Action Research 2016-2017 Final Report

Using Twitter to Supplement Language Learning

Name: Bob Kobylack

Context:

Level: 2nd Year Public Senior High School (Intermediate Level)

Class Size: 20 Students (15 girls, 5 boys)

Time: 3:30~4:30 (x3 Month/anytime via Twitter)

Textbook: "Conversation Strategies" 3rd Edition by David Kehe & Peggy Dustin Kehe

Problems:

I.   Regular curriculum English Communication and Expression classes are not communicative.

II. Many students are not motivated to study or use English during or outside classes.

III. Student practice time is limited.

IV. English interaction is mainly confined to the classroom.

V.   Technology is not incorporated in lessons or promoted as a method for studying.

Goals:

1) To advance students' strategic competence through learning and practicing conversation strategies.

2) To facilitate and develop positive online and classroom communities.

3) To increase student motivation to use and study English.

4) To raise students' confidence levels in the four skills (Reading, Writing, Speaking, and Listening).

What I Did:

Since the beginning of the second semester in September 2016, my approach changed drastically as many aspects of the research class were re-evaluated, altered or completely removed.   The value of these changes cannot be understated as these aspects greatly influenced classes.   Since the end of the first semester, my task has been to heavily refine every facet of class so that lessons flow smoothly and systematically while being meaningful to participating students.   From September 2016 to the end of February 2017, these are the parts of class which received the greatest modifications:

Groups

Class seating and groups saw several changes as time passed.   In the first semester, students were free to sit wherever they wanted.   However, this resulted in students not willingly communicating with those outside their group.   During the second semester, students were semi-randomly assigned seats as I made an effort to put talkative students together with quieter ones to encourage them more.   This worked wonderfully as students who normally would not talk were now actively speaking with new group mates. However, it came to light during the third questionnaire before winter vacation that students were not fully comfortable with this seating arrangement.   To finally correct this problem, students were once again

allowed to sit with anyone they wanted.　　This resulted in the formation of two groups: a boys group and a girls group as represented in **Figure 1**.　　Each group was now very comfortable with its members and would actively speak in class despite not seeking conversations with members of the other group.　　To work around this, activities were changed from a free-for-all style where students chose any partner they wanted to a round-robin style where partners rotated making all members eventually speak to one another.　　Students were now satisfied with their groups and activities predetermined their partners which seemed to create a fair balance of community comfort and interacting with unfamiliar people.
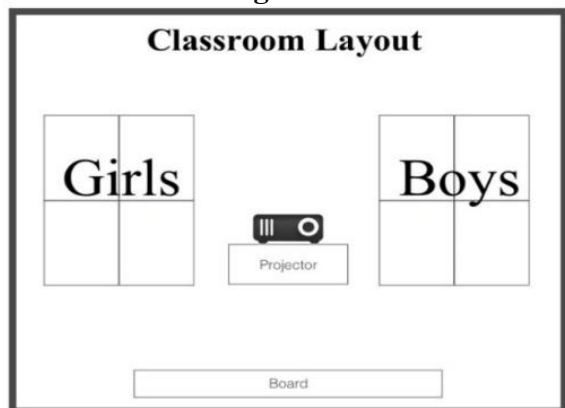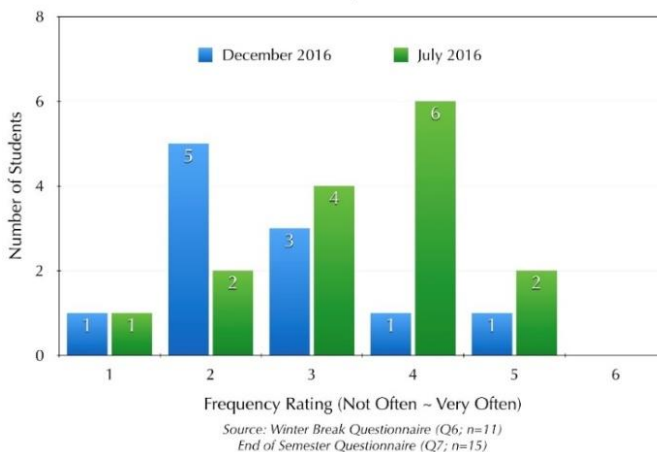
Figure 1:

Figure 2:
How often did you check Twitter?

