Low intensity MALL in a Japanese context (Part 1)

Low intensity MALL in a Japanese context (Part 1)

David John WOOD

Abstract

Mobile Assisted Language Learning, or MALL, has attracted wide international attention as a possible new means of language learning. While it promises hope for improving English acquisition globally, plunging headlong into a medium of infinite depth in so many different situations requires considerable expertise and experience to navigate, qualities which are becoming rarer and rarer in the Japanese context. This study first contests the imbalance between language teaching professionals and ancillary personnel as the number of well qualified educators reaches new lows, while that of inexpert substitutes and administrators swells beyond need and reason, leading to highly regulated under-achievement that technology cannot hope to obviate. Against a backdrop of over-regulated failure, those in management look more and more to technology to offset their inability to improve language learning. However, technology alone will not solve anything except for a few students who are capable of using it to teach themselves. Most learners require more skilled teachers to guide them to their goal. To that end, we present a tested methodology that incorporates some of the best features of MALL with those of face to face teaching and learning. Based on a situational analysis indicating stronger student response to LINE use rather than to conventional institutional e-mail, we sent regular sound files of class spoken interactions for students to review and learn from at their own pace and in their own time. While the procedure only amounted to a low intensity MALL application, the effects indicated improvement in various ways as measured by a number of different processes and criteria. These included anonymous student evaluations, external proficiency examinations and rigorously conducted feedback questionnaires all of which suggested that this style of MALL use may be helpful in other situations, meriting further study.

1. Introduction

The failing education ministry mandate to improve Japan's high school English levels (MEXT, 2002) raises questions as to why the gap between effective language teaching and the botched attempt is so big. Causes include the lack of enough qualified teachers to enable students to "hold normal conversations on everyday topics at *eiken* level 2" and the hedging policy ambiguity of "enriching training for English teachers and promoting the utilization of native speakers." At elementary level, Japanese teachers without real proficiency have been recycled to attempt teaching communicatively. Disposable native speakers lacking pedagogical expertise have been preferred over those with proper TESOL competence, defeating the whole point. Just as Japanese is the hardest language for westerners (*FSI* rankings, 1947 on) English is the hardest for Japanese. Many foreigners hired have only high school diplomas and four weeks' CELTA training. To teach well requires years of study and experience at levels above pre-college certification. Teaching the hardest language needs more. Teacher cost cuts only cut competence. Unqualified native speaker hiring by predatory entrepreneurs increases disposability at the expense of student spoken ability. A system top heavy with bureaucrats and technology leads to an absence of expert educators. The former show no understanding of tech's best use in language learning, creating a situation where students seem less proficient and motivated than even before 2002. Substituting an unsuccessful Japanese business management model (which only cements bureaucratic power) on English education simply denies acquisition while promoting private companies' profits (Wood, 2019).

Tech is important, but ineffective use is invalidating it. Mobile Assisted Language Learning only helps if methodology is innovated. Such development needs first to acknowledge the many pitfalls of encroaching on individuals' private mobile lives by acknowledging the vast diversity of technological situations among schools and students. Technology use so far repeats the age old TESOL problems of ever more prose and commerce with less and less communication to speak of. A situational analysis is attempted to pinpoint the specific needs of students' communication ethos and propose a customized solution.

One promising application is to tap into the wealth of students' photo collections. This needs methodological development for English. In the Japanese context, the advent of LINE augurs well for TESOL, but effective approaches that do not reduce language acquisition to a textbook or written grammar practice require more teaching expertise.

Three pillars of communicative enrichment (touch screens, emoji icons and internet connectivity) paved the way for LINE's advent. The final essential ingredient in the puzzle was "the world's first handheld wireless color videophone" (1999) quickly followed in the subsequent year with a photo mail service enabling photos to be sent electronically. LINE may be a savior of com-

munication as e-mail loses relevance. LINE can be more motivating when it comes to language learning and conventional classes as it is more democratic and impromptu, creating an environment where real communication is possible in several ways. Being phone based, it is more focused, less burdensome and not so subject to spammers. Innovations and applications in LINE also give it the edge over e-mail, which is more writing based, outdated and ineffective for the kind of interactive communication students choose.

