vocabulary log

** during daily Read Alongs (10 mins.), students listen to the teacher read while following the text on the TV screen. Each Read-Along is accompanied by a quick review of the previous day's reading and often followed by a brief discussion. Sometimes, chapters are assigned as homework via a teacher-recorded reading of a chapter. Each week, students record a verbal response (FlipGrid) as preparation for classroom discussion. Students are encouraged to draw pictures of scenes to show their book's mental representation during the latter half of the course.

*** Article a day is a daily silent reading period during the last 10 mins. of class. Each class day, students choose one of the eight preselected articles, read it, and post a comment or personal experience on the classroom's "Book of knowledge" page. The teacher provides a short comment for each entry.

Outside of class time, students read for 20 additional minutes. They can choose articles (e.g., Newsela, Readworks, Civil Beat, Star-Advertiser, New York Times) or books (school's library) they choose based on their interest and enjoyment. They log the titles, minutes, and a comment in a reading log shared with the teacher. One time a week, the teacher comments on the students' comments.

APPENDIX C*List of Edpuzzles Created for the Class*

| Comprehension Tool | Edpuzzle link |
|---|---|
| Identifying the main idea | https://edpuzzle.com/media/5f3c260ff2fe903f4e08c196 |
| Annotating in Google Docs | https://edpuzzle.com/media/5f431631ee538f3f38cdf7fa |
| Detecting cause and effect | https://edpuzzle.com/media/5f4c374f3b7f793f45af1fdb |
| Managing unknown vocabulary | https://edpuzzle.com/media/5f56d3a16831c33f2cf93c6e |
| Recognizing continuing ideas | https://edpuzzle.com/media/5f681038591b0c40ddbc2afe |
| Identifying relative clauses and reduced relative clauses | https://edpuzzle.com/media/5f9f58b9f1d88340dfa5153d |
| Identifying the thesis statement | https://edpuzzle.com/media/5fa8c3e63924144082a47098 |
| Detecting definition and classification | https://edpuzzle.com/media/5fbb252784ad0a40b5686d65 |
| Recognizing the passive and active voice | https://edpuzzle.com/media/5fc55d7f74105740a2421b5a |

APPENDIX D

Sample Flipgrid Prompts

| Week | Flipgrid Title | Prompt | Flipgrid Link |
|------|-------------------------------------|---|---|
| 2 | Favorite Book | You have 1 min. and 30 seconds to talk about one of your favorite books. It does not have to be a book written in English. Tell us the title and the author. Then try to explain the plot and to whom you would recommend the book. Remember to keep it short. | https://flipgrid.com/8021552c |
| 4 | The Boy in the Stripped Pajamas (1) | We have been slowly advancing through our read-along book. Here are a couple of questions that I want you to answer about the book. 1. Who is the main character? 2. Tell me something about the main character (age, character traits, etc.) 3. When approximately does the story take place? 4. Where does it take place? 5. Briefly describe what happens in the first chapters of the book. 6. What do you find interesting about the book? | https://flipgrid.com/ce98c052 |

APPENDIX E

Sample of Weekly Lesson Plan

| WEEK 6 | Textbook: Chapter 3 - “Aspects of Language” Summary: Listen, read along, and discuss read along. Participate in a drawing activity to show the mental representation of a scene from the book chapter. Participate in a comprehension toolbox review activity. Participate in reading discussion. Learn to identify definition and classification. | | | |
|---|---|--|---|---|
| Day & SLOs | FLIP | In-Class Practice & Application | Time | Homework |
| Monday <u>SLOs:</u> 1, 3, 6 <u>Summary:</u> Listen and read the class novel; illustrate your comprehension in a drawing; review comprehension of the class novel, vocabulary, skills; continue the discussion on last week's topic | | <ul style="list-style-type: none"> • Read-Along • Reading Follow up: <ul style="list-style-type: none"> ○ Draw a picture of a scene that you find important from either chapter 7 or 8 ○ Explain your drawing to your classmates • Review Game: Kahoots • Finish the “Rules of speaking” table from last week • Readworks: (code: D73HUW) Read and answer book of knowledge | 15-mins 20-mins 10-mins 10-mins 5-mins | Reading Log |
| Tuesday <u>SLOs:</u> 1, 3, 6 <u>Summary:</u> Listen and read the class novel; review passive sentences; review vocabulary and comprehension | <u>EdPuzzle:</u> Passive Sentences | <ul style="list-style-type: none"> • Read-Along • Passive Sentence review: Whiteboard • Review Game: Kahoots <ul style="list-style-type: none"> ○ Play ○ Stop and explain if needed • Readworks: (code: D73HUW) Read and answer book of knowledge | 15-mins 10-mins 15-mins 10-mins 10-mins | Reading Log Vocabulary Log |
| Wednesday | | • Read-Along | 15-mins | Reading Log |

| | | | | |
|--|---|---|-------------------------------|--|
| <p><u>SLOs:</u> 1, 3, 5, 6</p> <p><u>Summary:</u> Listen and read the class novel; review passive sentences, reduced relative clauses, and main idea in a classroom activity</p> | <p><u>Reading 3.3</u></p> <p>Preview Timed Reading #5 Annotation</p> | <ul style="list-style-type: none"> ○ Individual: Come up with a question about the book for our next Kahoots ● Review: Passive Sentences, Reduced Relative clause, Main Idea ● Readworks: (code: D73HUW) Read and answer book of knowledge | 45-mins | Vocabulary Log |
| <p>Thursday</p> <p><u>SLOs:</u> 1, 2, 3, 4, 5, 6</p> <p><u>Summary:</u> Participate in student-led “Reading Circle #4”</p> | <p>Reading Circle</p> <p>Prep: Read and annotate article chosen by a classmate & Prepare to discuss their Questions</p> | <ul style="list-style-type: none"> ● Read-Along ● Reading Circle # 4 ● Readworks: (code: D73HUW) Read and answer book of knowledge | 15-mins 35-mins 10-mins | Reading Log Loom_Chapter 12 & Reading Guide |

APPENDIX F

Sample of Vocabulary Log

Welcome to your personal vocabulary journal!

Research has shown that the more you engage with a vocabulary the greater your chances are that you will remember the word. Moreover, knowing one vocabulary word will help you to remember other vocabulary or at least help you to understand and interpret the meaning of other vocabulary (e.g. if you know the word success it's easier to remember successful, succeed etc.).

Instructions:

1. Put your name on the title slide
2. Look at the example slide
3. Make a duplicate of the sample slide (Toolbar: Slide-> Duplicate Slide)
4. Fill in the information for each vocabulary
5. Need help? [Cambridge Dictionary](#)
6. Need picture? (Toolbar: Insert-> Image-> search the web or upload your own)

Example Slide

contact

| | |
|--|---|
| <p>Part of speech: verb</p> <p>Definition: to communicate or get in contact with someone</p> | <p>Sentence:</p> <p>I contact my parents every day to tell them that I am well.</p> |
| <p>Synonym: communicate, get in touch, check in</p> <p>Related words: contact (noun) Contact tracers</p> | <p>Picture:</p>  |

AN ACTION RESEARCH STUDY ON TEACHING AN ONLINE UNIVERSITY COURSE ABOUT HAWAII‘I CREOLE

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ABSTRACT

In the middle of the spring 2020 semester, the COVID-19 pandemic caused higher education institutions in the United States to abruptly shift all courses online. Subsequently, university courses remained online in fall 2020 as the pandemic continued in Hawai‘i. As a novice undergraduate course instructor who was scheduled to teach a course about Pidgin in Hawai‘i, action research was used to investigate and address the three goals of this study: 1) determine helpful online classroom management strategies, 2) learn what students gained from the course and whether their perspectives towards Pidgin changed, and 3) document my professional development. Course material, student work, and my own reflection journal were collected as quantitative and qualitative data sources. The results indicated that student accountability to prepare for in-class activities is helpful for online classroom management. By the end of the course, students not only learned about Pidgin, but also held a more positive perspective towards Pidgin as a language. This study also identified areas of professional and personal growth and areas in need of further development as a novice university instructor. These findings provide pedagogical implications for online instruction as the COVID-19 pandemic continues.

Keywords: action research, COVID-19, online instruction, Hawai‘i Creole, Pidgin

This study used action research to investigate online instruction for a university course during the COVID-19 pandemic. While previous studies on face-to-face (F2F) and online instruction in higher education were conducted at a time when there was no pandemic, the fall 2020 semester started seven months after the first Coronavirus case was reported in the United States and five months after the abrupt transition to online learning and initial lockdown. At the beginning of the fall 2020 semester, Honolulu went into a second lockdown period that lasted for

four weeks. The undergraduate course used in this study was called Introduction to Pidgin in Hawai‘i, and the goal of the course was to raise awareness to language rights and language discrimination towards Pidgin, which is one of the native languages used by locals. The three goals of this action research study were to learn about (1) the appropriate classroom management strategies for online instruction during a pandemic, (2) the students’ knowledge and perspectives about Pidgin during an unusual semester, and (3) the instructor’s own professional development in teaching this course.

TEACHING IN HIGHER EDUCATION

Traditional courses in higher education institutions are either large, teacher-centered classes or smaller, student-centered classes. Large classes with a teacher-centered approach often entail information transfer through long lectures, which has been found to be less effective than small classes in student learning (Cuseo, 2007). For example, there is less active participation and preparedness by students, fewer opportunities for critical thinking, and fewer opportunities for instructor feedback to students (Bryant, 2005; Cuseo, 2007). On the other hand, these opportunities have more potential to occur in small classes where teachers use student-centered activities to guide students to develop their own conceptions or change their conceptions on the subject matter (Prosser & Trigwell, 2014). Small classes are thus considered to provide a higher quality education experience in which students not only learn new information, but also develop critical thinking skills to form their own conceptions of the topic.

To improve student engagement and critical thinking in large and small classes, online discussion boards have become a popular tool to supplement F2F classes with active online participation. Because large class sizes limit the amount of participation students can engage in, previous research has shown that online discussion boards allow for equal opportunities of participation from all students rather than the few brave students who are willing to speak up in class (Bryant, 2005). Moreover, discussion boards allow instructors to monitor students’ comprehension of the class material and address any misunderstandings (Bryant, 2005). Research also suggest the teacher’s expertise and teaching competency is more essential for student learning than class size (Mulryan-Kyne, 2010). While the combination of online discussion boards with other student-centered activities have shown promising benefits to

student learning, Herington and Weaven (2008) have called for research to investigate how these activities “should be structured so as to emphasise student technical skills development and content learning rather than the promotion of task completion” (p. 125). In other words, rather than the online discussion board being an isolated task to supplement a F2F course, there should be real world technical skills that students develop and use beyond the course.

Prior to the COVID-19 pandemic, universities often offered some online courses or operated exclusively online as an alternative to F2F classes. According to the U.S. Department of Education (2019), over 6.9 million students were enrolled in an online course at a degree-granting postsecondary institution in 2018. The benefits and affordances of distance learning for the institution allow for an increase in student enrollment without the worry of reaching maximum physical classroom capacity, arrangement of desks, and equipment (Bettinger et al., 2017). As online courses allow for larger class sizes, research has found that increasing the class size in an online context did not affect students’ grades or the quality of the course (Bettinger et al., 2017).

While class size does not affect students’ learning, previous research has demonstrated that offering the course as asynchronous or synchronous does affect students’ learning experience. In regards to asynchronous online courses, most of the interaction among the instructor and students is done through asynchronous online discussions through the use of a discussion board. Systematic reviews on asynchronous online discussions have suggested that giving the students structure through clear guidelines that scaffold the discussion is essential for students to think critically and have effective discussions (DiPasquale & Hunter, 2018; Fehrman & Watson, 2020). Smits and Voogt (2017) also suggested that teacher behaviors, such as “addressing the group, neutral acknowledgement, specific praise, elaborate content and online personality” lead to high student satisfaction in asynchronous online courses (p. 110).

While asynchronous online courses seem to rely on structure for effective discussions, synchronous online courses rely on technology working and interactive activities. As for synchronous online courses, previous research comparing synchronous online contexts to F2F contexts in a blended learning course have shown that students in the synchronous group experienced technology issues that disrupted their learning experience, such as problems or malfunctions with the WiFi connection issue, video-conferencing software, computer monitor, microphone, and camera (Olt, 2018). Additionally, previous research has also indicated an

adjustment period for the students and instructor to become comfortable with the synchronous online context as results demonstrated that students felt excluded from the course when they missed a part or the entire class due to technology malfunctions and when their attempts to ask or answer a question were not immediately noticed by their instructor (Olt, 2018; Szeto & Cheng, 2016). Previous studies that investigated synchronous online courses also noted a decrease in student attendance and passive participation (Banna et al., 2015). Thus, student engagement has been a critical issue in synchronous online education and most researchers have suggested that the responsibility to ensure continuous active engagement falls on the instructor of the course to develop interactive activities (Banna et al., 2015; Conrad & Donaldson, 2004; Olt, 2018). To help instructors create an interactive online course, Conrad and Donaldson (2004) developed their Phases of Engagement framework. In their four-phase model, they suggest that instructors spend the first one to two weeks building rapport in the class and then transition to pair work that makes students collaborate in critical thinking, and then into small groups (Conrad & Donaldson, 2004). In the last phase, activities are learner-centered in which the students become the knowledge producers of the course and demonstrate this through discussion leaders or group presentations (Conrad & Donaldson, 2004).

Even though online education has been offered in varying degrees, the rise of the COVID-19 pandemic forced instructors throughout the world to reorganize their F2F courses into an online format. With online education being held on such a massive scale, research has yet to be done on determining the appropriate classroom management strategies and the effects on learning during a pandemic.

CONTEXT OF THE STUDY

The course used in this study was Introduction to Pidgin in Hawai‘i, which is an introductory course that students can take to fulfill their general education requirement in Diversification-Social Science and their focus requirement in Hawaiian, Asian, and Pacific Issues. The term “local” in this study will be used to refer to people who were born and raised in Hawai‘i. The goals of the course are to understand language rights and language discrimination towards Pidgin and the social, political, and economic issues related to Pidgin and its speakers. Students also learn how Pidgin came to be a creole language and compare the inequality, marginalization,

attitudes, ideologies, and identities to Hawaiian and other Asia-Pacific pidgins and creoles. In the course, students also collect and analyze data to compare how Pidgin and Hawaiian are used in Hawai‘i. Prior to the COVID-19 pandemic, the course was taught F2F and included guest speakers and assignments that required students to engage with the local community, such as through a community engagement assignment and data collection assignments that required students to interview and survey local people. As the course was moved online due to the pandemic, students attended class from Hawai‘i or from the U.S. mainland and the platform for the guest speakers and assignments also needed to be modified to follow safety guidelines.

PIDGIN IN HAWAII‘I

Pidgin originated when the first successful sugar plantation began in 1835, where Pidgin Hawaiian was the first to be used among the Hawaiian and immigrant workers (e.g., Chinese, Japanese, Portuguese, etc.) and since then, it evolved into Pidgin English and then into the modern Pidgin that is spoken today (Sakoda & Siegel, 2003). After the overthrow of the Hawaiian monarchy in 1893, intense Americanization followed with the establishment of English standard schools (ESS) and statehood was granted in 1959. It was only 19 years later, in 1978, that Hawaiian was once again recognized as an official language. Despite its origins from the plantation era and federal recognition by the United States Census Bureau as an official language in 2015, Pidgin remains an unofficial language in the state of Hawai‘i.