Source: Winter Break Questionnaire (Q6; n=11)
End of Semester Questionnaire (Q7; n=15)

Challenges

The low level of Twitter activity after the first semester as shown in **Figure 2** was a major concern. It was suggested during the summer Action Research meeting that students receive badges or trophies as a way to entice them to contribute more online.　　This idea evolved into the introduction of challenges asking students to perform various simple tasks for which students would be awarded a trophy like the one seen in **Figure 3**.　　Of the thirteen total challenges, only the first few asked students to use the conversation strategies taught in class.　　By the end of December, more students felt they checked Twitter less often despite half saying they believed challenges made them want to write more as represented in **Figure 4**.

The focus with challenges went from using class content to applying various ideas students suggested on questionnaires.　　Particularly, they wanted to follow more people as well as speak with other language learners for which my solution was using the hashtag "Twinglish;" a combination of Twitter and English.　　The theory behind following people they were interested in was that students would be more inclined to use the application if someone they admired was writing messages.　　"Twinglish" is a tag used by Japanese learners of English to form a language learning community.　　By searching for messages with this tag, students could read what other learners were writing in addition to learning new phrases.　　By February, results were mixed as the few students who consistently completed challenges reported they enjoyed the new ideas while the rest of class remained disengaged.　　If challenges are introduced sooner in future classes and demonstrate how they can benefit students, they may lead to a higher usage of Twitter.

Figure 3:

Figure 4:
Challenges make me want to write more on Twitter.

Agree Rating (Disagree ~ Agree)
Source: Winter Break Questionnaire (Q9; n=10)
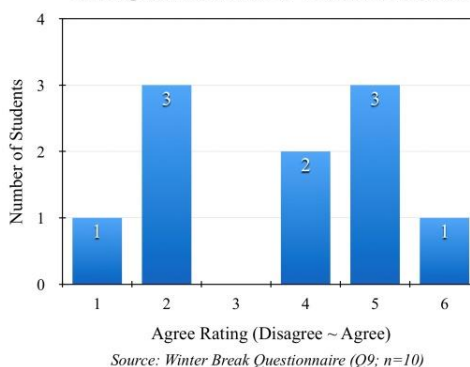
Data Collection Methods

One of the greatest adjustments made for the research class pertained to the three data collecting forms: Activity Feedback Sheet, Twitter Study Log and "My Journal." Of the three, the study log from **Appendix C** was abandoned following the first semester. Asking participants to consistently count their messages, supply the average number of words, and time proved to be too unappealing and was left incomplete or forgotten at home by most students. The form seemed to lower the enjoyment factor for the class despite the rich data it could have offered. Wanting to drastically reduce the paperwork for students and put more emphasis on the content, the form was discontinued.

The original handout used to collect feedback about activities from **Appendix A** required a large amount of time to fill out as it had several questions at the end along with multiple activities that needed ratings after each was completed. This slowed classes down and took valuable time away from any practice opportunities. From September onwards, the newly developed and streamlined "Feedback Ticket" shown completed in **Figure 5** was used. Focusing on only two activities per sheet and eliminating questions ensured the form did little to halt lessons or distract students. The "challenge" category was changed to "difficult" due to translation issues as in class behavior and ratings rarely matched. Lastly, students could freely write comments in Japanese or English as well as ask a question or make a suggestion. These proved to be very quick and effective at getting feedback. Questions asked were shared and answered using Twitter while some led to future class topics.