As TESOL should first be more spoken and spontaneous (language or *langue* means tongue not finger) educational systems based on e-mail are archaic. LINE has many advantages, in addition to essential mobility. Its group feature in particular is ideal for small, well-knit class groups to interact, creating one superlative TESOL communication interface. To maximize LINE's potential, we present an approach using photos developed by the present author (Wood, 2015). The method is simplicity itself as it enables students to communicate via each other's photos, boasting such advantages as: minimal teacher interference; student choice of photo; and, all communication initiated by students. There are many possible follow-ups such as speedy review, recordings for extension activities and its usability almost anywhere, at any time. In this way, LINE photos and other files can create an invaluable TESOL communication interface. To validate one MALL (Mobile Assisted Language Learning) approach, we present the results of a survey to compare its actual and perceived use with e-mail. In addition, students' confidential reactions and external test results appear to support the efficacy of using LINE to develop oral English proficiency.

2. TESOL challenges in Japan

In many English language education situations in Japan, the amount and cost of technology, administration and so on, has expanded exponentially in contrast to the number of properly trained teachers. The latter lags far behind with an ever-fading prospect of recovery. Despite the education ministry's 20 year-old compulsory assignment to ensure all high school students attain basic communication skills, spoken ability is decreasing, not improving. Compounding the failure is the increase in ineffective over-spending on tech and administration at good instruction's expense. Schools opt for machines and rhetoric over better teachers. Enough technology is vital, but ineffective by itself, except for a small minority of students who may manage self-guidance. The majority can't and don't progress outside sound teaching's domain.

So education is now commensurately expensive and ineffective. Teachers with good qualifications, expertise and experience have been cut as hiring loses out to the areas of expansion monopolizing ever shrinking education budgets, such as the surge in temporary show-case foreign faces and recycled Japanese instead of trained professionals. Commercial entrepreneurs hire for-

eigners without enough training, just a high-school diploma, to flood classes with costly fashionable failure.

This is partly due to the evasive education ministry mandate stating its obligation to ensure high school students' acquire the ability to support English conversation activities, as well as to hold normal conversations by enriching training for teachers but only promoting the "utilization of native speakers" (as above, Ministry of Education, 2002 *Action Plan to Cultivate Japanese with English Abilities*.) This has given free rein to institutionalized exploitation. Re-training Japanese substitutes has just exposed the same scrap and build mentality, most only qualified in unrelated subjects, minus any valid TESOL expertise.

3. A qualified case for MALL

MALL (Mobile Assisted Language Learning) may help combat such challenges if it can both involve teachers and students in reducing technological and administrative overload. The term combines CALL (Computer Assisted Language Learning) with a mobile phone, though this is also a problem as it takes for granted that every student has one and is both willing to use it. Many may not be mature enough to understand the ramifications of such acceptance. Such invasive assumptions are neither ethical nor legal, but shockingly still common.

While being one of the most mobile-available countries, phone fees are high (*Japan Today*, 2019.) Demanding they use theirs infringes on student privacy. Authority figures invading that space risk power harassment. There is a Pandora's Box of potential pitfalls for instructors to avoid. Indeed, mobile phones are banned at Japanese schools up to junior high. As the age of adulthood is not yet reached by university students until they are mid-way through their studies, mandating phones for study raises contentious issues. We must tread the MALL minefield gently. Moreover, can MALL, TESOL or any other coinage of learning be defined enough to encase such studies in stone? Each nation has many varying conditions so it might seem a futile pursuit. Yet there may be some advantage in at least challenging the task here, if nothing more than to expose the failures so far. We therefore present one effort to innovate communicative methodology and improve actual acquisition.

Arguments underpinning this current writer's concerns are:

1. Increasing administration, technology, testing and abstract research is not enough by itself to improve actual language learning significantly.

2. Increasing objectively evaluated methodology and properly trained teaching personnel is the top priority for improving language learning.

Asian research assessing development and validity of technology via a meta-analysis of 1,000

related studies in the 20 year period up to 2013 seems to attest to these same two points. It concludes thus:

> *It is important to understand how language teachers adapt to MALL activities, especially how mobile devices hardware and software enable teachers to reduce workload and innovate teaching practices. Despite the importance of those issues, none of the quantitative studies reviewed addressed those questions. More empirical research of teacher behavior will be of great value for improving MALL research and practices.*
> (Chung et al., 2015, my underlining.)