The unofficial recognition of Pidgin as a language in Hawai‘i reflects the years of discrimination against it. Discrimination towards Pidgin speakers began with the establishment of ESS in the 1920s, where admission was based on a speaking test that excluded anyone who spoke Pidgin or English with a Pidgin accent (Tamura, 1996). As a result, parents, who had ambitions of having their child achieve a higher social class, trained their child to speak and sound like a Standard English (SE) speaker (Tamura, 1996). Even after the last ESS closed in 1960 (Tamura, 1996), Pidgin was still discouraged at home and at school because it was viewed as “a simplified and bastardized form of SE and that its speakers are therefore cognitively inferior to speakers of SE” (Wong, 1999, p. 209). Popular labels that have been attached to Pidgin, such as broken English, bad English, and improper English, caused Pidgin speakers to be stereotyped as lazy and uneducated (Da Pidgin Coup, 2008; Wong, 1999). Consequently, Pidgin

has been blamed for students’ poor performance in school, especially with the acquisition of SE, which led to the Hawai‘i State Board of Education’s 1987 policy to ban Pidgin (Da Pidgin Coup, 2008; Siegel, 1997; Tamura, 2002). The ban was lifted after enormous public backlash as locals argued that Pidgin was their native language and an attack on Pidgin was an attack on their identity and on the community (Tamura, 2002). Another argument made for eliminating Pidgin in education is that SE is the only acceptable language to be successful in education and employment in Hawai‘i, the U.S. mainland, and abroad (Siegel, 1997). However, evidence shows that Pidgin speakers can become successful in higher education as Tonouchi (2009) explained in his book about how he wrote his master’s thesis in Pidgin. After multiple attempts to eradicate Pidgin from the local community, it has not been “easy to assess the depth of the damage that has been done to the psyche of the Pidgin speaking community as years of denigration have normalized the negative attitudes toward Pidgin and obfuscated the linguicism that promotes linguistic hierarchies” (Wong, 1999, p. 207).

One observation of the state of Pidgin after years of suppression, is the reported decrease in number of speakers. While previous studies estimated the number of Pidgin speakers to be about 600,000 spread across the state of Hawai‘i and locals living in the mainland (Sakoda & Siegel, 2003), a recent report from the State of Hawai‘i Department of Business, Economic Development and Tourism (DBEDT) in 2016 estimated that there were a total number of 1,275 people who wrote that they speak Pidgin at home. With a large decrease in speakers being reported, Pidgin advocates have hinted that Pidgin is a dying language. For instance, Tonouchi (2009) posed a question to his readers in a eulogy for Pidgin that asked, “Is Pidgin really in danger of dying?” (p. 26) and explained that fewer locals have passed it down to the next generation because “da general populace still perceives dat english is mo’ smart” (p. 33).

Even as Pidgin has prevailed despite the attempts to suppress and eradicate it, efforts have been made to reverse the negative attitudes and normalize positive attitudes and expand the contexts for Pidgin to be used in. For example, researchers and Pidgin advocates have called for schools to support additive bilingualism through accommodation programs where students’ home language is used in the classroom (Reynolds, 1999; Sato, 1989; Siegel, 1999). Research on additive bilingualism is also needed to understand the “relationships between Pidgin and school success, and on how best to build on the language that students come to school with in the achievement of school” (Da Pidgin Coup, 2008, p. 38). Another way to promote additive

bilingualism is through “language awareness seminars, classes or in-services for teachers” so that students and teachers can learn about the “history and social functions of both Pidgin and English” in the local community, which was the purpose for the course in this study (Da Pidgin Coup, 2008, p. 38). In an effort to educate and bring language awareness about Pidgin in a university context, the Introduction to Pidgin in Hawai‘i course is an essential first step to minimize and eliminate the discrimination towards Pidgin. Additionally, to fulfill the research gap to understand the effects of additive bilingualism through language awareness seminars for Pidgin, this study investigated the students’ knowledge and perspectives gained during the unusual semester.

THE CURRENT STUDY

Purpose of the Study

While most of the previous research on learning in higher education was conducted during non-pandemic times, the current study took an action research approach to investigate appropriate teaching practices and student learning during the novel COVID-19 pandemic. Unlike the spring 2020 semester when classes were abruptly shifted to being held online, this project took place in the fall 2020 semester with all courses being held online throughout the entire semester. The course, Introduction to Pidgin in Hawai‘i, was a language awareness course where students learned about language rights and discrimination in relation to Pidgin.

Researcher Positionality

As the course instructor, as well as the researcher, I was born and raised in Hawai‘i and consider myself to be a native speaker of Pidgin. At the time this project was conducted in fall 2020, I had not used Pidgin since I was an undergraduate student (2008-2016) as I was often told by family and friends that I spoke and acted like a “tita,” which is a Pidgin term used to describe a local girl who uses Pidgin and is attached to several negative stereotypes, such as getting into physical fights (Meyerhoff, 2004). Therefore, family and friends told me that I needed to start speaking English if I wanted people to take me seriously. However, I thought I was already speaking “good English” since that was the “English” I grew up using and I had never been criticized for it. When I took courses on second language education, it was through in-class

discussions with other local students that I came to realize the English I was speaking was Pidgin rather than standard American English and that using Pidgin might interfere with English as a second language (ESL) students learning American English. Upon this realization, I began making a conscious effort to learn proper English and paid more attention to how people from the mainland spoke, wrote, and behaved so that I could distance myself from the “tita” identity. Upon entry into graduate school and working as an ESL instructor, I also made conscious efforts to speak and write using only proper English in order to achieve a professional image.

Research Questions

To better understand the teaching and learning that occurred throughout the online course, this study had three goals. The first goal was to learn what were effective classroom management strategies that supported students’ learning. The two research questions that investigated this goal were:

1. How much student support is necessary for student success?
2. What do students report as being helpful in their learning experience?

This study also sought to answer calls from researchers and Pidgin advocates to investigate the effects of language awareness courses for Pidgin. Therefore, the second goal was to investigate the students’ knowledge and perspectives gained from the course and the third research question was:

3. Through the course goals, topics, and my teaching, how did it shape students’ knowledge and perspectives of Pidgin?

In addition to learning what the students gained from the course, the third goal of this study was to learn about my professional development as a novice university instructor. The last research question was:

4. “Where is my own personal and professional development in this?” (Edge, 2001, p. 5)

METHODS

Action Research

Action research is a research approach that takes a “a form of self-reflexive enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which these practices are carried out” (Carr & Kemmis, 1986, p. 162). At the same time, action research is also the “methodology of choice for social science researchers focusing on innovation” (Somekh, 2006, p. 2). In other words, “research can become a systematic intervention, going beyond describing, analysing and theorizing social practices to working in partnership with participants to reconstruct and transform those practices” (Somekh, 2006, p. 1). For the purposes of this study, both of these approaches to action research were used: action research as an approach to investigate how to improve the course and my own teaching and action research as a method to make changes.

Kemmis and McTaggart (1988) put forth a cyclical model of action research that includes planning, acting, observing, and reflecting as the four stages in one cycle and subsequent cycles are revisions to continuously improve or solve the problem and new problems that are identified upon reflection. In one cycle, the action researcher plans the research questions based on the problem, issue, or topic of interest to focus on and then selects the appropriate data collection and procedures that will gather the information that is needed to answer the research questions or show the outcome of a change (Burns, 2010). Data collection can include both naturally occurring data that are incorporated into the “strategies or actions” that are implemented in the classroom, such as teachers’ lesson plans and students’ assignments, and formal research methods, such as qualitative (e.g., interviews, descriptions of actions from observations, journaling, audio/video recording, etc.) and quantitative methods (e.g., questionnaires, frequency counts of actions from observations, etc.) (Burns, 2010, pp. 54-55). Following data collection, the data are objectively observed using the appropriate data analysis methods, such as thematic coding for qualitative data and statistical analysis for quantitative data. Then the action researcher engages in self-reflection in which the self-reflection and action can occur as reflection-in-action, reflecting and acting as the situation occurs, or reflection-on-action, reflecting and acting after the situation, or reflection-for-action in which the purpose of reflecting

is to use the past experiences as a means to improve future actions or events (Killion & Todnem, 1991; Schön, 1983). Upon reflection, action research involves identifying a “problem” and carrying out one or more cycles to address the problem. Action researchers may reflect on their teaching practice, teaching experience, beliefs, values, and feelings (Burns, 2010). Using the results from data collection and reflection, the original research questions and data collection methods are revised to observe the new changes made to the course. As action research may be done on an individual, institutional, or organizational level, this study took an individual approach to focus on a single online course (Burns, 2019).

Participants

The students who participated in this study were undergraduate students enrolled in the Introduction to Pidgin in Hawai‘i. In all, 11 students consented to participate in the study and their enrollment status, local versus non local, and the place they were joining the classroom are in Table 1. Six students were local and five students were nonlocal, with one student joining the class from the mainland. These students’ college level ranged from freshmen to seniors. Each student was assigned the pseudonym “Da Kine,” which is a pronoun in Pidgin, plus a number.

Data Collection Materials

Data were collected from numerous sources, including the class materials, student feedback, student work, and my reflection journal. To answer the first research question about student support, class material, such as weekly handouts and PowerPoints (PPTs), were collected to document the instructions for assignments to the students. As for the second research question about what students reported on being helpful for their learning experience, students provided feedback midway and at the end of the semester. These feedback forms asked about the helpfulness of the class material (e.g., handouts, PPTs, Zoom polls, etc.) on a 4-point Likert scale with open-ended questions that asked students to explain what they found to be the most and least helpful and to recommend changes. The midterm feedback form was developed first and asked students about the clarity of the assignment instructions they had been given so far as well as feedback for the handouts, PPTs, and Zoom polls. Then on the final feedback form, students were asked for their feedback on the clarity of the assignment instructions since the midterm.

Table 1*Participant Information*

| Participant | Enrollment Status | Local/Non-Local | Place Attending From |
|-------------|----------------------|-----------------|----------------------|
| Da Kine 1 | 1 st year | Non-Local | Hawai‘i |
| Da Kine 2 | 1 st year | Local | Hawai‘i |
| Da Kine 3 | N/A | Non-Local | Hawai‘i |
| Da Kine 4 | 2 nd year | Non-Local | California |
| Da Kine 5 | 3 rd year | Local | Hawai‘i |
| Da Kine 6 | 2 nd year | Local | Hawai‘i |
| Da Kine 7 | 4 th year | Local | Hawai‘i |
| Da Kine 8 | 1 st year | Non-Local | Hawai‘i |
| Da Kine 9 | 4 th year | Local | Hawai‘i |
| Da Kine 10 | 3 rd year | Local | Hawai‘i |
| Da Kine 11 | 3 rd year | Non-Local | Hawai‘i |

Students were asked for their feedback on the handouts, PPTs, and Zoom polls again since I continued to use these materials with modifications as suggested by the students from the midterm feedback. Questions regarding the helpfulness and recommended changes for the Zoom chat was also included since I began to use it more after the midterm feedback. Questions about the helpfulness and recommended changes for discussions were also included on the final feedback form. To answer the third research question, students were asked how the course was shaping their knowledge and perspectives towards Pidgin in the feedback forms. Additionally, students' assignments that demonstrated their understanding and perspectives of Pidgin were also used to answer the third research question. As for the last question about my own professional development, the main source of data collection was from the reflection journal.

Procedure

The class met three times a week on Zoom with each class being 50 minutes long throughout the sixteen-week semester. Since the beginning of the semester, a weekly routine was established. First, weekly handouts were uploaded onto the course website on a Thursday or Friday prior to the week it was created for. Additionally, I explained the details of the handout at

the beginning of class on Fridays. For example, the handout for week two was uploaded and explained to the students on the Friday in week one. The PPTs for each week were also uploaded at the end of the week in which they were used for instruction as I continued to make changes throughout the week based on in-class discussions. The students completed the midterm feedback form in the seventh week of the semester. After reviewing the feedback, I made changes to the course according to the students' suggestions, which marked the second cycle to this action research study. The second cycle concluded at the end of the semester when students completed the second feedback form in the sixteenth week. The reflection journals were written on the PPTs so that I could write my reflection for the specific slides that interesting events or thoughts occurred.

Data Analysis

This study used quantitative and qualitative methods to analyze the data. The quantitative data came from the 4-point Likert scale items on the midterm and final feedback forms and they were analyzed by calculating descriptive statistics. The qualitative data that were analyzed were from the open-ended response questions on the feedback forms and journal entries. Thematic analysis was used for all qualitative data in which the themes emerged inductively from the data (Burns, 2010). The themes from the feedback forms were related to the classroom management portion of this study and the usefulness of the course materials. The themes from the journals were related to issues I noticed throughout the course and my professional development and teacher identity as a local Pidgin-speaking instructor. The handouts and PPTs were used as data that would serve to illustrate what the comments from the feedback forms and journal entries were referring to.

RESULTS

Classroom Management Results from Cycle 1

Assignment instructions. To answer the first research question about how much student support was necessary for student success, the midterm feedback, as shown in Table 2, indicated that more support was needed. One aspect of the course that indicated more support was needed was when giving instructions for the assignments. Instructions for each assignment were on the

handouts and PPTs, and at the location of where the assignment was to be submitted, such as in the “Assignment” or “Discussion and Private Messages” sections on the university’s classroom management website. Even though the instructions were posted in multiple formats, the instructions themselves were not always clear for the students. According to the feedback, the instructions for the small assignments, such as the data collection and written reflections, were not always clear and students explained that they wanted to be told how much they were expected to write. In response to this comment, I emphasized in subsequent assignments that the quality of their writing and the ability to write a comprehensive response to the question was more important than the length of their writing, which can be seen in the example shown in Figure 1. The instructions for each assignment on the handouts and PPTs were also enhanced by bolding and highlighting the reminder of when the assignment was due and providing the pathway on where to submit the assignment.

Table 2*Midterm Feedback Results for Classroom Management*

| Question | <i>M</i> | <i>SD</i> | Min. | Max. |
|--|----------|-----------|------|------|
| The instructions for Data Collection A were easy to follow. | 4.00 | 0.00 | 4 | 4 |
| The instructions for Written Reflection 1 were easy to follow. | 3.80 | 0.40 | 3 | 4 |
| The weekly handouts are helpful. | 4.00 | 0.00 | 4 | 4 |
| The PowerPoints are helpful. | 3.60 | 0.66 | 2 | 4 |
| The Zoom polls are helpful. | 3.80 | 0.60 | 2 | 4 |

Note. $n = 10$

Figure 1

Screenshot of the Instructions for an Assignment on a Weekly Handout

Week 8 Reading / Video Guide

****REMINDER: Written Reflection #2 due on Friday, 10/16 at 11:55 PM****

- Laulima → Discussion & Private messages → Written Reflection #2
- Writing Prompt: In response to Tonuchi's "Da Death of Pidgin," how does his writing relate to language discrimination and/or language rights. You may answer this question in terms of his choice to write in Pidgin and/or about the content in the chapter.
- There is no minimum or maximum word count. The main thing is that you are able to answer the question with sufficient explanation. (Quality > Quantity)

Course materials. In terms of what students reported as being helpful in their online learning experience, the midterm feedback in Table 2 shows that the weekly handouts were the most helpful, followed by the Zoom polls and then the PPTs. In the fourth week of the semester, I documented in my journal that I began observing silence in the small group discussions when I entered the breakout rooms, which led me to learn that students had simply not downloaded and completed the handout prior to class. In the same journal entry, I also documented that even though I made efforts to constantly remind students where they can download the handouts and when they are made available, I also made additional efforts as part of my reflection-on-action to highlight and bold the "Discussion" and "Zoom Poll" section headings in the handout beginning in the handout for week 5. In the midpoint of the semester, the students explained that the weekly handouts were helpful because they were organized and easy to follow, and helped them to prepare for each class because they understood the expectations for each class and were able to answer the discussion questions in advanced. The Zoom polls were also considered helpful by the students who explained that they tested their knowledge of the readings and videos and served as a review. While the PPTs were the least helpful, the positive aspects were that they served as a visual aid for the information from the readings and the reminders and due dates for the assignments were made very clear.