Figure 5:

Figure 6:

The new "My Journal" form shown completed in **Figure 6** had its function changed from the original found in **Appendix B**. Like the other original handouts, the journals used in the first semester were time consuming and unappealing to students. As Twitter was less often checked and students responded they were increasingly dissatisfied with their online effort, the idea of turning the "My Journal" handout into a goal making device to give more meaning to students' effort seemed helpful. Each class, students would write a goal for what they wanted to accomplish by the beginning of next class. During the beginning of the next meeting, members of each group would read their goal along with their reflections. Select members would then sh with the rest of the class. Individual goal creation had inconsistent completion rates as quite often the same student would rarely accomplish their goal. From January, goals were created by each group as opposed to individuals which increased both online activity and general moral. As students accomplished their group goals, they felt more

Figure 7:

I feel "My Journal" group goals motivated me to use Twitter more.
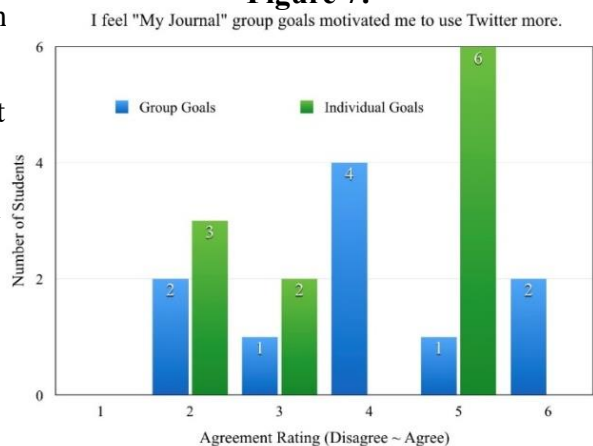
Source: End of the Year Questionnaire (Q3; n=10)
Winter Break Questionnaire (Q3; n=11)

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motivated to use Twitter as shown in **Figure 7**.   Individual goals split the class almost in half in terms of motivation, whereas group goals increased class agreement to 70% of students with two more strongly agreeing with the effectiveness of creating goals with other members.   As group goals were used only in the last few meetings, earlier use in future classes may lead to higher satisfaction and motivation.

"5 Minute Twitter"

Consistent performance on Twitter during the first semester was difficult to obtain as many students rarely wrote messages online.   It was suggested that students should begin to use Twitter during class in an attempt to get them used to microblogging and hopefully create a more active online community.   "5-Minute Twitter" was introduced as a communicative writing time during the last five minutes of class. Students who brought their smartphone could freely write messages online while those with no phone could write their message on paper and rewrite it online later that day.   Members were told they could write anything they wanted including personal updates, chatting with classmates, or sharing pictures and videos. Additionally, they were encouraged to write using the conversation strategies covered that day or discuss the class in general.

This segment of class provided additional practice time while allowing me to know more about what they thought of the class or a specific activity.   More importantly, "5 Minute Twitter" could lead to future discourse between students or teacher.   Students seemingly enjoyed this part of class as they rated it highly on their "Feedback Ticket."   One student even said "[5-Minute Twitter] is very good I think.   I think if this activity is continued next week, many people use Twitter more."   Despite these positive results, "5-Minute Twitter" was not used as frequently as it should have been due to difficulty keeping on schedule either because of unanticipated activity difficulty or shortened class time due to other school events.

Website

Designed to act as a central hub for my original plan of using the three approaches of Twitter, Quizlet, and IC recorders, the website *bobsenglishlab.blogspot.com* was profoundly underutilized.   The website was a place where students could see news and updates about classes, download handouts or worksheets, participate in polls, and find links to the online services used.   Despite an abundance of features the site provided, services were ended in November as no attempt at getting students to use the website had any effect.   Many students who primarily used their smartphones for internet reported they could not access the site due to it being blocked by parental security settings.   Much of what the site offered was reallocated to Twitter to best salvage the loss of this class tool.