While people have learned English successfully for millennia without digital affordances, educational administrations favour research prioritizing technology over human teaching as a first choice. No-one can or wants to avoid technology, and it is easy and convenient for students in many ways, but it is not in or of itself the one exclusive way to acquire a language. It can build a barrier between face-to-face communication and even the building blocks of language like grammar:

> *Most studies focused on receptive skills such as reading, while ignoring communication skills such as listening, speaking, and writing. Furthermore, most studies emphasized vocabulary-related knowledge, such as vocabulary and pronunciation, and none of them addressed the issue of grammar knowledge.* (Ibid)

Making it the centre of a new wave of research begs questions like:

1. What technology do students and teachers have at their disposal?
2. If technology is so diverse, can students from different economic backgrounds and interests all be expected to have and use technology equally in all the vastly varying social and educational environments?
3. Can a single or sufficiently practical standard be reached for MALL to achieve real relatability given the potential array of vast disparity?
4. Isn't it more appropriate to pursue digital literacy for its own utility rather than for the narrower purposes of simply TEFL and TESOL?
5. Does focussing on digital literacy more than speaking increase language mastery effectively for all the diverse students trying to learn?

Each situation is different. The human factor denies any single or simple solution. Cost and availability are an irreconcilable part of the equation, especially with so many students, school

types and budgetary situations. Digital literacy is often presented as a buzzword pillar of "21st century skills" but could 20th century skills have been taught by 1920? Nobody can foresee 80 years ahead. The approach is symptomatic of pop trends which as quickly fizzle as they fly. Nobody is unaffected when teachers of any discipline attempt to reconcile student needs and situations within the context of media applications and digital literacy. Obviously, everyone is involved in very different ways and to wildly varying degrees. It is impossible to unify them all under a single heading. In fact, most English teachers and students prefer to use media only in limited personal ways, defying each other.

Based on a situational analysis of students' communication practices and EFL learning needs, each teacher has the opportunity to employ the means that already exist to refine their use to better effect. However, it is vital to establish common denominators in terms of the lowest resource and minimum purpose to avoid abusing classes' actual, potential and private domains. If not, education serves only the richest.

The teacher is responsible for ensuring any methodology that he or she attempts is neither coercive nor intrusive by not over-assuming student readiness or willingness when imposing on them a system of use and a series of expectations that perhaps they should not be subjected to.

Benefits of MALL use (Chun, Kern and Smith, 2016) include:

1. Mobile phones are more effective than laptops for language learning.
2. The functionalities of mobile devices in multiple learning settings generate more marked effects than restricted settings in classrooms.
3. Integration with varied teaching and learning strategies produces better effects than lectures, or inquiry-oriented and cooperative learning.
4. Using mobile devices for various language skills produces better effects and learning achievement than using them for only single skills.
5. Using mobiles produces better effects for L2 than for L1 learning.

Mobile devices also brought more diverse and innovative activities, scenarios, and situations for learning and teaching, but they depend on interaction level and activity design. Burston (2014) found that MALL studies suffered from a lack of oral communication, and interaction, both in terms of quality and quantity. To earn validity, mobile device use needs to enhance the effectiveness of language teaching and learning methods, and not just its prevalent focus on self-directed study. Methods such as cooperative learning or problem solving have not fulfilled expectations. Therefore, more effective teaching methods need to be found and developed concretely. Picture applications especially need specific methodology. This can been made possible by LINE use.

4. The advent of LINE

In the Japanese context, one of the most available means for developing TESOL via MALL is the communication application, LINE, with upwards of 80 million users, plus easy global reach. Yet this high volume communication system is ignored by major MALL studies. Domestic research dealing with LINE sometimes reduces it to a mere tool for writing practice by suggesting it is suitable for standard desktop study. However, this would seem to defeat the whole purpose of the medium for TESOL, namely, spoken communication (McCarty, 2017).

A Japanese contextual analysis reveals its potential for language teaching and learning. Even as far back as the 1980s, the Japanese fascination with mobile communication was apparent with the advent of the pocket bell, which was as popular with students as it was with white collar workers. The trend has only increased as most mobile communicators have become individuals not companies from decades ago, unlike e-mail, and it has even been "such an integral part of daily life that the technology influenced relationships" (Hornyak, 2018).