Changes Implemented in Cycle 2 Based on Cycle 1 Results

Handout modifications. After reviewing the students' midterm feedback for each of these aspects, the changes implemented in the second cycle were based on the students' suggestions. For example, even though the handouts were the most helpful, Da Kine 4 suggested making the

questions easier as it was difficult to find the answers in the readings and Da Kine 8 wanted the handout to provide more information on what they would be doing in class. In response to these suggestions, I added more details on the handouts as shown in Figure 2. In this excerpt of the handout from the eighth week in the semester, I provided the section and page numbers in the reading to make it clearer where to locate an answer for the Zoom polls or where to use the information from the reading to formulate answers to the discussion questions. The most common comment from the students was the need to require them to complete the handout because they wanted to see more accountability for it being done. On reflecting-for-action in my journal entry at the end of the seventh week, I reflected on the grading system of the course and whether it was fair to make an assignment count for a grade moving forward. In the end, I decided that including the handouts as part of the grading system would be ideal to do at the onset of a new semester. As part of my reflection-on-action approach to resolve this issue, rather than adding on an additional assignment to the syllabus in the midpoint of the semester, I decided to incorporate other ways to check for accountability, such as utilizing Zoom's chat function for students to type in their answers from the handout. As I continuously reflected on making the students more accountable to prepare for class when making the handouts, I began creating more hands-on in-class activities that required students to work in small groups and use the information from the readings to analyze data and present it to the rest of the class. An example of this can be seen in the handout for the eleventh week in the Appendix. For Monday, students read an article about Pidgin used in commercials and found other examples of commercials produced by the same companies that were mentioned in the article. The agenda for class on Monday followed the usual lecture and small group discussion format. Then on Wednesday, students were required to work together and use what they had learned from the reading to analyze a commercial that was provided to them and give a short presentation to the class. In addition to holding students accountable for reading the article, this in-class activity was also meant to develop online collaboration skills and practice doing a group presentation. While this activity was meant for students to practice doing online group collaboration and presentation, my post-activity reflection in my journal indicated that I learned about issues to resolve before the final presentation, such as microphones that were not working and hesitancy by students to share their screens, which led me to share my screen for their mini-presentations.

Figure 2*Screenshot of Handout from Week 8 Handout***For Monday (10/12)**

Crowley (2007). The consequences of vernacular (il)literacy in the Pacific. Read pages 164-172.

- Oral and Literate Cultures (p. 165-167)
 - Discussion Questions
 - What are the advantages/disadvantages of an oral-only culture?
 - What are the advantages/disadvantages of a literate culture?
 - After reading this section, how does this relate to Hawaiian and Pidgin?
- Pre-literacy, Literacy, and Illiteracy in the Pacific (p. 168-170)
 - Zoom Poll Questions:
 - How many indigenous languages are spoken in the Pacific?
 - What are the advantages of being literate in the Pacific?
 - Discussion Questions:
 - Based on your answer to the amount of indigenous languages in the Pacific, does it matter that all these languages are still around? Think about what you would say to defend the existence of a language.
 - Based on the advantages for being literate that you found, do these advantages matter? Are there other ways to be successful without being literate?

Zoom poll modifications. As for the Zoom polls, students did not like the questions having no relation to other aspects of the lesson. For example, Da Kine 7 explained that the questions “aren’t used to tie in with the discussions” and Da Kine 8 said that it was the “only time this information really comes up.” Rather than having the Zoom poll questions being asked unrelated to anything, Da Kine 7 suggested to not only “have it as one of the handouts discussion,” but it also “should be used to as a way to see how students felt about the readings.” To address these comments, Figure 2 shows my efforts to relate the discussion questions to the answers students should have found in the Zoom polls. For example, after reviewing how many indigenous languages are spoken in the Pacific through the Zoom poll and on the PPT, students were asked to discuss whether these languages mattered in small groups. Furthermore, Da Kine 8 suggested allowing the class to see what the results of the polls were. Up until this point, I did not realize that the students were not able to see the results live, but I was able to figure out how to share the poll results with the class.

PPT modifications. As for the PPTs, there were several comments about why they were not an effective tool for instruction. First, the PPTs had too much information, causing confusion and uncertainty about which information was important. Furthermore, students noticed that I only read from the slides, which caused them to become uninterested in the lecture. To improve the PPTs, the students suggested putting less words, bolding or highlighting the information they

should know, simplifying the slides, adding more pictures, and using more animations. The suggestions from the students were met, as appropriate, by using short phrases rather than sentences and pictures of cultural objects or concepts that are specific to Hawai‘i.

Results from Cycle 2

Final feedback on assignment instructions. The feedback from the students at the end of the semester, as shown in Table 3, indicated aspects of the course that were helpful for their learning and areas to improve in the future. As I put more effort into making the instructions for the assignments clearer since the midterm, the results in Table 3 suggest that the instructions for the assignments were still not fully clear. The students’ comment about the length requirement for their assignments was still persistent in the feedback, which suggests that undergraduates prefer or are accustomed to being told how much to write for an assignment. As there were local and nonlocal students in the course, the nonlocal students explained that having a second set of instructions for them would have been helpful as gaining access to interact with locals was difficult this semester due to the pandemic. Because many of their assignments required interacting with locals in Hawai‘i, gaining access to survey or interview them was difficult for the nonlocal students due to the nature of the online environment and lockdown. As a result, the wording of the instructions and questions should have been adjusted to reflect their situations, while keeping requirements for the assignments the same. As for the projects, even though the quantitative results suggest that the instructions were not clear, the central issue that the students had was wanting more help with the analyses aspect of the projects.

Final feedback on PPTs. The feedback at the end of the semester also showed that the PPTs and in-class discussions were more helpful than the Zoom polls and chat activities, and the handouts were the least helpful. Whereas students disliked the PPTs for having too much text and information at the midpoint of the semester, the students’ positive comments about the PPTs at the end of the semester included how I put the main points on the slides and elaborated on them in the lecture and the use of pictures and videos. Overall, the PPTs made it easy for the students to follow along. While the reaction to the PPTs improved since the midterm feedback, students wanted even more pictures and videos and they wanted more engaging and different slides each day rather than having slides that were either the same or looked similar.

Table 3*Final Feedback Results for Classroom Management*

| Question | <i>M</i> | <i>SD</i> | Min. | Max. |
|---|----------|-----------|------|------|
| The instructions for assignments were easy to follow (This includes data assignments and written reflections). | 3.82 | 0.38 | 3 | 4 |
| The instructions for the Individual Linguistic Landscape Project were easy to follow. | 3.82 | 0.57 | 2 | 4 |
| The instructions for the Group Linguistic Landscape Project were easy to follow. | 3.82 | 0.39 | 3 | 4 |
| The instructions for the Community Engagement Experience were easy to follow. | 4.00 | 0.00 | 4 | 4 |
| The weekly handouts were helpful. | 3.45 | 0.66 | 2 | 4 |
| The PowerPoints were helpful. | 3.82 | 0.39 | 3 | 4 |
| The Zoom polls were helpful. | 3.64 | 0.88 | 1 | 4 |
| The Zoom chat was helpful. | 3.64 | 0.64 | 2 | 4 |
| The discussions were helpful. | 3.82 | 0.39 | 3 | 4 |

Note. n = 11

Final feedback on in-class discussions. The in-class discussions were not asked about on the midterm feedback form, but according to final feedback results, the students' overall evaluations were positive. Students liked the discussions because they were able to exchange ideas and learn the perspectives of people from other islands, the mainland, and foreign countries. However, over half of the participants complained that the small group discussions were awkward and frustrating when they had group members that did not read the article and some students did not talk at all. Due to these experiences, five students suggested that I force everyone to talk and participate. Additional comments related to increasing student engagement was requiring everyone to turn their video camera on and making sure there was at least one talkative person in each group. My journal entries also demonstrated that I shared the same frustration as these students as I documented in several journal entries that a majority of the students kept their cameras off during class, such as in my journal entry dated November 13, 2020 in week 12:

Only one student has their camera on as I am speaking. I'm not quite sure how to react to this. I know they're there because they insert comments in the chat, but it is nice to see if they are actually attentive. I reminded them today of guest speaker etiquette to ensure that they have the courtesy to turn their cameras on.

While my reflection-in-action in this journal entry was to ensure everyone's camera was turned on for guest speakers, it was difficult to problem-solve whether to force all cameras being turned on during regular class time when students demonstrated active participation using the chat function.

Final feedback on Zoom features. The Zoom polls and chat were rated similarly in the final feedback. After making the Zoom poll questions easier to find by using the exact wording from the reading, many comments were positive as it was a quick and easy way to review the readings. However, there were several aspects of the Zoom polls that had mixed reactions from the students. For example, while Da Kine 1 commented that the Zoom polls were helpful because the questions were taken directly from the readings, Da Kine 7 said that the polls were not helpful for that same reason. Furthermore, even though many students found the Zoom polls helped them to review the readings, Da Kine 8 commented that it didn't help to reinforce anything and they were infrequently done. To improve the Zoom polls, students suggested grading the correctness of the answers rather than giving participating points to hold their classmates accountable for reading and completing the handouts as many suggestions were similar to Da Kine 5's comment: "Maybe have them more frequently and possibly worth some points just because there are many people who don't do the readings and it seems unfair to those classmates who did them, and are contributing to the conversation in the breakout rooms while others are just sitting there and say that they didn't do the reading." As for the chat function in Zoom, the response was overall positive as students appreciated the opportunity to discuss amongst each other or with me privately without causing a distraction, my response to their questions in the chat, and sharing links or other information. To better improve the effectiveness of the chat, students suggested checking the chat more since some of the comments or questions were not always seen by me.

Final feedback on handouts. While the handouts were the most helpful for students in the first half of the semester, the handouts became the least helpful in the second half of the semester. Students still attributed the handouts to be helpful in seeing the plans for each class.

However, making the handouts required was still the most common reason for them being not helpful and students strongly recommended the need to make the everyone in the class held accountable for doing them. Another weakness to the handout as indicated by my journal entry at the end of the eighth week was that “I think I put too much on the handout ☺,” indicating that I tried to make too many connections to the Zoom poll and discussion questions and there wasn’t enough time in class to cover it all. This reflection-for-action entry indicated that I needed to have better balance of content on the handout with in-class time-management.

Students’ Knowledge and Perspectives

To answer the second research question, students were asked the following question on the midterm and final feedback form: “To what extent is this course (through its goals, topics, lectures, and discussions) promoting Pidgin?” Students answered this question on a 4-point Likert scale (1 = not well, 4 = very well) and they were asked to explain their rating. On average, students rated the class as promoting Pidgin very well ($M = 3.80$, $SD = 0.40$) and attributed their response to learning about the history of how Pidgin was created, the culture associated with Pidgin, and the stereotypes surrounding Pidgin in society. Students were also asked how learning about Pidgin shaped their knowledge and perspective of it so far. The comments suggest that the non-local students had sympathy for the locals who speak Pidgin. For example, Da Kine 4 explained, “I have gained a larger respect for locals that deal with discrimination because of their language.” Students also commented that after learning about the unfounded reasons for the discrimination towards Pidgin, they have come to view Pidgin as its own language that should not be looked down upon and that speaking Pidgin does not necessarily mean the speaker is uneducated. This course also shifted their perspectives of Pidgin as one student admitted in the midterm feedback that they had negative views towards Pidgin, but it began to change as they learned more about it and by the end of the course, they no longer thought of Pidgin speakers as being less than them (Da Kine 7).

At the end of the semester, the students rated the class slightly higher in how it promoted Pidgin ($M = 3.82$, $SD = 0.39$). While this class provided various perspectives towards Pidgin, one student commented that after I “provided information on it, allowed students to come to their own opinion but provided enough information that made it clear Pidgin was an actual language that deserved respect” (Da Kine 8). Da Kine 1’s comment further supports the ability for the

course to promote Pidgin in a positive light by explaining, “I learned a lot about Pidgin and its importance during this class. Pidgin was portrayed in a positive light, so I was able to develop informed opinions without negative influence.” In response to the question that addressed how learning about Pidgin shaped students’ knowledge and perspective, the main theme was that students learned to have respect towards Pidgin as a language. For instance, Da Kine 4 explained “I feel that exposing us to the issues regarding speaking Pidgin in various settings gave me a more respectful outlook to those that speak Pidgin on a daily basis.”

At the end of the semester, I asked the students what they had learned that was the most valuable in the course, or in other words, what was the one thing they would remember when reflecting on their time in the course. Based on the answers shown in Table 4, two themes that emerged were students’ acceptance of Pidgin as a language and its importance to local culture. The results also show that this course has increased students’ awareness of their behavior in public, such as Da Kine 5’s comment about how they need to be careful about telling local jokes in public to avoid offending someone. Furthermore, the responses also indicate that the local students gained a heightened sense of pride and appreciation of Hawai‘i and its history, as observed in Da Kine 2 and Da Kine 4’s comments.

Instructor’s Professional Development

Having documented my experiences in my journal, I observed aspects of professional development that occurred and aspects that I still need to work on as a novice university instructor. One aspect of my professional development that the journal entries showed was the constant challenge of having students download and complete the handout. I created the handouts as a way to help the students prepare their answers for the Zoom polls and discussions so that class time could be used efficiently. However, it became obvious that students were not completing the handouts as I wrote about my experiences of entering a quiet breakout room and having to initiate the discussion. This experience was also supported by the comments from the students in their course feedback in which they became frustrated with their classmates who did not contribute to the discussion at all. Even though the handout was not listed as a requirement in

Table 4*Students' Responses to the Valuable Aspects of the Course*

| Participant | Response |
|-------------|---|
| Da Kine 1 | It was valuable to me to really explore why Pidgin is considered a language rather than a dialect. I didn't understand that it was its own language before I took this course. |
| Da Kine 2 | The revival of Pidgin and the whole culture the language was able to create. Language can bring people of complete opposite tongues together and bind them into a community. I am so proud that my ancestors on the plantation were able to contribute to this culture. |
| Da Kine 3 | I've always been interested in classes like Women and Gender Studies as well as Ethnic Studies classes. This class reminded me of those because it did a wonderful job expressing the importance of Pidgin. Language is an easy target for people to use to discriminate against other people, and I will always be willing to learn about these struggles to try and fight for people's language rights. |
| Da Kine 4 | I think that I have gained a lot of knowledge surrounding contemporary pidgin issues. I find that this information is very interesting, and I believe that taking this class has allowed me to learn more about the island where my school is located. |
| Da Kine 5 | One thing that I will take away from this course is that the humor we use in Hawaii is very different from the humor that outsiders are used to so I have to be aware of the kinds of jokes that I say around certain people. |
| Da Kine 6 | I think the one thing I will take away from this course is that pidgin is an important aspect of a locals life, especially in Hawai'i. We need to encourage others to keep it alive and to be open to those who speak it instead of judging. |
| Da Kine 7 | The discourse of the language not being language and that the perception of the language is negative even within the communities that speak it. It changed how I thought because I felt like that should change. |
| Da Kine 8 | I have more respect for languages, especially creoles-- I think I'm more well-rounded when it comes to how a person speaks now. |
| Da Kine 9 | I will remember how pidgin was frowned upon before, and now it is considered a second language. |
| Da Kine 10 | linguistic landscapes analysis |
| Da Kine 11 | The importance of Pidgin in local culture and how common and uncommon it is in different settings! |

the syllabus because it was meant to be a supportive guide for students' learning, I would make it required for participation points the next time I have an opportunity to teach the course.

My journal entries have also shown growth in my professional development by serving as a local instructor teaching about Pidgin. Prior to teaching this course, I did not take Pidgin seriously as a language and distanced myself from the language by speaking, writing, and behaving like someone from the U.S. mainland in order to create an American identity when I was an ESL instructor and as a professional doctoral student. However, as I taught about Pidgin, I began to share personal stories of growing up with Pidgin and I slowly began to use more Pidgin. For example, the topic in the seventh week of the semester was about Pidgin rights in education and one of the assignments was to watch a short film of high school students explaining why they use Pidgin. When I reviewed the film in class, I shared a personal story with the class about how I used to talk and act like the students in the film and how and why I had to change to become the person that I am today, as shown in my journal entry in Figure 3. As a local instructor teaching about Pidgin, telling stories about my experiences of growing up in Hawai‘i aided in my authenticity and legitimacy as the instructor. However, a part of my professional development in teaching the course was my authenticity as a Pidgin speaker. Although I would consider myself a native speaker of Pidgin, I have not used Pidgin in many years. Moreover, Pidgin is a form of casual speech and is used in informal situations, but being a university instructor has a formal and professional identity attached to it. As a result, the contrast in formality and my limited usage of Pidgin had made it difficult for me to speak like a native speaker in Pidgin. While I did try to use Pidgin throughout the semester, being able to use Pidgin naturally again will continue to be part of my professional development.