Results:

Over the nine months this research took place, four questionnaires were given to students; one before the class started, two at the end of the first and second semesters and the last in February.   Each questionnaire was divided into three sections asking about the in-class portion itself, Twitter, and regular English classes.   The results presented here come from the final questionnaire which asked students for opinions and suggestions for a similar research class next year in addition to the three other segments:
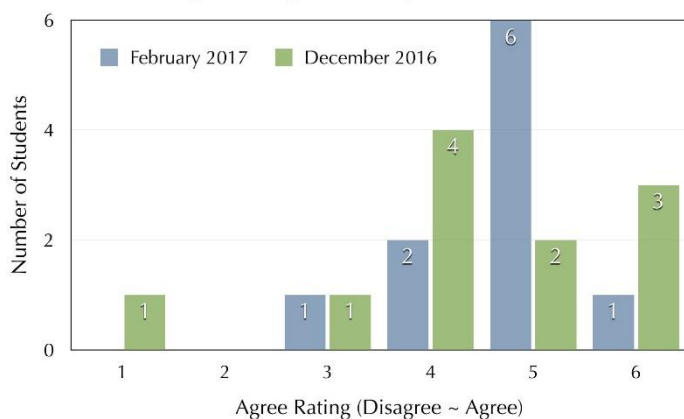
End of the Year Questionnaire Results

      The questionnaire from **Appendix D** focused on getting the information needed to make comparisons to the data obtained from the December questionnaire.   Research classes held after December were the products of all the accumulated feedback from both second semester classes and Action Research meetings and as such represent the class at its peak for the research period.   Additionally, comparing the December and February data with earlier questionnaires proves to be difficult as the number of participating students went from 20 for the questionnaire before the class officially started and 16 at the end of the first semester.   Given the large differences in student number, looking back at older figures could result in heavily skewed answers on either end of the spectrum.   As almost all participants between the December and February questionnaires remained the same, more accurate depictions of what occurred can be represented.

      As one of the underlying reasons for this research to take place was to improve students' English abilities, it was important to gauge how members felt towards the class and the impact it had on their language skills.   **Figure 8** below asked students if they felt the in-class portion of lessons helped them to improve.   This excluded Twitter as conversation strategies were the main focus at school while general discussion on select topics were emphasized on Twitter.   It is evident that participants were mixed about how the class aided them in December as two of the ten had a negative response.   Most students gave the rating of "4" signifying they felt positively about their improvement, but did not feel strongly about it.   Looking at February, these numbers shifted rather drastically as more than half increased their rating showing they felt stronger about their improvements as a result of the class portion.   Despite not having as many students giving the highest rating of "6," nine of the ten answered favorably towards the class.
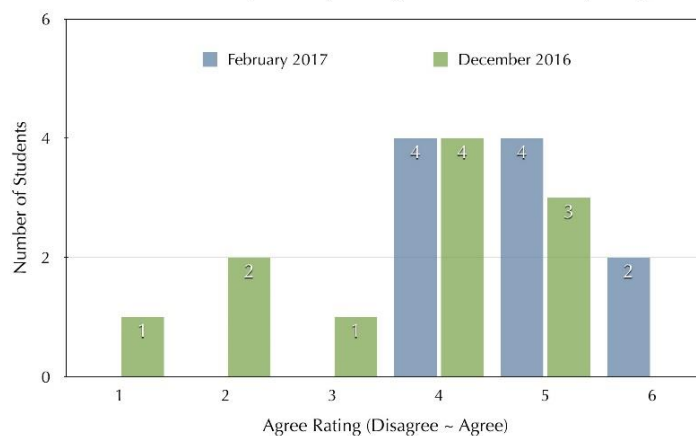
Figure 8:

I feel B.E.L. Class has improved my ability to communicate in English. (Only in-school portion, not Twitter)

Source: Winter Break Questionnaire (Q5; n=11)
End of the Year Questionnaire (Q4; n=10)

Figure 9:

I feel Twitter has improved my writing communication ability in English.
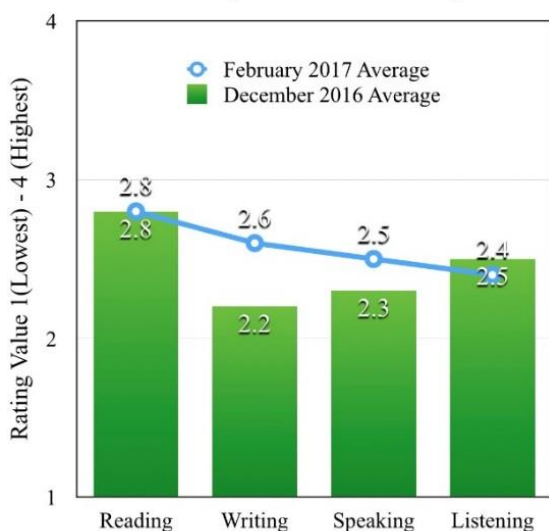

Source: Winter Break Questionnaire (Q11; n=11)
End of the Year Questionnaire (Q8; n=10)

      Turning to the Twitter half of the research class, **Figure 9** above shows a strong shift in Twitter favorability and growth in writing communication skill as all ten members gave positive ratings in February. This 100% positive rating clashes with the 56% positive scores from earlier in the year.   Given the changes to Twitter starting in January involving following famous people, group goals and #Twinglish, it appears that these changes may have provided students with enough to increase interest and overall enjoyment using the social networking service.   A key note to point out is that **Figures 8** and **9** can be divided into speaking and writing respectfully as these two aspects of class focused on different things.   It can be argued that Twitter

as a way of improving students' writing skills saw the biggest change in participant opinion.   This leads into **Figure 10** which asked students about their confidence in the four skills.

Looking at this graph, we can see how the averages across each skill increase or stay the same over time.   While reading stayed the same at an average of 2.8 meaning "a little confident," and listening actually decreasing by .1, the growth for writing and speaking have increased much more noticeably. Although still representing that students on average felt "a little confident," both directly reflect the positive increases from **Figures 8** and **9**.   Speaking grew by .2 while writing doubled that growth with a .4 increase. Since these are the two skills most actively practiced during the research, the positive changes are of great value when we look at class alterations that took place between December and February.   It can be assumed that those changes if applied more in the future may lead to larger positive changes over time.

Figure 10:
Average Confidence Rating

Source: Winter Break Questionnaire (Q14; n=11)
End of the Year Questionnaire (Q11; n=10)

Figure 11:
Average Motivation Rating
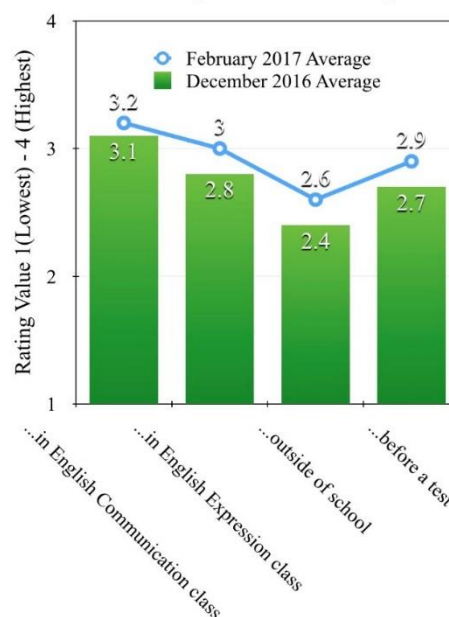
Source: Winter Break Questionnaire (Q15; n=11)
End of the Year Questionnaire (Q12; n=10)

Motivation during specific scenarios was also analyzed over the research period with changes in the average ratings represented in **Figure 11**.   Compared to confidence, students on average felt a higher level of motivation as most ratings were close to 3 simply signifying "motivated."   Changes were not as compelling as three of the four categories changed by .2 while the fourth saw a .1 increase.   While increased motivation to study in specific contexts is good, it is difficult to determine if Twitter or the class itself had a crucial part to play in the positive changes.   It is highly likely that opinions changed as a result of the times in which the questionnaires were distributed.   The December questions were given to students at a time when they were still deep in the school year.   February's questions were given after their final exams finished and the prospect of school ending in a few weeks could have impacted their mental state. Further inquiry into motivation is necessary to determine what the most important factors in rating changes were.