After two generations, recreational mobile communication is deeply ingrained in the Japanese psyche. For many young people, shy about initiating or sustaining contact with others, it has been a panacea:

> *Anxiety regarding direct communication among some Japanese youth was such that they avoided calling on the phone and instead preferred text messaging. Young people, especially teenaged girls, found that communication needs were better served by text messaging through mobile media, and they readily adopted it.* (Ishii, 2006)

Added to this were three dynamic ingredients introduced in 1997:

1. *Touch screens*, making users feel literally and emotionally in direct contact with the screens instead of constrained by clunky keyboards.
2. The simultaneous use of *emoji icons* to enhance and clarify words.
3. *Internet connectivity* development, leading to full service in 1999.

These three pillars of communicative enrichment ignited mobile use. Within a year, half the Japanese population was on mobile line. Many users who had never had e-mail before were thus automatically able to send messages to each other. "In this sense, we can say the internet revolution in Japan started from mobiles" (Hornyak, 2018).

The final piece in this pixel puzzle was "the world's first handheld wireless color videophone" (1999) quickly followed in the subsequent year with a photo mail service enabling photos to be sent electronically, an innovation which then spread through the world, ultimately leading to the

establishment of smart phones. The innovative communications trend continues into the new millennium with social media applications, as Japan spends more on apps than anywhere else. LINE was a free application started only this decade by Japanese engineers in South Korea. It has become Japan's leading inter and intra personal service.

5. E-mail versus LINE

For 50 years E-mail has been a continuing communication medium for companies and schools, but is primarily written, formal and more mono-directionally imperative than interactively spontaneous or communicative. This means LINE can be more motivating when it comes to language learning and conventional classes, including those using computers, as it is more democratic and impromptu, creating an environment where real communication is possible in a variety of ways. As it is phone based, it is more focused than e-mail as e-mail users may have multiple addresses which they irregularly or even never check, often rendering contact impossible or at least problematic. Users may view e-mail as burdensome and at the mercy of spammers, while LINE is more controllable. Innovations and applications in LINE also give it a giant plus over e-mail, which often seems outdated and ineffective.

LINE is more instantaneous as the receiver's status can be automatically displayed. We know if and when a message has been read. Many e-mail systems give no indication when or even if a message has been received, making even basic communication hard or unachievable. LINE supports various scenarios favoring listening and speaking as it is fundamentally linked to phone communication. As TESOL should be fundamentally spoken and interactive, this means most current educational systems dependent on e-mail are outdated or defunct.

The main challenge with LINE is that it directly invades others' telephonic and therefore private space, meaning that its use requires a high level of responsibility from participants, especially teachers, if they initiate its use for study. This may also be an educational plus, however, as such responsibility is a vital learning point for real world participation demanding mutual cooperation. Many other specialist advantages exist with LINE in addition to its essential mobility.

It comes with advanced editing controls and can also convey much larger files than some e-mail systems. The group feature of LINE is ideal for reasonably sized class groups to experience dynamic interaction in many forms. Its portability extends the time and ease of communication and contact. For all the above plus many more reasons, LINE has the potential to be a superb TESOL communication interface.

6. One LINE/TESOL approach

One approach that may help offset technology's achievement gap, developed by the present writer over the last decade, is an interactive photo method, fully detailed in previous studies (e.g., Wood, 2015, etc.) The technique is simplicity itself as it enables students to communicate with each other by using their photos. The major principles include:

1. Minimal teacher interference to counter the average 90% plus teacher talk compromising many TESOL classes that denies students a voice.
2. The student's choices of photo for others to find out all they can about.
3. Ensuring all communication is initiated by students, for example, by insisting all but the student whose photo is being used elicit the details.

After the raw materials of the communication event have been discovered and shared, with just enough teacher guidance to avoid too much intrusion, possible follow-ups to extract full value include:

1. Contents can be reviewed at speed to develop interaction fluency, with the original points acting as a rehearsal developing student confidence, an activity at the end of a class promoting rapid exchange.
2. Recordings of the interaction facilitate various extension activities.
3. Reviewing in the next class increases long-term language memory.

Spontaneous conversation doesn't need a text book so students sit around the tables to talk face to face in classes of from around ten up to just over thirty. To establish spontaneous interaction requires mutual trust and respect. This can only be achieved by continual example and reassurance on the part of the teacher. Explaining that the overriding aim is for students to talk more than the teacher is literally easier said than done as instructors traditionally believe that they ae the center of their classes, when in fact facilitating communication means that the group interaction must take priority. Students also may resist, believing that textbooks and teachers are their main if not sole source of English, when in fact students can increase their proficiency best by sharing each other's knowledge.