DISCUSSION

The present action research study was designed to learn about effective online classroom management strategies, students’ knowledge and perspectives about Pidgin, and my own professional development as a novice university instructor. To answer the first research question about the amount of student support necessary for students’ success, the data suggested that it was not only important for me to give clear instructions and incorporate engaging class activities, but it was also essential that the material I created was meaningful to the students. In other words, it was essential that the handouts helped students prepare for the upcoming week and that the PPTs provided visual support and cohesion to the different aspects of the lesson. In response

Figure 3*Journal Entry in Week 7*

<https://youtu.be/8bgP2ic38qA>

HA KAM WE TAWK PIDGIN YET?

I brought in my personal story here where I explained that this is how I used to act and talk in high school and earlier in undergraduate. I also explained the influences that has caused me to change to the person that I am today. For example, people, such as my ex-boyfriend, would tell me I acted like a tita. However, I didn't think I acted like a tita. Also, someone once told me that I need to change how I talk if wanted people to take me seriously. Ever since then I've always been conscious and notice how "proper" people talk and try to mimic them. I also explained to them my thoughts of being a tita. When I was going to high school, being a tita was something to be respected because you were who you were and were proud of it and if anyone had a problem then they should deal with it on their own or you can address it out in the parking lot.

High School in conjunction with the Charlene Coup. J. Sato Center for Hawaiian Language, Creole, and Dialect Studies and Da Pidgin Coup.

to my efforts of providing as much student support as possible through the course material, the students reported that it would have been more helpful to their learning experience if I had made these supportive materials required and encouraged more participation from all students. To answer Herington and Weaven's (2008) call for research on how to use online classroom activities to develop students' technical skills and content learning, this study showed that it was more effective when information-based activities, such as the Zoom polls, were used to review the readings first and then have the students use the content knowledge to exchange opinions or apply that knowledge to create a small group presentation. This also aligns with Conrad and Donaldson's (2004) Phases of Engagement framework in which by the end of the course, students transitioned from pair and small group discussions to knowledge producers.

As the course was designed to raise students' awareness of Pidgin, the goal of the third research question was to learn how the course shaped students' knowledge and perspectives of Pidgin. The findings from this study showed that students learned about the history and sociolinguistic functions of Pidgin, which supports the goals of the language awareness initiative proposed by Da Pidgin Coup (2008). Moreover, students viewed Pidgin as a part of Hawai'i's local culture and they developed a greater sense of respect for Pidgin as a language. This contrasts with previous research that described the stigma and negative views toward Pidgin (Da

Pidgin Coup, 2008; Wong, 1999). Additionally, these results further contribute to recent research on attitudes and perspectives towards Pidgin. Higgins et al. (2012) conducted a critical language awareness film project with high school students in Hawai‘i and found a shift in positive attitudes towards Pidgin as students initially viewed Pidgin as broken English, but later came to realize it is not broken English. In another study, Lockwood and Saft (2016) interviewed faculty at the University of Hawai‘i Hilo campus and found that the faculty not only viewed Pidgin as being equal to English, but they also thought Pidgin was appropriate for students to use in a university course. These findings provide hope that more positive views and recognition of Pidgin as a language by the younger generation may prevent the death of Pidgin as a language as posed by Tonouchi (2009).

As for the final goal of this study to learn about my own professional development as a novice university instructor, the feedback from the students and my journal entries showed growth as well as room for improvement. An area of growth that I observed in my journals was the recognition and appreciation of Pidgin as my native language. Although I have stopped using Pidgin and downplayed the characteristics of a local in Hawai‘i due to my professional identity, I observed growth in my teaching by not hiding my local identity to my students. Because I did not have to hide or be ashamed of Pidgin and the social behaviors associated with it, I was able to reinforce the effort to create positive attitudes towards Pidgin with my students. In regards to my teaching, as Mulryan-Kyne (2010) suggested that the teachers’ expertise and competency is essential for student learning, this study supported that finding as the students considered it important that I develop more competency in enforcing active student participation and accountability for their learning.

Implications

The findings from this study provide pedagogical implications for higher education. Based on the students’ responses in this study, handouts are helpful only if instructors make them required to complete. As the research on asynchronous online discussions highlight the need for structured guidelines, the same can be said for synchronous online discussions and possibly F2F contexts though these two contexts would need to make the structured handouts part of the course requirements to ensure that everyone had read the articles and answered the discussion questions in advance in order to facilitate effective use of class time. Being in the synchronous

online context made it impossible to view whether the students had completed the handout in advanced and had it open on their computers during class, whereas the instructor could observe physical copies of the handout on the students' desks or digital copies opened on the students' computer in a F2F context. Moreover, the results from this study showed the need for instructors to enforce active participation from every student, especially during small group discussions. Banna et al. (2015) suggested several strategies online instructors could use to ensure continuous active student participation, such as including a course contract listing students' responsibilities, giving participation points, and assigning a different task to each group member during group discussions. Instructors may also use Conrad and Donaldson's (2004) Phases of Engagement framework to scaffold and increase students' participation. These strategies may also apply to a F2F context, though the distant nature of the online format and the inability to simultaneously observe all of the small group discussions happening in the breakout rooms is what made enforcing student engagement difficult in the synchronous online context. As for the affordances that Zoom provides, the polls are beneficial to student learning in that they help students to recall information from the reading. While the polls are a unique feature to Zoom, the face-to-face classroom equivalent would be the use of iClickers, which is a portable remote that students use to answer multiple choice questions, or Kahoot, which students can use their smart phones to answer multiple choice questions.

As this was an action research study done in the Introduction to Pidgin in Hawai'i course, the results also provide pedagogical implications for future course offerings. If this course is held online with students joining from the U.S. mainland or another country, a second set of instructions for some assignments need to be made for those students. For example, a second set of instructions needed to be made for the linguistic landscape project that students worked on individually since the students who were not in Hawai'i could not take pictures of Hawaiian and Pidgin.

Limitations

There were several limitations for this study. One limitation of this study was that it is based on only one semester of teaching the course. Consequently, this has also led to the small sample size represented in this study. The methodology of this study is also limited in that interviews were not conducted to gather more elaborations on observations from the feedback and course

work. Another limitation to consider is the likelihood of whether this course will be held online again in the future. While this study took place during the COVID-19 pandemic that caused many university courses to be conducted online, the future modality of higher education courses is uncertain. As a result, the usefulness of the online implications that were provided in this study would depend on how much longer higher education courses are required to be held online, such as strategies that compensates for the physical limitation of the instructor not being able to monitor simultaneous students' interactions.

Future Research

Based on this action research project, there is abundant room for future research. First, replications of this study are needed to address the limitation of a small sample size. Moreover, replications would also allow for more cycles in the action research process to determine the effectiveness of the changes proposed by students at the end of this study to improve the quality of the learning experience. As this study took place during the COVID-19 pandemic, replications of this action research project post-pandemic would also allow for the comparison of affordances between online and face-to-face education.

In addition to replications of this study, further research should be undertaken to investigate students' learning experiences related to Pidgin. As many of the earlier studies documented the negative perspectives towards Pidgin, the results of this study suggest courses about Pidgin have resulted in students gaining more respect towards Pidgin as a language and as an important aspect of local identity. In order to develop a fuller picture of students' perspectives towards Pidgin over time, studies that investigate students' perspectives before, during, and after the course are needed.

CONCLUSION

The present action research study discussed supportive online classroom management strategies, students' knowledge and positive perspectives towards Pidgin, and my professional development as a novice university instructor. As many higher education institutions continue to hold classes online for spring 2021 due to the COVID-19 pandemic, this study has identified classroom management strategies that support students' success in learning. Moreover, this study

has shown positive effects in students' knowledge and perspectives towards Pidgin, which highlights the effectiveness and value of language awareness classes even as they are held online. Finally, growth in my professional development was observed in this study as I adjusted to a new teaching context and embraced Pidgin as my native language. Furthermore, the findings from this action research study has identified areas to improve in my teaching. In conclusion, this action research study has documented the realities of teaching an online university course about Pidgin during the COVID-19 pandemic.

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APPENDIX

Week 11 Reading / Video Guide

For Monday (11/2)

Hiramoto, M. (2011). Consuming the consumers: Semiotics of Hawai‘i Creole in advertisements. *Journal of Pidgin and Creole Languages*, 26(2), 247-275.

- This is one of the commercials discussed in the article. The other three were not available online. O’Toole’s Irish Pub: Bar (<https://www.youtube.com/watch?v=PZz5X8AhI1E>)
- Watch other commercials from AIG Hawaii and Oceanic Cable Hawaii.
 - How are the commercials similar or different to the ones described in the article?

For Wednesday (11/4):

Advertisement In-Class Analysis

- In groups, you will be assigned an advertisement.
- Pre-class preparation:
 - Watch the advertisement and think about the following questions:
 - Who speaks Pidgin?
 - What kind of Pidgin is it? (see basilectal, acrolectal, and mesolectal descriptions on page 254 in Hiramoto’s article)
 - Does the type of Pidgin match the character?
 - Who speaks English? Local or mainland English?
 - Are they different from the Pidgin speaker?
 - What other markers of Hawaii are used?
 - Is the commercial a rational-argumentative format? Emotional-suggestive format? If it is an emotional-suggestive format, is it a “slice-of-life” format or “problem-solving” format? See page 256 in Hiramoto’s article for descriptions of these.
 - What’s your reaction to this commercial?
- In-class activity:

- Together as a group, you will discuss your answers to the questions above and put together a presentation reporting on your group's answers.
- You will either present at the end of class or on Friday (11/6), depending on time.
- Link for Google Slides to work collaboratively (CLICK HERE) The link is also available in the Resources folder on Laulima.

| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 |
|----------------|----------------|----------------|----------------|----------------|
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| | | | | |
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| | | | | |

Group 1: <https://www.youtube.com/watch?v=hhvKTOLTEQ0>

Group 2: <https://www.youtube.com/watch?v=AlzdvY-FTbQ>

Group 3: <https://www.youtube.com/watch?v=EqChkRQNzBA>

Group 4: <https://www.youtube.com/watch?v=NAZdIFI7Hqk>

Group 5: <https://www.youtube.com/watch?v=5rNvVHkPaS0>

**ATTITUDES TOWARD THE GLOBAL SPREAD OF ENGLISH AND MOTIVATION
TO STUDY LANGUAGES: A GRADED RESPONSE MODEL ANALYSIS**

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ABSTRACT

Much has been discussed regarding the spread of English not only on the learning of English but also on the learning of languages other than English, but no scale has been developed to gauge the learners' attitudes toward the global spread of English. In this study, 829 Japanese university students were given a questionnaire that examined three factors related to their attitudes toward the phenomenon: (a) positive feelings toward the spread of English; (b) pragmatic aspects of the spread of English; and (c) global Englishes as an intercultural communication tool. By the graded response model analysis and analysis of the answers to an open-ended question, the psychometric soundness of the scale was verified. The results indicated that most participants perceived the spread of English positively and put effort into studying the language for pragmatic reasons. A smaller number of participants, however, negatively perceived the phenomenon. Implications and directions for future research are discussed.

INTRODUCTION

As English continues to be widely used for communication with both native and non-native speakers of English, the global spread of English has had various impacts on language learners, regardless of whether it is their studies of English (second language, or L2) or other languages (languages other than English, or LOTEs). On the one hand, the spread of English might motivate learners to study the language because reaching high competence in English can have a positive impact both economically and interculturally. On the other hand, some might have negative attitudes toward the spread of a particular language, in which case they might

experience demotivation to study it. Still others might question the necessity for studying LOTEs because they can communicate with so many people in the world using English.

The literature has engaged in discussions about how the global spread of English has affected learners' English/LOTE studies, particularly in terms of their motivation to study English/LOTE (e.g., Dörnyei & Al-Hoorie, 2017; Henry, 2015; Ushioda, 2017). Examples include the proposal of the L2 motivational self system (Dörnyei, 2009) and the ideal L2 self in particular, which tried to broaden the construct of integrativeness (Gardner, 1985) and accommodate learners' motivation to study English in the globalized world. There is also extensive theoretical and empirical literature on students' and teachers' perceptions, attitudes, and beliefs about varieties of English, including their own (e.g., Ishikawa, 2017; Matsuda, 2003; Suzuki, 2011). However, attitudinal factors that might help or hinder the development of ideal L2 self, for example, have not been discussed enough. In other words, more research is needed to understand how learners perceive the global spread of English and how those attitudes are related to English/LOTE motivation.

The present study attempts to develop a scale that examines learners' attitudes toward the spread of English with a sample of Japanese university students by way of the Graded Response Model (GRM, Samejima, 1969), one of the major models in the Item Response Theory (IRT) for ordered categorical responses. By utilizing the GRM, we can examine each questionnaire item's psychometric properties in detail and their adequacy and precision as an item to measure such attitudes. Furthermore, by developing such a scale, we can gauge how learners' attitudes toward the spread of English relate to their English/LOTE studies, particularly their motivation to study the languages, which is likely to lead to English/LOTE proficiency.

LITERATURE REVIEW

The Global Spread of English and Studies on Students' Attitudes Toward Global Englishes

Researchers have extensively discussed the spread of English in a variety of ways, now using the term "Englishes" rather than "English." This is because the language is used by people of various first languages in intercultural encounters today, and there is no single standard type of English. Although differences exist among related terms referring to varieties of English such as World Englishes, English as an international language, and English as a lingua franca (ELF), the

term “global Englishes” can be used as an umbrella term to refer to different English varieties that are used globally by speakers of various first languages (Crowther, 2021) with a “focus on the diversity associated with the global spread of English” (Galloway & Rose, 2014, p. 386).

There is an extensive body of research on students’ and teachers’ attitudes toward global Englishes (e.g., Galloway & Rose, 2014; Ishikawa, 2017; Matsuda, 2003; Saito, 2017; Suzuki, 2011; Yoshikawa, 2005). Past studies have investigated how students and teachers perceive different varieties of English, including their own, by way of questionnaires, interviews, expository essay analysis, and class observations. For example, Matsuda (2003) investigated how Japanese learners of English perceived the ownership of the language and found that the participants, although acknowledging the aspect of English as an international language, considered that English is “the property of native English speakers” (p. 493). Ishikawa (2017) also examined Japanese learners of English via a questionnaire with open-ended questions and interviews. The results indicated that the participants generally held negative attitudes toward Japanese people’s English, including their own, and “they had scarcely given serious consideration to ELF perspectives” (p. 26).

Insightful as they are, research in the field of global Englishes has mainly dealt with the *languages* and, to a lesser extent, “a global *phenomenon*” in which “English is used, spoken and learned all over the world” (Pinner, 2016, p. 37, emphasis added). Furthermore, these studies have focused on students’ awareness and attitudes without investigating their relationships to language learning/development (Crowther, 2021), including L2 motivation. Methodologically speaking, many studies have employed questionnaires without attempts to develop a scale to measure students’ awareness and attitudes by way of refined analytic techniques such as the GRM.