Fundamental concepts that need establishing to ensure the approach succeeds include:

1. The whole procedure amounts to a single group conversation so everyone needs to listen and try to remember what everyone else says in order to develop and contribute to the experience. They are asked not to repeat any question, but if someone does, the speaker says "As I said..." to repeat the content as this is part of natural communication.
2. They start with basic information and expand to any questions, directly or indirectly related to the photo, using the simplest, most frequently used kind of English. They ask logical chains of

question ultimately aiming for a specific example which is easier to remember. Guessing speakers' meanings is discouraged so questioners ask speakers to repeat or ask for clarification.
3. There are two rounds, the first more simple and the second quicker. The next (or subsequent) speaker refers to previous questions. The final round is at speed - all stand and ask quick questions. The final exam is a review of students' photos with an emphasis on smooth interaction.
4. Speed is more important than accuracy as in real life so correcting every grammatical error is secondary. The only time to intervene is when communication breaks down. To ensure shared communication, the teacher should only question misunderstandings, not correct them.
5. Speed can lead to confidence then accuracy, not the other way around. Stressing accuracy can lead to scared student silence and then nowhere.
6. Each week one or more speakers prepare a photo depending on how many classes are available. On average, a ninety minute class is best with just two speakers to ensure both depth and variety of interaction. In the class referred to below, as there were just ten students, they all prepared a new photo each week based around topics relevant to them so that they could easily choose enough photos, which amounted to ten, enlarged to A 4 size before class for easy viewing and handling.
7. The final content is recorded in MP format for review via LINE before the subsequent class and students can think of review questions.

MALL's role in this may be more ancillary than primary, but it is still integral and valid. LINE communication supports the process by:
1. Creating smooth and rapid exchange of recordings in MP 4 or MP3 for students to listen and relisten to as many times as necessary.
2. Making certain that the teacher and students all know who has received files and when they got them as LINE groups provide this.
3. Facilitating spoken and written interaction to clarify and extend the content, leading to various related activities and potential spinoffs.

LINE photos and other files can create an invaluable TESOL communication interface, impossible (or not as achievable as) with other available means. It constitutes an example of how MALL can give access to authentic interaction and exposure beyond the classroom.

7. LINE versus e-mail use comparison and evaluation

One group of students using the photo method in combination with LINE as a MALL method were asked to evaluate the comparative use of LINE versus e-mail, and in addition, their actual use of the two forms of communication was assessed. The group of 10 students had used the ap-

proach for 20 classes over the course of a year. At the beginning of the year, a LINE group was formed with the teacher for this purpose. Question items were categorized into the following five sections:

1. *Previous/regular use*
2. *Using LINE for class*
3. *MP audio file use*
4. *LINE vs. E-mail messaging*
5. *LINE and e-mail use in general*

The complete results are given in **Appendix 1. Comparative use of LINE vs e-mail survey.** They are summarized and analyzed below:

1. *Previous/regular use*: students unanimously used LINE as their main social media and communication application. 70% hadn't previously used it to study English, and only one had used it significantly for that purpose, reflecting exactly near minimal use of LINE in other classes.

2. *Using LINE for class*: students unanimously approved of its use in the photo method class, citing its usefulness. They also thought its convenience for English study was good. To confirm the point, in response to being asked if they thought LINE use for English study was bad, none of the respondents indicated they felt using LINE was bad.

3. *MP3 audio file use*: in response to being asked about the use of MP3 audio files to listen to the previous class conversation recordings each week, 90% approved. The one other respondent neither approved nor disapproved. Asked why they thought MP3 file use was good or bad, they indicated it was good, stressing the importance of listening by oneself and the ease of listening to such files. One respondent each also noted that it helped in the case of absence as well as for review purposes. Again to confirm these findings, when asked if they thought MP3 file use was bad, no respondents indicated that using MP3 files was bad.

4. *LINE vs. E-mail messaging*: 80% of students indicated that they checked LINE messages more often than e-mail messages. To confirm this, when asked which they checked more often, they all indicated that they checked LINE messages more than they checked e-mail messages.

This may be the most significant finding and has been confirmed by **Appendix 2. School e-mail check frequency** showing students do not regularly check school e-mails. On both days during late term time, all students read LINE (primarily for MP3 files) in contrast to the period since last reading e-mail. Half of them did not do so for days or weeks.

5. *LINE and E-mail use in general*: the zero response to wanting to use e-mail for communication is again significant and reinforces the findings above. Specifically, students all said they would not prefer to use e-mail rather than LINE, either to study English or even to be in contact with the teacher. In addition, one respondent stated LINE is good to ask the teacher questions, suggesting

it is preferable to e-mail.

8. Conclusion

Currently, most MALL defaults to regular class-style learning, namely non-communicative 'prose'. The 'con' as it were of MALL is that it has the power to teach without much effort. To be successful, it requires more than conventional class-based learning. Like Skype, it risks being reduced to marketable opportunism with unqualified "teachers" profiting unscrupulously when increased care is needed.

The best kind of MALL is dependent on successful integration with qualified classroom teaching beyond the perennial stranglehold of the textbook, which does little for spoken teaching. That is the true aim of TESOL, but the least addressed of all the skills. The advantages are plentiful: accessibility, sociability, interest, efficiency, immediacy, responsiveness, and so on. As Japan's main social media forum, LINE is the obvious vehicle for MALL, and as its biggest claim to fame has been photo mailing, the method described above seems the likeliest to succeed, as it combines students' own extensive store of photographic memories with the confidence they need to express these in English.

The LINE photo method also avoids one trap with social media. Creating nuclear classrooms where students are pushed into cyber space with decreasing human contact may only compound the long-standing foreign language disaster caused by inexpert bureaucratic interference. Instead, sharing experience and communicating regularly in the target language establishes a level of connectedness rarely or never offered in so many MALL situations. Not only is this attested to by the class researched above, but also in anonymous feedback from other oral English classes in the form of the comments on the school's feedback network. Results have been presented frequently in previous studies (e.g., Wood, 2018) and are confirmed in every annual school-wide evaluation, most recently including such typical comments as these:

We could talk continuously in English, a rare chance.
We could study language that we can actually use.
By using photos we could learn what everyone really thought.
We were able to communicate with each other enjoyably.
This class taught us English we will never forget.
We had more chances to speak English than in any other class.

Even the one apparently critical comment in fact revealed achievement:

I wanted to speak with the teacher more in English.

As one essential aim was to reverse the propensity of excessive teacher talk and replace it with more student talk in English, this comment was as much a sign of achievement as anything else as class talk took over.

The final confirmation was the annual external exam results. With over a hundred students in Year Three (the only year group taught oral communication by this writer) their listening average equaled the national average which is very high, as it includes many companies and schools whose employees and students are obliged to take TOEIC frequently every year. At this writer's school, all English department students get only two chances in their entire four-year college course. Of the 100 students taking the test, approximately two thirds took this writer's oral communication class or attended weekly English Lounges using their photos. The 60 students, most with previously poor results, exceeded the national average, and one even scored full marks, suggesting the photo method, plus the MALL methodology discussed above, offers hope for developing English oral proficiency significantly.

As this research into low-intensity MALL applications for TESOL and TEFL is long-term, the results, confirmations, adaptations and developments are ongoing and therefore require subsequent studies to describe and discuss their implications. Accordingly, follow up studies are planned and will be presented and published in forthcoming talks and publications as and when their findings become available. Based on the recordings collected until then, it will be possible to evaluate what communicative progress, if any, has been made, by applying the interactional fluency analysis used in other samples before making mobile assisted language learning the focus (e. g. Wood, 2019).

Appendix 1 − Comparative use of LINE vs e-mail survey

Number of respondent replies out of 10 in parentheses (N)

20 weeks of 90 minute classes, plus weekly LINE communication

Content: class conversation MP3 audio files

1. Previous/regular use

1.1 How do you most often use LINE?

(What system do you use most if not LINE?(0))

(i) a lot(10) (ii) now and then(0) (iii) rarely or never(0)

1.2 Have you ever tried learning English using LINE before?

(i) a lot(1) (ii) now and then(2) (iii) rarely or never(7)

1.3 Have you ever used LINE in any other classes besides English?

(i) a lot(1) (ii) now and then(2) (iii) rarely or never(7)