The Global Spread of English and English/LOTE Motivation Studies

The global spread of English impacts language learning in many ways, one of which includes their motivation to learn an L2. L2 motivation has been postulated to be related to the rate of L2 attainment as well as ultimate attainment (Ortega, 2009), and it has been one of the most extensively researched topics in the field (see, for example, Boo, Dörnyei, & Ryan, 2015, for an overview of growing research on the topic). Starting with the socio-educational model (Gardner, 1985), different theories and models (e.g., Crookes & Schmidt, 1991; Dörnyei & Ottó, 1998;

Noels, Pelletier, Clément, & Vallerand, 2000; Norton, 2001) have been proposed and utilized to examine various aspects of L2 motivation, i.e., why learners study an L2 (direction of L2 learning) and how intensely they do so (magnitude of L2 learning) (Dörnyei & Ushioda, 2021, p. 4).

The most utilized model is Dörnyei's L2 motivational self system (Dörnyei, 2009), which is made up of three tenets: (a) ideal L2 self, (b) ought-to L2 self, and (c) L2 learning experience. First, defined as “the L2-specific facet of one’s ‘ideal self’” (Dörnyei, 2009, p. 29), ideal L2 self tries to capture the ideal self-image that L2 learners envision in the future regarding an L2. This could include integrativeness (Gardner, 1985), described as “one local manifestation of a wider sense of affiliation with the values associated with a language and the language community” (Ryan, 2009, p. 132). Second, ought-to L2 self includes the attributes that learners think they ought to possess in the future regarding the L2 in order to meet expectations and avoid negative consequences. Third, L2 learning experience consists of more “situated” motives related to immediate factors, such as L2 teachers, materials, peers, etc., and is defined as “the perceived quality of the learners’ engagement with various aspects of the language learning process” (Dörnyei, 2019, p. 26).

L2 motivation studies within the framework of the L2 motivational self system have been numerous, and the influence of learners' attitudes toward the spread of English on their motivation to study it has been indicated in many past studies (e.g., Henry, 2015; Munozane, 2013; Ryan, 2009; Ueki & Takeuchi, 2017; Ushioda, 2017). For example, Ueki and Takeuchi (2017) describe a Japanese university student who, by studying in the States for a year and communicating in English with other international students, came to understand what World Englishes meant to her. This helped the interviewee become less concerned with the pressure she received from her peers as “an English major in the Faculty of Foreign Language Studies” (p. 128). This way, her ideal and ought-to L2 selves became harmonious in nature, resulting in less L2 anxiety. In another example, Henry (2015) interviewed upper-secondary students of French in Sweden, who saw English “as a language that functions all around the globe – including France” (p. 330) and regarded English as more enjoyable and more important, “not least in the context of desired futures that include travel, higher education and professional careers” (p. 329).

Compared to the growing research in learners' motivation to study English, studies focusing on the negative aspects of the phenomenon or the influence of the spread of English on LOTE

studies have been limited. However, Tsuchiya (2006) summarized demotivating factors among Japanese learners of English, introducing learner voice examples such as, “I think English language is complicated” and “I don’t have a good image of people in countries where English is mainly spoken” (p. 173). Although the study did not specifically address English as a global language, it is conceivable that certain learners hold negative attitudes toward the spread of English, which might demotivate them.

In terms of the impact of the phenomenon on LOTE studies, studies report the negative impact of English on learners’ motivation to study a LOTE (e.g., Csizér & Dörnyei, 2005; Csizér & Lukács, 2010; Henry, 2015; Wang & Liu, 2020). Studies indicate that some learners who are already studying English and realize the role of the language in the globalized world experience “conflict” between languages (Csizér & Lukács, 2010, p. 3) and face difficulty finding a purpose for studying a LOTE. In such cases, learners might develop a “contentedly bilingual self” (Henry, 2017), which weakens the power of the ideal LOTE self. Indeed, in discussing English and LOTE motivations, Ushioda and Dörnyei (2017) raised the question of possible “motivational interactions or interferences when people are engaged in learning additional languages in parallel with L2 English” (p. 452). The issue of whether that interaction is negative is worthy of investigation.

The Need for Learners’ Attitudinal Constructs Toward the Spread of English

One of the attitudinal constructs that particularly reflected the global spread of English and has been demonstrated to impact the intensity of learners’ motivation is international posture (Yashima, 2002, 2009). This construct presupposes learners’ general tendencies to want to interact with members of different cultures by communicating in English and is defined as “openness towards dissimilar others and a willingness to approach them as well as interest in an international vocation and in global affairs” (Yashima, 2013, p. 39). Specifically, it includes the following four constituents: (a) intergroup approach tendency, (b) international vocation/activities, (c) interest in international news, and (d) having things to communicate (Yashima, 2009, p. 157). Past studies have demonstrated (e.g., Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004) that international posture leads to the intensity of L2 motivation as well as L2 willingness to communicate.

Another attitudinal construct proposed thus far is Munezane's (2013) "valuing of global English," which focuses on how much learners value English as a global language and "was introduced to represent the evolving concept of English as a global language" (p. 157). By testing a structural model with 178 Japanese university students, the perceived value of global English predicted the latent variable of motivation, which was defined by intrinsic motivation and motivational intensity (p. 159).

Although the two aforementioned constructs are relevant to the present study, particularly the valuing of global English, a more comprehensible construct is necessary to tap into learners' attitudes toward the spread of English. First, international posture is not a construct that examines learners' attitudes toward the phenomenon itself; rather, it presupposes the status of English as a global language. Second, the valuing of global English was measured by only three items, focusing on "awareness of English as a lingua franca and the role of English as the common language to tackle global problems" (Munezane, 2013, p. 159). Learners' attitudes toward the spread of English, however, can be related to more diverse topics, including English that functions as a common language in intercultural communication and pragmatic and economic consequences that studying English might bring about.

Graded Response Model

Item response theory (IRT) contains a large family of models where the probability of endorsing an item category is expressed as a mathematical function of person and item parameters. Both dichotomously and polytomously scored items can be analyzed using different kinds of IRT models. The graded response model (GRM: Samejima, 1969) is one such model that deals with ordered responses. It is a polytomous extension of a dichotomous model, a two-parameter logistic (2PL) model where the probability to endorse a response 1 (i.e., correct, yes, agree) is the function of difficulty (b_i) and item discrimination (a_i) parameters of an item i as shown in this equation, $p_{ij}(x_i = 1|\theta_j) = \frac{1}{1+e^{-a_i(\theta_j-b_i)}}$ where the p_{ij} is the person j 's probability of positively endorsing an item i given the person j 's trait level. The θ_j is the person j 's trait level setting on a standard scale with a mean of 0 and a standard deviation of 1. The difficulty parameter b_i is the θ point where the probability of endorsing 1 is 0.5. When a parameter for each item is assumed to be equal at 1, the model is called the Rasch model (Rasch, 1960).

As the GRM addresses multiple categories, this model explores a series of probabilities of being assigned to each category k across different θ levels (e.g., English/LOTE motivation, attitudinal constructs). For instance, category response functions (CRFs) can be calculated in each Likert-scale item as follows: The probability of selecting category 1 of an item i is obtained by subtracting the probability of selecting 2 or higher (2+) categories from the probability of selecting 1 or higher (1+) categories of an item i , $p_{1_i} = p_{1_i}^+ - p_{2_i}^+$. In the same manner, the probability of selecting category 2 is the probability of selecting 3 or higher subtracted from the probability of selecting 2 or higher, $p_{2_i} = p_{2_i}^+ - p_{3_i}^+$. Thus, the CRF for category k can be formally written as

$$p_{ij}(x_i = k | \theta_j) = p_{k_ij} = p_{k_ij}^+ - p_{(k+1)ij}^+ = \frac{1}{1 + e^{-a_i(\theta_j - b_{k_i})}} - \frac{1}{1 + e^{-a_i(\theta_j - b_{(k+1)i})}}$$

where $p_{k_ij}^+$ is the probability endorsing the category k or higher for the person j and, b_{k_i} is the threshold parameter that is the θ point where the probability to endorse the category k or higher ($k=0 \dots K$) for an item i is 0.5. For completeness of the model definition, $p_{0_i}^+ = 1$ and $p_{(K+1)_i}^+ = 0$. That is to say the probability to endorse the lowest category or higher is 1, and the probability to endorse categories higher than the highest category K is 0. The GRM can also estimate a -parameters with and without restrictions. When the a -parameter is restricted to be 1, the model is very close to the Partial Credit Model (PCM; Masters, 1982), the polytomous version of the Rasch model.

The GRM is especially useful for (a) exploring how specific trait levels correspond to a series of category options and (b) examining whether categories assigned for the scale are optimal to encompass the entire θ range with appropriate orders and distances among the category options. If a certain category shares a substantially similar range of the trait with an adjacent category or is even nested within the range of the adjacent category, a researcher might have to consider modifying the number of category options to most appropriately distinguish each category in the questionnaire. A practical tool for test construction is the item information function that is inversely related to the standard error of the θ estimates. The larger the amount of information, i.e., the smaller the standard error, the higher the precision of the respondents' trait estimates. The sum of the individual item information functions is the test information function.

The two quantities inform us of the θ level of each item and the entire questionnaire at which they have the highest degree of measurement precision. In this study, using the functions for scale development and refinement, adequacy and precision of items and categories were scrutinized, followed by the comparison of the GRMs with and without restrictions of a parameters to find a better fitting model.

The Present Study

Although much has been investigated regarding learners' attitudes toward different varieties of English and motivation to learn English, not enough has been examined in terms of English and LOTE learners' attitudes toward the phenomenon of the spread of English and how they impact English/LOTE learning. By developing a scale to measure such attitudes, one can examine diverse issues such as their relationships to English/LOTE learning, including motivation, and intercultural communication. Thus, the purpose of the present study is to develop a scale that gauges learners' attitudes toward the spread of English by utilizing the GRM and to examine how those attitudes relate to students' English/LOTE motivation. For that purpose, the following research questions were posed:

1. What are the items that should be included in the scale to measure attitudes toward the spread of English?
2. How are the attitudes toward the spread of English related to motivation to study English?
3. How are the attitudes toward the spread of English related to feelings toward LOTE studies?

METHOD

Participants

A total of 829 participants (483 males, 340 females, 6 unknown) at a national university in rural Japan took part in the study. They were all first-year students majoring in diverse fields such as education, law, letters, medicine, and engineering. They had studied English for at least six years in formal education. As Japan is a typical English as a foreign language context, these participants did not have daily opportunities to communicate in English. However, the presence

of English can be seen on a daily basis through various media, and they were likely aware of various consequences of their English studies. In addition, they were required to take compulsory courses in English, and some also had to take courses in a LOTE during their first year at the university.

Questionnaire

As an exploratory study developing the scale of attitudes toward the spread of English, the questionnaire included 30 Likert-scale items. First, 15 Likert-scale items were created based on discussions in past studies regarding the spread of English and its influences on L2 learning (Henry, 2015; Munozane, 2013; Ushioda & Dörnyei, 2017) as well as answers to an open-ended question in a study that elicited opinions on the issue from instructors teaching LOTEs (Takahashi, 2018). These were all one-sentence statements describing various aspects of the spread of English, and participants were requested to express the degree to which they agreed/disagreed. By categorizing various aspects of the spread of English, the following three factors were included in the scale: (a) positive feelings toward the spread of English, (b) pragmatic aspects of the spread of English, and (c) global Englishes as an intercultural communication tool. Descriptions and example items of the three factors are presented in Table 1. Then, four university students majoring in second language acquisition discussed these items in detail, which resulted in the modifications of some items and the addition of three more items. In addition to these 18 items, seven items intended to measure negative attitudes toward learning a LOTE were added to examine the relationships between attitudes toward the spread of English and LOTE motivation based on past studies showing that the perceived importance of English can negatively influence LOTE motivations (e.g., Csizér & Lukács, 2010; Henry, 2015). Furthermore, five items measuring intended English learning effort, adapted from Papi et al. (2019), were added. All 30 items were in the form of a 6-point Likert-scale, with 1 being “totally disagree” to 6 being “totally agree” (see Appendix for all Likert-scale items).

The questionnaire also included background questions asking participants for their major and gender as well as one open-ended question, which asked participants to freely express their opinions about the status of English as a global language and its possible influences on their English/LOTE learning. This was asked to gain deeper insight into their perceptions on the spread of English and LOTEs and their motivations to study them.

Table 1

Descriptions and Example Items Intended to Measure Attitudes Toward the Spread of English

| Factor | Descriptions | #items | Example item |
|---|---|--------|---|
| Positive feelings toward the spread of English | Focuses on learner's positive perceptions of the status of English | 6 | "It is convenient that we have English as a global language." |
| Pragmatic aspects of the spread of English | Features pragmatic, economic reasons for studying English in the globalized world | 6 | "I need to have competence in English because the world is globalized." |
| Global Englishes as an intercultural communication tool | Features English as a communication tool used in intercultural communication | 6 | "I can communicate with people around the world by using global English." |

Procedures

First, instructors teaching first-year compulsory English classes were invited to take part in the study. Those who provided written consent to cooperate in student participation then invited their students to fill out the questionnaire after the last session of the students' first semester of their English class. Students were informed that the questionnaire was voluntary, anonymous, and had no influence on their final grade. The whole procedure was approved by the Research Ethics Committee. The questionnaire was administered in the participants' first language, Japanese, and it took approximately 10 minutes to complete.

Data Analysis

First, to examine the reliability of the scales, Cronbach's alpha coefficients were checked. Then, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were performed to examine the scales. After deleting the items that did not load on intended factors, Cronbach's alpha coefficients were checked again. The EFA and reliability analyses were

performed with SPSS 25. CFA was performed using the R package *lavaan* (Rosseel, 2012). Then, the data with the remaining items were analyzed within the GRM framework using IRTPRO 4.2 (Cai, Thissen, & du Toit, 2017). The goodness of fit of each CFA model was evaluated using the (a) Comparative Fit Index (CFI), (b) Tucker–Lewis Fit Index (TLI), (c) Standardized Root Mean Square Residual (SRMR) and (d) Root Mean Square Error of Approximation (RMSEA). The CFI and TLI values greater than .90 indicate adequate fit, and values greater than .95 indicate good fit. Similarly, SRMR and RMSEA values less than .06 indicate a satisfactory fit (Hu & Bentler, 1999). After performing these analyses using only items that showed good psychometric properties, correlations among three subscales measuring attitudes toward the spread of English (positive feelings toward the spread of English; pragmatic aspects of the spread of English; and global Englishes as an intercultural communication tool), intended English learning effort, and feeling meaningless in studying a LOTE were examined.

Finally, two coders read all answers to the open-ended question and discussed them with reference to the three factors that make up attitudes toward the spread of English, i.e., positive feelings toward the spread of global English, the pragmatic aspects, and global Englishes as an intercultural communication tool. We categorized the answers based on the three factors but were careful to include other topics when they emerged, thus maximizing the advantage of an open-ended question. As a result, we came up with the following 10 categories: (a) mentions the spread of English as a global language as something positive or takes it for granted; (b) mentions motivation to study English; (c) regards the spread of English as a global language as negative; (d) mentions oneself being bad at English; (e) comments on the disparity caused by differences in English proficiency; (f) mentions the unnecessary of studying a LOTE because of the spread of English; (g) regrettably mentions that one cannot feel positive toward a LOTE or LOTE learning; (h) comments on the non-relationships between the spread of English and LOTE learning; (i) mentions positive feelings about LOTE learning despite the spread of English; and (j) specifically comments on Chinese/the spread of Chinese as important. Each coder then categorized the participants' comments individually and reached an inter-coder agreement of 73.28%. When discrepancies occurred, i.e., when we put the participants' comments in a different category, they were reviewed together and resolved until an agreement was reached.

RESULTS

Descriptive Statistics, Reliability, and Validity of the Scales

Of the 829 participants, those who had missing values or who answered in a strange pattern, such as answering all the questions with “completely disagree,” were deleted. This was because, despite some items addressing students’ positive attitudes toward the spread of English both in positive and negative ways, answering both with “completely disagree” would contradict one another. This step left 789 participants in the data set ($40/829 = .048$; 4.8% of all cases were deleted). Table 2 presents descriptive statistics of the scales.

Prior to further analysis, both univariate and multivariate outliers were deleted, leaving 780 participants for further analysis. Then, Cronbach’s alpha coefficients were checked to examine the reliability of the scales. As seen in Table 3, the scales had sufficient reliability coefficients except for positive feelings toward the spread of English and global Englishes as an intercultural communication tool. Then, a Principal Component Analysis (PCA) was first performed to check the dimensionality of the scale of the attitudes toward the spread of English. There were four eigenvalues higher than 1.00: 5.34, 1.74, 1.44, and 1.09, which accounted for 40.08% of the total variance. Then an EFA with a Varimax rotation was performed to explore the structure of the scale. The data showed good factorability, with a Keiser-Meyer-Olkin (KMO) measure of sample adequacy of .88. As Table 4 shows, the first factor received loadings from three items intended to measure positive feelings toward the spread of English, as well as two items measuring pragmatic aspects of the spread of English and two to measure global Englishes as an intercultural communication tool. The second factor had high loadings from all six items intended to measure pragmatic aspects of the spread of English. As for the third factor, four items intended to measure global Englishes as an intercultural communication tool loaded on it, as well as two items intended to measure positive feelings toward the spread of English and one item to measure pragmatic aspects of the spread of English. Lastly, two items intended to measure positive feelings toward the spread of English and one item intended to measure global Englishes as an intercultural communication tool loaded on the fourth factor. As for the scale of positive feelings toward the spread of English, the two items loaded on the fourth factor were both reverse-worded (e.g., Q10: English is too widespread in the world). This might have been

Table 2*Descriptive Statistics of the Scales*

| Scale | <i>k</i> | Min. | Max. | <i>M</i> | <i>SD</i> | SKW | SES | KUR | SEK |
|-------|----------|------|------|----------|-----------|------|-----|------|-----|
| F | 6 | 2.00 | 6.00 | 4.16 | .58 | -.16 | .09 | .80 | .17 |
| P | 6 | 1.00 | 6.00 | 4.27 | .81 | -.46 | .09 | 1.08 | .17 |
| T | 6 | 2.33 | 6.00 | 4.65 | .56 | -.18 | .09 | .31 | .17 |
| E | 5 | 1.00 | 6.00 | 3.46 | .93 | -.08 | .09 | -.00 | .17 |
| LOTE | 7 | 1.00 | 5.71 | 2.74 | .76 | .12 | .09 | .25 | .17 |

Note: F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool; E: Intended English Learning Effort; LOTE: Feeling Meaningless in Studying a LOTE.

Table 3*Cronbach's Alpha Coefficients Before Item Deletion*

| | N of Items | Cronbach alpha |
|------|------------|----------------|
| F | 6 | .44 |
| P | 6 | .80 |
| T | 6 | .63 |
| E | 5 | .84 |
| LOTE | 7 | .82 |

Note: F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool; E: Intended English Learning Effort; LOTE: Feeling Meaningless in Studying a LOTE.

the reason for not being able to capture the patterns shown by the other three items that are positively worded (e.g., Q2: It is convenient that we have English as a global language).

As for the scales of intended English learning effort and feeling meaningless in studying a LOTE, a PCA was performed for each of the two to confirm the unidimensionality of the data. Regarding intended English learning effort, only the first component had an eigenvalue higher than 1.00 (3.06), which explained 61.27% of the total variance. All the items loaded on this component. Regarding feeling meaningless in studying a LOTE, two components had eigenvalues higher than 1.00 (3.41 and 1.10), which explained 64.43% of the total variance. All the items loaded on the first component with loadings higher than .40, except for Q19, which loaded on the second component with a loading of .85.

As a result of the EFAs, the items that did not load on the intended factors, i.e., three items intended to measure positive feelings toward the spread of English (Q10, 14, 18), two items measuring global Englishes as an intercultural communication tool (Q1, 24), and one item measuring feeling meaningless in studying a LOTE (Q19), were deleted. The structure found in the EFA was confirmed using CFA. One item measuring global Englishes as an intercultural communication tool (Q21) was deleted as it caused very high correlation among factors. After removing Q21, the goodness of fit of the model shown in Figure 1 was excellent; CFI = 0.99 and

Table 4*Factor Loadings After Varimax Rotation*

| Item | Factors | | | | Commonalities |
|------------------------|------------|------------|------------|------------|---------------|
| | 1 | 2 | 3 | 4 | |
| F2 | .66 | .08 | .29 | .14 | .54 |
| F22 | .48 | .14 | .49 | .29 | .58 |
| F6 | .42 | .16 | .20 | -.04 | .24 |
| F14 | .04 | -.05 | -.05 | .46 | .22 |
| F18 | .03 | .25 | .50 | -.30 | .41 |
| F10 | -.03 | -.03 | .02 | .53 | .22 |
| P30 | -.00 | .60 | .04 | .18 | .39 |
| P17 | .35 | .56 | .31 | -.14 | .55 |
| P20 | .31 | .55 | .35 | .13 | .54 |
| P12 | .14 | .54 | .21 | -.25 | .42 |
| P3 | .54 | .50 | .10 | -.05 | .56 |
| P26 | .32 | .48 | .27 | -.15 | .43 |
| P29 | .30 | .18 | .58 | .15 | .47 |
| T15 | .24 | .13 | .50 | -.04 | .32 |
| T21 | .28 | .20 | .41 | .20 | .33 |
| T8 | .37 | .11 | .37 | -.11 | .30 |
| T24 | -.01 | .29 | .14 | .36 | .23 |
| T1 | .62 | .08 | .11 | -.04 | .41 |
| Proportion of Variance | .12 | .11 | .10 | .06 | .40 |

Note. Factor loading > .35 are in boldface. F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool.

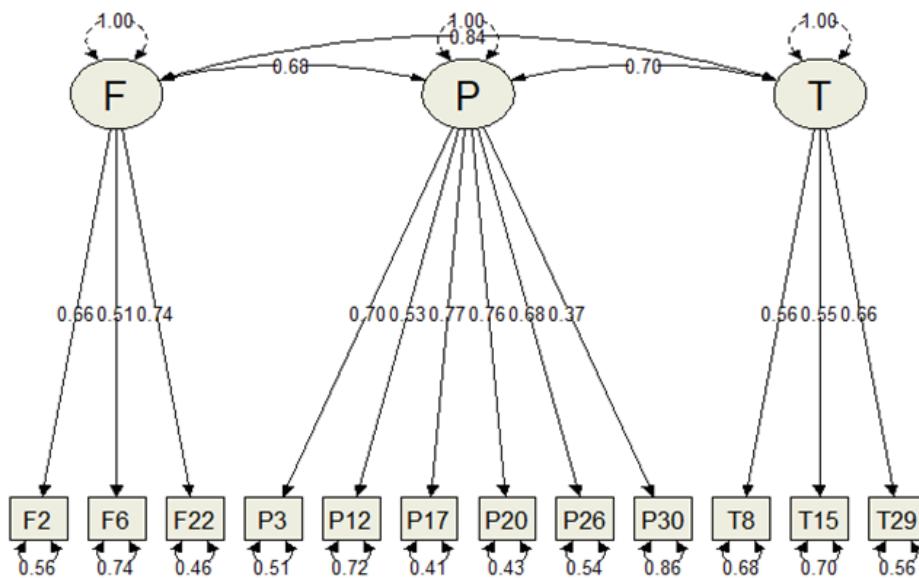
TLI = 0.99 were very high, and RMSEA = 0.03 and SRMR = 0.05 were low. The Cronbach's alpha coefficients after deleting these items are shown in Table 5.

Because the correlations among the F and T factors were high, a CFA model with two factors (i.e., FT [items of F and T loaded together] and P) was compared to the three-factor CFA model.

The scaled χ^2 difference test showed that the CFA model presented in Figure 1 fit better than the two-factor CFA model, $\chi^2(2) = 6.77, p = 0.03$.

Figure 1

Path Diagram of CFA with the Subscales of Attitudes Toward the Spread of English



Note: F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool.

Table 5

Cronbach's Alpha Coefficients After Item Deletion

| | N of Items | Cronbach's alpha |
|------|------------|------------------|
| F | 3 | .62 |
| P | 6 | .80 |
| T | 3 | .62 |
| E | 5 | .84 |
| LOTE | 6 | .83 |

Note: F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool; E: Intended English Learning Effort; LOTE: Feeling Meaningless in Studying a LOTE.

Graded Response Model Analysis

The GRM analyses were performed with the remaining 23 items, three of which focused on positive feelings toward the spread of English, three on global Englishes as an intercultural communication tool, six on pragmatic aspects of the spread of English, five on intended English learning effort, and six on feeling meaningless in studying a LOTE. The unidimensionality assumption of IRT was checked based on the size of the first eigenvalue of the PCAs for each scale. The first dimension of the positive feelings toward the spread of English was dominant by explaining 60.36% of the variance. For the pragmatic aspects of the spread of English, the first dimension explained 50.87%. The first dimension of global Englishes as an intercultural communication tool explained 57.00% of the variance.

Next, two different GRMs, i.e., one with free a -parameters and the other with a -parameters fixed at 1.00, were compared to find the best-fitting model to the data. As the difference between negative twice the log-likelihood (deviance) values shown in Table 6 follows a χ^2 distribution, for all the scales, the model with freely estimated a -parameters fit the data better than the more restricted model with all a -parameters at 1.00. Thus, the further analysis proceeded with the GRM with free a -parameters. Table 7 presents the discrimination parameter (a) of each item and the threshold parameters of each category for each item (b_1 to b_5).

Table 6

Model Comparison Using the Deviance Values in Each Model

| | GRM | GRM with $a = 1$ | χ^2 | df | p |
|------|----------|---------------------|----------|----|--------|
| | | | | | |
| F | 5993.16 | 6095.22 | 102.06 | 3 | < .001 |
| P | 12210.24 | 12534.07 | 323.83 | 6 | < .001 |
| T | 5360.18 | 5432.46 | 72.28 | 3 | < .001 |
| E | 10442.94 | 10946.69 | 503.75 | 5 | < .001 |
| LOTE | 11853.43 | 12361.31 | 507.88 | 6 | < .001 |

Note: F: Positive Feelings Toward the Spread of English; P: Pragmatic Aspects of the Spread of English; T: Global Englishes as an Intercultural Communication Tool; E: Intended English Learning Effort; LOTE: Feeling Meaningless in Studying a LOTE.

Table 7*Item Parameter Estimates of Subscales from the GRM Analyses*

| Item Number | <i>a</i> | <i>b</i> ₁ | <i>b</i> ₂ | <i>b</i> ₃ | <i>b</i> ₄ | <i>b</i> ₅ |
|---|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Positive feelings toward the spread of English | | | | | | |
| 2 | 1.71 | -4.76 | -3.67 | -2.78 | -1.25 | 0.37 |
| 6 | 1.11 | -2.29 | -1.32 | -0.14 | 1.27 | 2.61 |
| 22 | 2.75 | -3.29 | -2.59 | -1.59 | 0.14 | 1.44 |
| Pragmatic aspects of the spread of English | | | | | | |
| 3 | 1.76 | -3.47 | -2.48 | -1.81 | -0.31 | 1.00 |
| 12 | 1.51 | -2.88 | -1.94 | -0.94 | 0.5 | 1.73 |
| 17 | 2.73 | -2.56 | -1.74 | -0.96 | 0.4 | 1.50 |
| 20 | 2.03 | -3.23 | -2.8 | -1.95 | -0.65 | 0.73 |
| 26 | 2.09 | -2.77 | -1.64 | -0.56 | 0.71 | 1.81 |
| 30 | 0.98 | -3.83 | -2.45 | -1.21 | 0.72 | 2.61 |
| Global Englishes as an intercultural communication tool | | | | | | |
| 8 | 1.35 | -4.53 | -3.33 | -2.25 | -0.30 | 1.35 |
| 15* | 1.98 | --- | -2.95 | -2.28 | -0.57 | 1.10 |
| 29 | 1.66 | -4.77 | -4.34 | -3.40 | -0.84 | 0.97 |

Table 7 (continued)

| Item Number | <i>a</i> | <i>b</i> ₁ | <i>b</i> ₂ | <i>b</i> ₃ | <i>b</i> ₄ | <i>b</i> ₅ |
|--|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Intended English learning effort | | | | | | |
| 4 | 2.23 | -2.38 | -1.59 | -0.57 | 0.89 | 1.89 |
| 9 | 3.24 | -1.33 | -0.39 | 0.64 | 1.66 | 2.38 |
| 16 | 3.44 | -1.35 | -0.53 | 0.44 | 1.38 | 2.17 |
| 23 | 1.36 | -2.62 | -1.15 | 0.07 | 1.33 | 2.65 |
| 28 | 1.41 | -3.24 | -2.1 | -0.9 | 0.71 | 1.96 |
| Feeling meaningless in studying a LOTE | | | | | | |
| 5 | 1.09 | -3.75 | -2.21 | -0.92 | 0.79 | 2.56 |
| 7 | 2.92 | -1.07 | -0.05 | 1.01 | 1.87 | 2.4 |
| 11 | 2.83 | -0.75 | 0.24 | 1.31 | 2.12 | 2.67 |
| 13 | 1.66 | -1.35 | -0.05 | 1.59 | 2.86 | 4.07 |
| 25 | 2.81 | -1.02 | 0.00 | 1.11 | 1.8 | 2.59 |
| 27 | 1.55 | -1.68 | -0.42 | 1.23 | 2.69 | 4.04 |

Note: * No respondent endorsed the lowest category, and the *b* parameter for the category was not estimable.

As presented in Figure 2, examinations of the CRFs and the item information curves show that, while some items clearly distinguished participants with different theta levels, other items did not distinguish participants well and subsequently did not offer much information. For example, the CRFs of Q17 (“I should study global English so as not to be economically disadvantaged”) show that participants who are low on the theta (around -3.0) have the highest possibility of choosing category 1, i.e., “completely disagree.” In contrast, participants who are high on the theta (around 3.0) have the highest possibility of choosing category 6, i.e., “completely agree.” The b parameter estimates increased consistently from a lower to a higher value; therefore, it did not indicate that there were any problems with the ordering of the response categories. The six CRFs line up distinctively in order and show that the item is capable of distinguishing participants with distinct theta levels. On the other hand, for Q30 (“Even in the era of globalization, I do not feel particularly disadvantaged for not being able to use English”), a reverse-coded item, the CRFs do not show that participants with different theta levels would choose different answer options. In sum, the analysis utilizing CRFs and item information curves enables detailed examinations at the item level, which is helpful for developing a new scale.

Next, total information curves (TICs) were examined to see how much information each scale offered for distinct theta levels. First, regarding the three subscales of attitudes toward the spread of English, as seen in Figure 3, the information was more for lower levels of theta for all three subscales. In contrast, the items did not seem to offer much information for those of higher theta levels. In other words, the items seemed easy to endorse for the participants, and those with higher theta levels did not have an option except to answer with category option 6, “totally agree.” It should also be noted that total information is the sum of item information; thus, information for the subscale of pragmatic aspects of the spread of English is the most among the three, given that there are six items.

Second, regarding intended English learning effort and feeling meaningless in studying a LOTE, these scales offered information throughout the theta levels, but more for higher theta levels.