2. Using LINE for class

2.1 What do you think about using LINE in our class?

(i) good(10) (ii) bad(0) (iii) not good or bad(0)

2.2 If you think it is good, please say why?(10)

useful(4); often use(3);

can check immediately; convenient; to type English(1 each)

2. If you think it is bad, please say why?(0)

3. MP3 audio file use

3.1 What do you think of the weekly MP3 audio files?

(i) good(9) (ii) bad(0) (iii) not good or bad(1)

3.2 If you think it is good, please say why?(10)

to listen by oneself(4); easy to listen(4);

can use if absent(1); to review(1)

3.3 If you think it is not good please say why?(0)

4. LINE vs. E-mail messaging

4.1 How often do you check your LINE messages from the teacher?

(i) a lot(8) (ii) now and then(2) (iii) rarely or never(0)

4.2 How often do you check school E-mail messages from the teacher?

(i) often(0) (ii) now and then(2) (iii) rarely or never(8)

Which do you check more often? LINE(9) school e-mail(1)

4.3 Which do you use to check messages from the teacher more?

(i) LINE(10) (ii) the teacher's school e-mail(0) (iii) both the same(0)

5. LINE and E-mail use in general

5.1 How else do you like to use LINE to study English for seminar?(1)

to ask the teacher questions(0)

5.2 Would you prefer to use E-mail to study English?

5.3 How else would you like to message the teacher if not LINE?(0)

Appendix 2 – School e-mail check frequency

Table indicating days/hours since students (S) last checked school mail. All students read LINE on both days during late term time in contrast.

Day 1

S 1	28 days 3 hrs
S 2	23 days 9 hrs
S 3	5 hrs
S 4	17 days 8 hrs
S 5	20 days 6 hrs
S 6	16 hrs
S 7	20 days 9 hrs
S 8	1 day 19 hrs
S 9	37 days 13 hrs
S 10	41 days 3 hrs

Day 2

S 1	29 days 1 hrs
S 2	24 days 8 hrs
S 3	1 day 3 hrs
S 4	18 days 6 hrs
S 5	6 hrs
S 6	16 hrs
S 7	6 hrs
S 8	6 hrs
S 9	38 days 11 hrs
S 10	42 days 3 hrs

References

Burston, J. (2014). MALL: the pedagogical challenges. *CALL*, 27, 4.

Chiverton, S. (2017). Cell Phones for Low-Resource Environments, americanenglish.state.gov/english-teaching-forum

Chang, K., Sung, Y., & Yang, J. (2015). How effective are mobile devices for language learning? A meta-analysis. *Educational Research Review*.

Chun, D., Kern, R., & Smith, B. (2016). Technology in language use, language teaching, and language learning. *MLJ* online, 100, S1, pp.64-80.

FSI. (Founded 1947). U.S. foreign affairs training provider. Foreign Service Institute. *United States Department of State*.

Hornyak, T. (Dec. 22, 2018). Defining Heisei Era: When communication in Japan went mobile. *The Japan Times*.

Ishi, K. (2006). Implications of Mobility: Uses of Personal Communication Media in Everyday Life. *Journal of Communication*, 56, 2.

Japan Today. (May 11, 2019). "Diet passes bill to lower mobile phone fees."

Kukulska-Hulme, A., Norris, L., & Donohue, J. (2015). *Mobile pedagogy for English language teaching: a guide for teachers*. British Council, London.

McCarty, S., Obari, H., & Sato, T. (2017). *Implementing mobile language learning technologies in Japan*. Springer, Singapore.

MEXT. (2002). *Action Plan to Cultivate Japanese with English Abilities*.

Wood, D. (2015). *Using Photographs to Learn a Second Language − A New Approach for TESOL*. Edwin Mellen Academic Press, NY.

_____. (2018). Effective Communication Using Photos. 53rd RELC, *50 Years of English Language Teaching & Assessment* Regional English Language Center, Singapore.

_____. (2019). Testing English Speaking in Japan. *Journal of Chikushi Jogakuen University*. 14.

（デイビッド・ジョン・ウッド　英語学科教授）

Low intensity MALL in a Japanese context (Part 1)

David John WOOD

筑紫女学園大学
人 間 文 化 研 究 所 年 報
第30号
2019年

ANNUAL REPORT
of
THE HUMANITIES RESEARCH INSTITUTE
Chikushi Jogakuen University
No. 30
2019