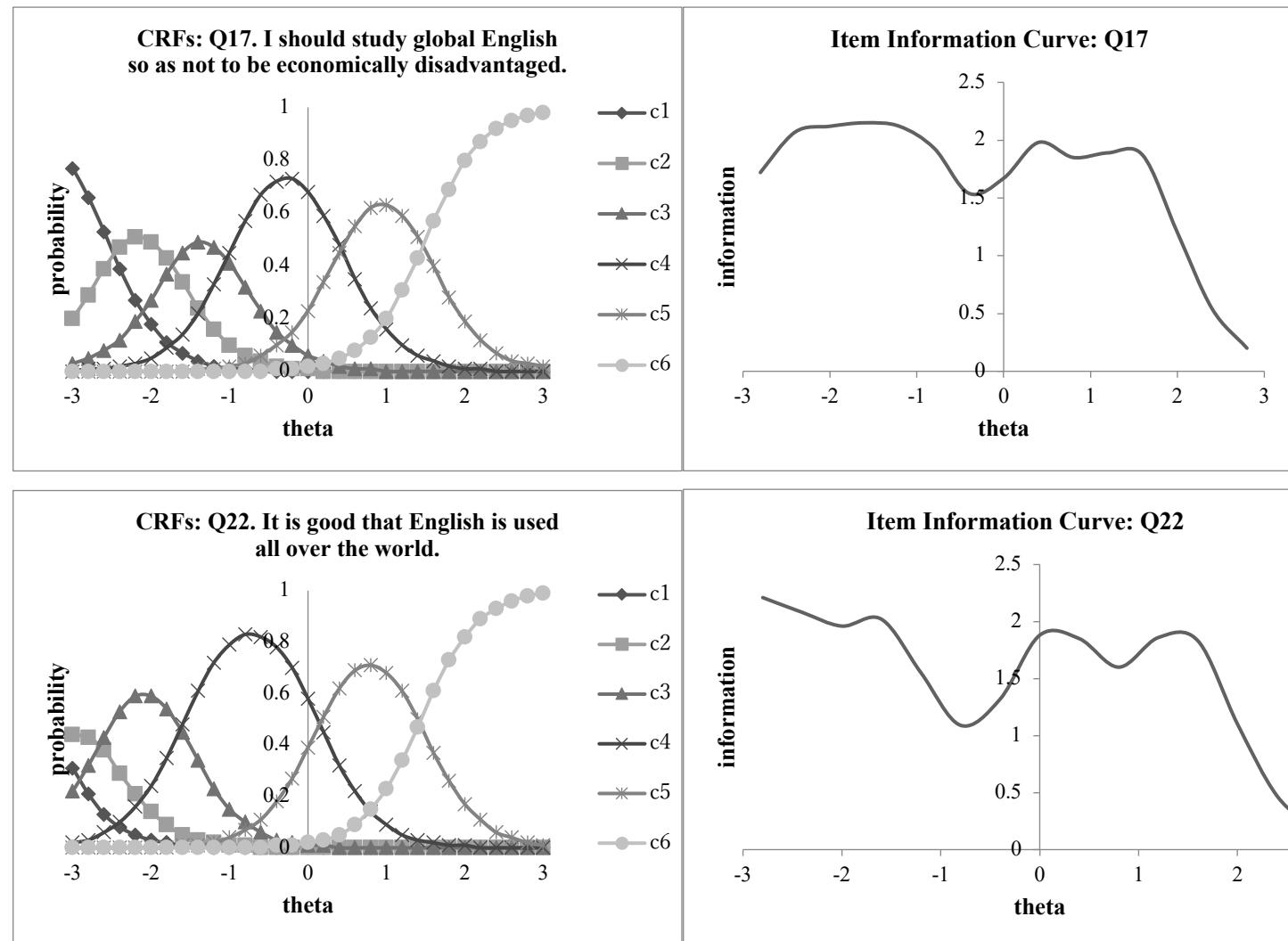
Figure 2*Example Category Response Function and Item Information Curves*

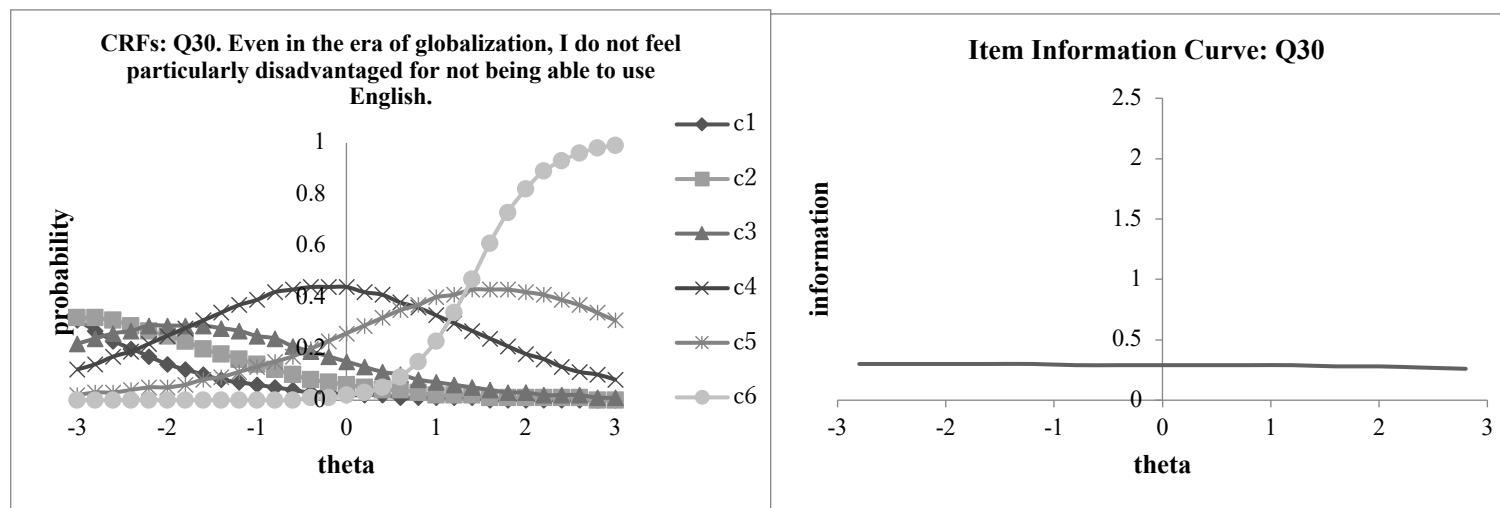
Figure 2 (continued)

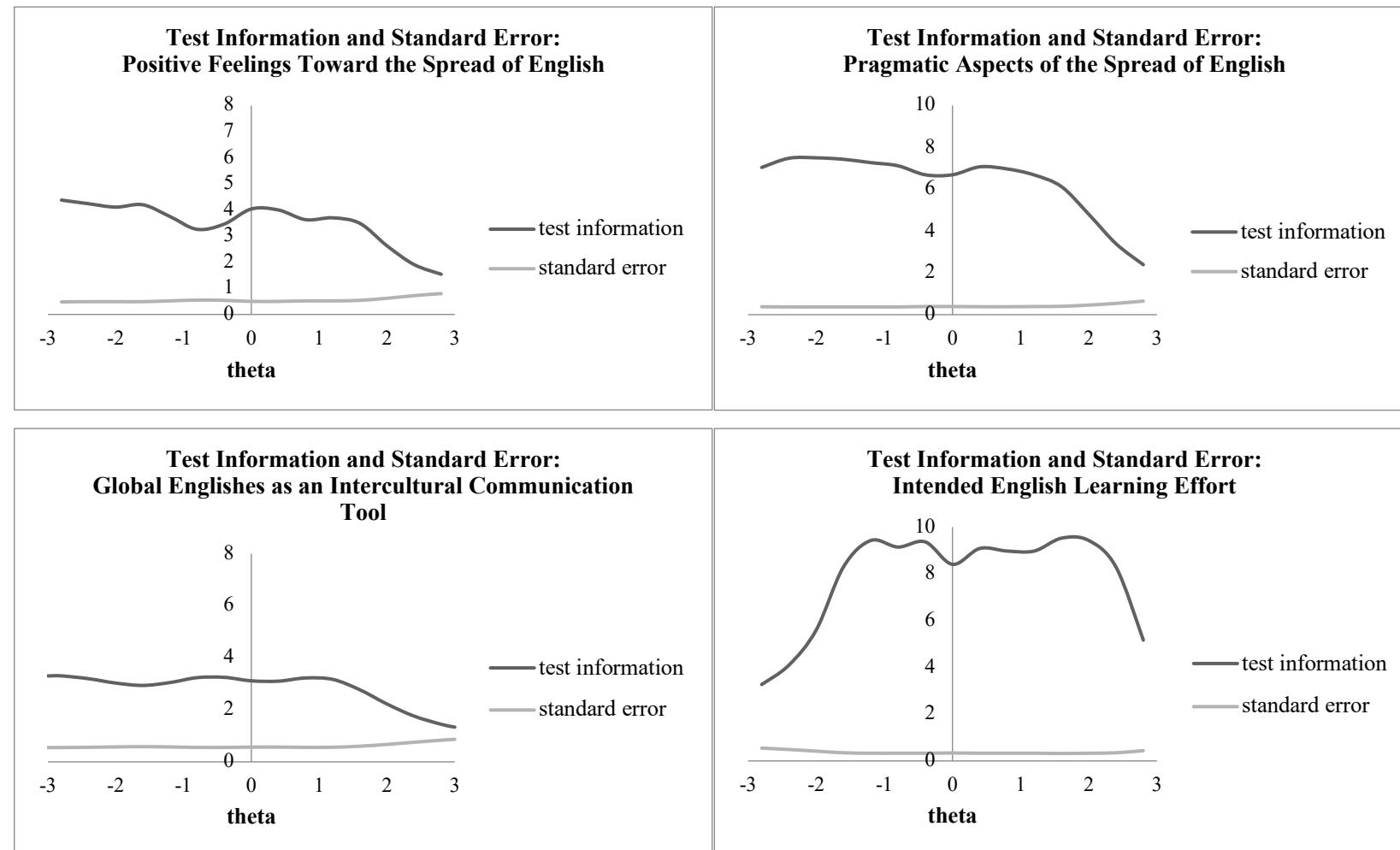
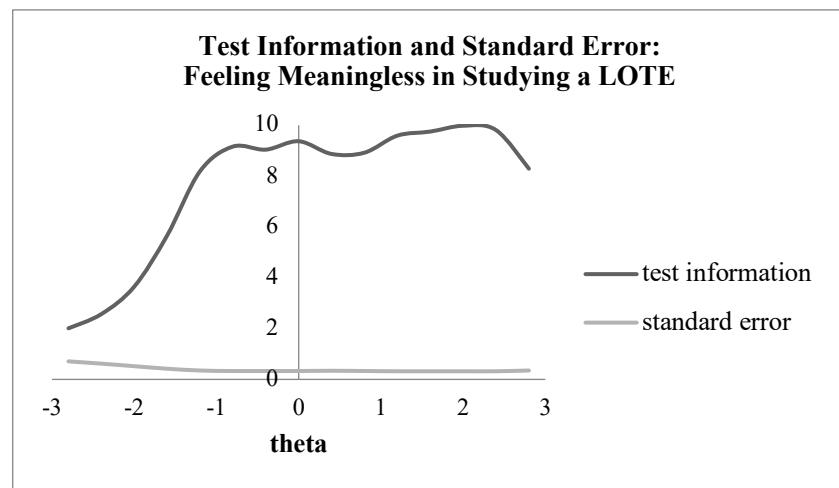
Figure 3*Total Information Curves*

Figure 3 (continued)

Correlational Analysis

As a result of GRM analysis, the following items were deleted: Q5 and Q30. With the remaining items, inter-correlations among the following five variables were examined: (a) positive feelings toward the spread of English, (b) pragmatic aspects of the spread of English, (c) global Englishes as an intercultural communication tool, which are the three subscales measuring attitudes toward the spread of English, (d) intended English learning effort, and (e) feeling meaningless in studying a LOTE. Table 8 shows that the three attitudinal factors were related but distinct, as shown by the correlation coefficients, which were between .50 and .51. Among the three factors, the one with the highest correlation coefficient with intended English learning effort was pragmatic aspects of the spread of English ($r = .44$). Furthermore, the relationships between the three factors on the one hand and feeling meaningless in studying a LOTE on the other were negligible ($r = .00$ to $-.10$). Lastly, the relationship between intended English learning effort and feeling meaningless in studying a LOTE was negative ($r = -.18$).

Analysis of the Open-Ended Question

Finally, answers to the open-ended question were analyzed with the 10 categories, as already discussed. Table 9 presents the results.

As can be seen, the majority of participants regarded the spread of English as a global language positively or took the phenomenon for granted. They seemed to value the language as a common language that can be used in intercultural communication. A much smaller number of participants (81 participants, or 9.77% of the 829 participants) regarded the spread of English as a global language as negative. Interestingly, some participants seemed nuanced about the phenomenon, mentioning both positive and negative aspects of the spread of English. As in many past studies (e.g., Henry, 2015; Wang & Liu, 2020), some commented that they did not think LOTE studies were necessary because they could communicate in English, although some of them answered in a regrettable tone. For example, one explained, “I want to study Korean as a third language. However, the highest priority is English, and therefore, I cannot study Korean hard.” Others considered LOTE studies to be important despite the spread of English, mentioning, for example, that because they study a LOTE because they like it, the status of English does not affect their LOTE studies.

Table 8*Inter-Correlations Among the Variables*

| | Positive Feelings | Pragmatic Aspects | Communication Tool | Intended English Learning Effort | Feeling Meaningless in Studying a LOTE |
|-----------------------------------|-------------------|-------------------|-----------------------|-------------------------------------|--|
| Positive Feelings | 1.00 | .51** | .50** | .36** | .00 |
| Pragmatic Aspects | | 1.00 | .50** | .44** | -.10** |
| Communication Tool | | | 1.00 | .27** | -.08* |
| Intended English | | | | 1.00 | -.18** |
| Learning Effort | | | | | 1.00 |
| Feeling | | | | | |
| Meaningless in Studying a LOTE | | | | | |

* $p<.05$, ** $p<.01$

Table 9*Results of the Open-Ended Question*

| Category | Number | % |
|---|--------|-------|
| mentions the spread of English as a global language as something positive or takes it for granted | 507 | 61.16 |
| mentions motivation to study English | 144 | 17.37 |
| regards the spread of English as a global language as negative | 81 | 9.77 |
| mentions oneself being bad at English | 29 | 3.50 |
| comments on the disparity caused by differences in English proficiency | 25 | 3.02 |
| mentions the unnecessary of studying a LOTE because of the spread of English | 19 | 2.29 |
| regrettably mentions that one cannot feel positive toward a LOTE or LOTE learning | 15 | 1.81 |
| comments on the non-relationships between the spread of English and LOTE learning | 44 | 5.31 |
| mentions positive feelings about LOTE learning despite the spread of English | 29 | 3.50 |
| specifically comments on Chinese/the spread of Chinese as important | 24 | 2.90 |

Note. Participants could mention more than one type of comment. Therefore, the total does not equal the number of participants ($N = 829$).

DISCUSSION

Items That Constitute the Scale of Attitudes Toward the Spread of English

The three factors that make up the scale of attitudes toward the spread of English are related but distinct sub-constructs, as shown by both EFA and CFA. These three factors were made up of various items intended to measure participants' attitudes toward English as a global language.

Furthermore, the GRM analysis enabled detailed examinations of each item, including how easily the participants agreed with them. The results indicated that some items were too easy to endorse for the participants. This implies that the participants are very well aware of, and agree with, various aspects of the spread of English, e.g., global Englishes as an intercultural communication tool and the pragmatic and economic benefits that English competence might bring about. Furthermore, we found that the GRM with varying or free a -parameters fit the data better; therefore, the results showed which items offered more information (i.e., higher precision) than others, which cannot be addressed by a model with the same a -parameter. In general, the categories of individual items (see Figure 1) served distinctively for various levels of the spread of English. The three subscales constituting the construct of attitudes toward the spread of English functioned steadily throughout the continuum of the construct, as evidenced by TICs (see Figure 2).

Attitudes Toward the Spread of English and L2 Motivation

As in past studies (e.g., Henry, 2015; Munezane, 2013), participants' attitudes toward the spread of English were related to the intensity of their motivation to study it ($r = .27$ to $.44$). Although Munezane (2013) hypothesized that the valuing of global English is an “awareness of English as a lingua franca and the role of English as the common language to tackle global problems” (p. 159), in the present study, the factor that was closely related to the intensity of L2 motivation was the economic and pragmatic consequences of studying English. In other words, participants might value English and put effort into studying it when they are aware of the economic consequences their English studies might bring about. These results agree with observations of past studies in that “the instrumental or pragmatic value of learning the dominant global language has clearly become a significant factor in people’s motivations for acquiring English” (Ushioda, 2017, p. 471).

The other side of the story, however, is that some participants negatively viewed the spread of English and put little effort into studying it. For example, one participant had a mean of 1.00 for the subscale of pragmatic aspects of the spread of English and a mean of 2.00 for intended English learning effort. For the open-ended question, this participant commented that he “hated English.” While past studies (e.g., Tsuchiya, 2006; Kikuchi, 2013) only described a “negative attitude toward English itself” and a “negative attitude toward the English community”

(Tsuchiya, 2006, p. 173), the present study indicated that those negative attitudes might include those toward English as a global language.

Attitudes Toward the Spread of English and LOTE Studies

Examinations of correlations between the three factors that make up attitudes toward the spread of English and feeling meaningless in learning a LOTE indicated that they were not related ($r = .00$ to $-.10$). These results contrast with past studies that reported the negative impact of English on LOTE motivation (e.g., Csizér & Dörnyei, 2005; Csizér & Lukács, 2010; Henry, 2015; Wang & Liu, 2020). The non-associations are backed up by the answers to the open-ended question in that there were more participants who commented on the non-relationships between the spread of English and LOTE learning (44 participants) than those who mentioned the unnecessary of studying a LOTE because of the spread of English (19 participants) (see Table 9).

One illustrative case involves a participant who scored 1.00 for the scale of feeling meaningless in studying a LOTE (i.e., valued the studies of LOTE). This participant had a mean of 5.20 for both the subscales of positive feelings toward the spread of English and global Englishes as an intercultural communication tool as well as intended English learning effort. For the open-ended question, the participant commented that “it is natural that one language becomes a common one in the era of globalization, and we have to study that language. What we learn by using another language in terms of differences in cultures and values is very interesting, so this leads to further consciousness in studying yet another language.”

Such comments offer important lessons for English/LOTE teachers. Learners like the one mentioned above have the possibility to balance “the instrumentalist view of language study as a skill for communication with a more holistic ‘constitutive’ view” (Ushioda, 2017, p. 474). Like this learner, LOTE teachers might be able to motivate their students not in terms of the pragmatic aspects of LOTE learning but of a more holistic view of language learning—e.g., by emphasizing the importance of language diversity and the intrinsic value of language learning. Teachers can emphasize these aspects to English learners as well, many of whom seem preoccupied with the pragmatic aspects of the spread of English. As natural as it might be for English learners to be conscious of the economic and pragmatic consequences of their studies, such a view might narrow their perspectives and cause unnecessary pressures and/or

demotivation in their English studies. This might be reflected in the comments offered by 29 participants: that they are bad at English (see Table 9).

The non-association between attitudes toward the spread of English and feeling meaningless in studying a LOTE is also important to English/LOTE motivation researchers. Much of the recent theoretical and empirical research of language learning motivation has focused on learners' attempts to improve practical communicative competence, i.e., "a focus on the future goals and purposes of language learning" (Ushioda, 2017, p. 471), particularly by examining learners of English. As comments in the present study indicated, however, by qualitatively exploring LOTE learners' voices, researchers may be able to propose a more holistic theory of English/LOTE motivation that goes beyond the instrumentalist view of language learning.

CONCLUSION

Several limitations of the study need to be mentioned. First, two of the three subscales had lower than expected Cronbach's alpha coefficients. Through PCA, CFA, and GRM analyses, three out of six items for each of the subscales were deleted to improve the psychometric properties and the scale. It will be necessary to re-examine the items in the subscales. Also, the study only captured a snapshot of participants' attitudes toward the spread of English, which might gradually change as they continue studying English/LOTEs. The relationships between their attitudes toward the spread of English, English/LOTE studies, and English/LOTE achievement should be made clearer. Last, having Likert-scale items before the open-ended question might have influenced the participants' answers. For example, the Likert-scale items did not specifically describe the varieties of Englishes that exist in the world. Utilizing other methods such as interviews may have helped gauge how the participants perceive the realities of Englishes.

This exploratory study was an attempt to develop a scale that measures attitudes toward the spread of English and how it relates to English and LOTE studies. The GRM analysis was valuable for examining each item in detail. Answers to the open-ended question were also insightful in gauging participants' perceptions of the spread of English and LOTE studies. In future studies, it will be fruitful to further refine the scale by considering aspects that were not covered in the present study, including different varieties of English. Although the global spread

of English is unlikely to dramatically change in the near future, by further refining the scale of attitudes toward the spread of English with GRM analysis and exploring the inter-relationships among English/LOTE attitudes, English/LOTE motivation, and English/LOTE achievement, implications can go beyond merely accommodating learners' pragmatic needs to promote a holistic view of language learning.

ACKNOWLEDGMENTS

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APPENDIX

Likert-Scale Questions

Answer options:

- 1 = “totally disagree”
- 2 = “disagree”
- 3 = “if I had to choose then I disagree”
- 4 = “if I had to choose then I agree”
- 5 = “agree”
- 6 = “totally agree”

Positive feelings toward the spread of English

Q2. It is convenient that we have English as a global language.

Q6. It will be good if English becomes an official language.

Q10. English is too wide spread in the world. (reverse coded)

Q14. The society will be homogenized if English is pervasive as a global language. (reverse coded)

Q18. English has become advantageous compared to other languages.

Q22. It is good that English is used all over the world.

Pragmatic aspects of the spread of English

Q3. I need to have competence in English because the world is globalized.

Q12. Without English competence, our country will be economically left behind.

Q17. I should study global English so as not to be economically disadvantaged.

Q20. English will be important in the future for me because we are in the era of globalization.

Q26. English is important to me because English competence and economic power are related.

Q30. Even in the era of globalization, I do not feel particularly disadvantaged for not being able to use English. (reverse coded)

Global Englishes as an intercultural communication tool

Q1. I can communicate with people around the world by using global English.

Q8. When it comes to a global language, English conversation skills are the most important.

Q15. English is a tool to communicate with foreigners as a global language.

Q21. English is useful for understanding people with different cultural backgrounds.

Q24. I have no awareness of English as a communication tool. (reverse coded)

Q29. English is convenient for intercultural communication.

Feeling meaningless in studying a LOTE

Q5. English is enough for communicating in languages other than my first language.

Q7. It is unnecessary to study foreign languages other than English.

Q11. Because English has become a global language, it is meaningless to study a second foreign language.

Q13. I should study a language other than English from the standpoint of diversity. (reverse coded)

Q19. One of the purposes of learning foreign languages is to learn different ways of thinking through language. (reverse coded)

Q25. I do not understand why I have to study a language other than English.

Q27. It is important to have competence in a foreign language other than English. (reverse coded)

Intended English learning effort

Q4. I work hard at studying English.

Q9. I spend a lot of time studying English.

Q16. I put a lot of effort in studying English.

Q23. I constantly think about my English learning activities.

Q28. Studying English is very important to me these days.

**ANNOTATED SUMMARIES OF SECOND LANGUAGE STUDIES GRADUATE WORK AT THE UNIVERSITY OF
HAWAI‘I AT MĀNOA, 2020-2021**

KRISTEN URADA

University of Hawai‘i at Mānoa

In this issue of the Masters-level and Advanced Graduate Certificate scholarly papers and Doctoral dissertations from the Department of Second Language Studies at the University of Hawai‘i at Mānoa, all projects and papers were being completed at various stages as the COVID-19 pandemic continued throughout the 2020 – 2021 academic school year. Several of the summaries in this issue gives an insight into how graduate students adapted their projects in response to the restrictions on conducting research during the pandemic. The summarized studies are all available on ScholarSpace at University of Hawai‘i at Mānoa (<https://scholarspace.manoa.hawaii.edu>).

| Graduation Term | Student Name | Degree | Title of Scholarly Paper (AGC, MA) or Dissertation (PhD) |
|-----------------|-----------------------|--------|---|
| Summer 2021 | Rezaee, Parvaneh | PhD | <i>The Persian Particle Dige in Professional-Client Interaction</i> |
| Summer 2021 | Choi, Yunsun | MA | <i>Changes in Perceptions of Suprasegmentals in Pronunciation among Korean EFL Learners</i> |
| Summer 2021 | Ishiki, Holly | MA | <i>Developing L2 English Academic Reading and Writing Materials</i> |
| Summer 2021 | Tangihev, Denis Melik | MA | <i>How Virtual Reality Can Change Finding a Community of Practice for Second Language Development</i> |

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|--|-------------------|----|---|
| Spring 2021 | Bramlett, Adam | MA | <i>Mandarin Tone Acquisition as a Multimodal Learning Problem: Tone 3 Diacritic Manipulation</i> |
| <p>This study utilized two experiments to investigate the relationship between the visual representation of Mandarin tone diacritics, specifically for tone 3 (T3), and the ease of learning. The first experiment was designed to determine the extent that foreign language learners of Mandarin become confused over the incongruence of tonal features and T3 diacritics through a survey that targeted learners' explicit knowledge of each tone's type, direction, and height. The results indicated that learners exhibited confusion in regards to the height of T3 since the diacritic does not indicate how low the tone is. The second experiment was designed to investigate to what extent changing the diacritic of T3 to illustrate a low tone improved identification and learning of Mandarin tones. Overall, the results indicated that the change to illustrate the low T3 tone improved identification and learning of tones in Mandarin, especially T3.</p> | | | |
| Spring 2021 | Kamikawa, Chaelyn | MA | <i>Motivation of Kanji Recognition Using Self Determination Theory in Japanese Learners</i> |
| Spring 2021 | Kim, Youngmeen | MA | <i>Computational Analysis of Cohesion in EFL Writing: A Comparison Between L1 and EFL Writers</i> |
| Spring 2021 | Lee, Victoria | MA | <i>Online Pronunciation Tutoring for Japanese Learners of English</i> |
| <p>While many pronunciation instruction (PI) studies have taken place in the classroom or laboratory setting, this study contributed to this body of research by investigating the</p> | | | |

effectiveness of PI in one-on-one tutoring sessions. Moreover, PI took place online in response to the COVID-19 pandemic. In this study, a Japanese learner of English received private tutoring for 7.5 hours over five weeks and received explicit instruction on six English-specific segments followed by awareness raising through speech perception exercises and then speech production exercises. The tutee's speech samples were taken before and after the tutoring session using the online application Extempore (<https://extemporeapp.com>). After the tutoring sessions concluded, five native and five non-native English speakers assessed the tutee's pre- and post-tutoring speech samples for intelligibility, comprehensibility, and accentedness. The results indicated that there was only an improvement in the tutee's intelligibility.

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|----------------|--------------|----|--|
| Spring 2021 | Na, In Young | MA | <i>The Impact of Segmental Accuracy on Intelligibility</i> |
|----------------|--------------|----|--|

The aim of this study was to determine the relationship between Korean learners' English segmental accuracy with their perceived intelligibility and to identify the specific segments that are difficult for Korean learners to produce based on their perceived intelligibility. The learners in this study were 20 high school students in Korea who were studying English. The learners' recorded their speech samples by reading aloud ten minimal pairs using Extempore. Then eight native English speakers listened to the speech samples and completed a minimal-pair forced choice task. The results indicated that there was a strong relationship between segmental accuracy with intelligibility. In other words, the less errors the speaker made, the more intelligible they were perceived as being. Furthermore, English vowels were identified as the most

difficult for Korean learners to produce. The findings from this study not only suggested segmental instruction was important for Korean learners, but also provided insight to instructors to help determine which segments to focus on in the classroom to promote optimal intelligibility.

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|---|------------------|----|--|
| Spring 2021 | Petko, Magdalena | MA | <i>A case report: Adapting reading class course materials to meet flipped classroom standards, learning outcomes, and flexible class formats</i> |
| Spring 2021 | Rickman, Kevin | MA | <i>The Semiotics of Translanguaging: An Example and its Application to Critical Language Pedagogy</i> |
| In this proof of concept paper, the term <i>semiotic analysis</i> is put forth as a framework to analyze translanguaging events. By proposing semiotic analysis as a framework, the monolingual policy in a language classroom is problematized as it limits the learner's potential to demonstrate their knowledge of the subject, whereas a multilingual policy would allow the learner to use all of their multilingual resources and make progress on the target language at the same time. Critical pedagogy is then argued to facilitate a multilingual learning environment where translanguaging can occur and in which the semiotic analysis framework can be applied. | | | |
| Spring 2021 | Ritch, Joseph | MA | <i>Language Choice in Tajikistan's Digital Public Spaces: An Analysis of Multilingual Practices by Commenters on Public Facebook Pages</i> |
| This study analyzed comment threads on Facebook to better understand the linguistic repertoires and paralinguistic resources used by the Tajikistan online community. The | | | |

source of the comment thread was based on posts from well-known news organizations based in Tajikistan that are known to have frequent multilingual interactions. Using digital conversation analysis and audience design framework, the analyses revealed that the Tajikistan online community were tactful in the language and paralinguistic resources they used to convey meaning. For instance, while Arabic was found to be used for discussions on religious topics, Russian was treated as a prestigious language that was used when discussing political, economic, other technical topics. On the other hand, Tajik was used to create an interpersonal relationship with the Tajikistan community, though it was often blended with Russian. As for the paralinguistic resources, several orthographic systems were used, such as the Russian Cyrillic alphabet, Tajik, Arabic, Latin, and Persian. Emotions were also conveyed using writing conventions, such as using capitalization for emphasis and different punctuation markers to highlight importance or sarcasm. Physical actions were also illustrated online with the use of images and GIFs. The analysis of the comment thread demonstrates the multilingual online environment within the Tajikistan community.

| | | | |
|----------------|------------------|-----|--|
| Spring 2021 | Scaturro, Agnese | MA | <i>Student-to-Student Connectedness in the Foreign Language Classroom</i> |
| Fall 2020 | Smith, George | PhD | <i>An Investigation of Vocabulary Size, Individual Differences, and Metacognition in L2 Listening Comprehension.</i> |

This dissertation investigated English language learners' usage of listening strategy and meta-cognitive self-regulation based on their vocabulary knowledge and individual

differences. Eighty-eight participants completed a series of tests to measure their listening comprehension and vocabulary size as well as several tasks targeting learners' individual differences (e.g., vocabulary depth, working memory, listening anxiety). The results showed that the listening strategies learners used differed based on their vocabulary knowledge size, such as learners with a high vocabulary knowledge often used notetaking, while learners with lower vocabulary knowledge used translation strategies. Furthermore, the results suggested self-monitoring and metacognition aided in listening comprehension. This study also found that learners' individual differences, such as anxiety, affected their listening strategy use. Findings from this study provide pedagogical implications for vocabulary and metacognitive instruction in language classrooms.

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|--------------|----------------|----|--|
| Fall 2020 | Barton, Austin | MA | <i>Support for Chinese Radical Learning Materials</i> |
| Fall 2020 | Barza, Jose | MA | <i>Language Use, Choice, and Maintenance of 1.5 Generation Filipinos in Hawai‘i</i> As Filipinos are one of the top immigrant groups in Hawai‘i, this study investigated generation 1.5's attitudes and behaviors towards Filipino and how it affects their language maintenance. Using a mixed methods approach, 15 1.5 generation Filipino participants who were enrolled in Philippine language classes completed a questionnaire that asked about their experience using Filipino versus English with their family and within the community. Then a follow-up interview was conducted to allow for participants to elaborate on their experiences using Filipino. The findings showed |

that Filipino was the preferred language choice at home, though English was predominantly used outside the home. Furthermore, four themes that contributed to maintaining the Filipino language for the 1.5 generation participants were that it was a part of their ethnic identity, there was an expectation to use the language, there were advantages for them to be bilingual, and participants regularly visited the Philippines.

Mahalo Nui Loa