As many students felt better about their confidence and motivation, it was necessary to look at both why they wanted to join the class and if they believed they had accomplished that reason.   Originally not part of the "End of the Year" questionnaire, both of those questions were asked when students came to submit their questionnaire handouts.   Participants were given the two questions and told to turn it in later

that day when they had finished in either Japanese or English and without their name to ensure honest feedback. Their translated answers are shown in **Figure 12** below.

Figure 12:

Reason for joining the class:
A*"I wanted to improve my English ability."*
B*"To improve my English skill."*
C*"I'm not good at English, but I want to get better."*
D*"I want to be more interested in English."*
E*"My friend asked me to join."*
F*"I'm in English Club and I want to improve my daily conversation skills."*
G*"I wanted to become better at speaking."*
H*"I'm a member of English Club."*
I*"I wanted to improve my speaking ability."*
J*"To improve my English skills."*

Did you accomplish your reason?
A*"My motivation didn't go up."*
B*"My motivation to use English went up."*
C*"I had more time to use English. I came to enjoy English."*
D*"The class was useful and I became familiar with English."*
E*"It was useful."*
F*"I learned English expressions I couldn't learn in regular English class so my confidence in speaking went up."*
G*"I can learn English in your class I can't learn in regular English classes."*
H*"I don't use English much in regular class, but outside [of class] is useful."*
I*"I accomplished my reason because I had the opportunity to talk with Bob."*
J*"I did it."*

Source: B.E.L. Class Evaluation (n=10)

Examining the reasons for why students joined, it is interesting to note that only three (students F, G, and I) gave more of a specific answer; improving their speaking ability.   The majority of the seven remaining gave the more general reason of improving their English skill/ability.   Of the ten, only student E attended class not out of their own interest, but at the request of a friend.   They state later in the accomplishment section that they felt the class was "useful" for them despite not being initially interested. Student D is worthy to note as their reasoning had more to do with increasing their interest in the subject instead of wanting to improve their abilities.   It can be assumed that they believed or even expected Twitter to make them more interested in English as it was the main focal point when advertising the class in June. Luckily, they felt the class in the end was useful and became more familiar as a result of both the class and Twitter.

Out of the ten members, only one had anything negative to say about their experience.   Student A felt their motivation didn't go up even with the various approaches and tools used in class.   It is unclear whether or not they actually accomplished their goal as the two answers are seemingly disconnected with one addressing general improvement and the other about motivation.   Many of the others responded by saying their motivation or skill increased or that class was useful for them.   Students F, G, and H had more detailed and specific reasons for their accomplishment.   F and G stated they learned something they could not in regular English classes.   As conversation strategies are generally not taught as part of the public school curriculum in favor of traditional teaching, students realized the importance of such content.   By saying they used English outside of the classroom, student H helped to support issue "IV" from my "problems" section.   Since students are often limited to where they practice English conversation, it was encouraging to see at least one student mention they were glad to use it outside of school.   Overall, most students accomplished what they set out for.   As a result, they may understand the value in using technology and different language approaches while seeking them out more in the future.

Last, although not on the final questionnaire, a major part of the research course was about Twitter. It is vital to analyze data based on how many "Tweets" or messages the students wrote.   **Figure 13** shows the number of messages written versus the number of classes each student attended.   Of the twenty students who originally signed up for class, only nineteen were given consent to use Twitter by their

parents.   In total, there were 1,060 Tweets with an additional 605 written by myself.

Figure 13:

Attendance and Twitter Performance
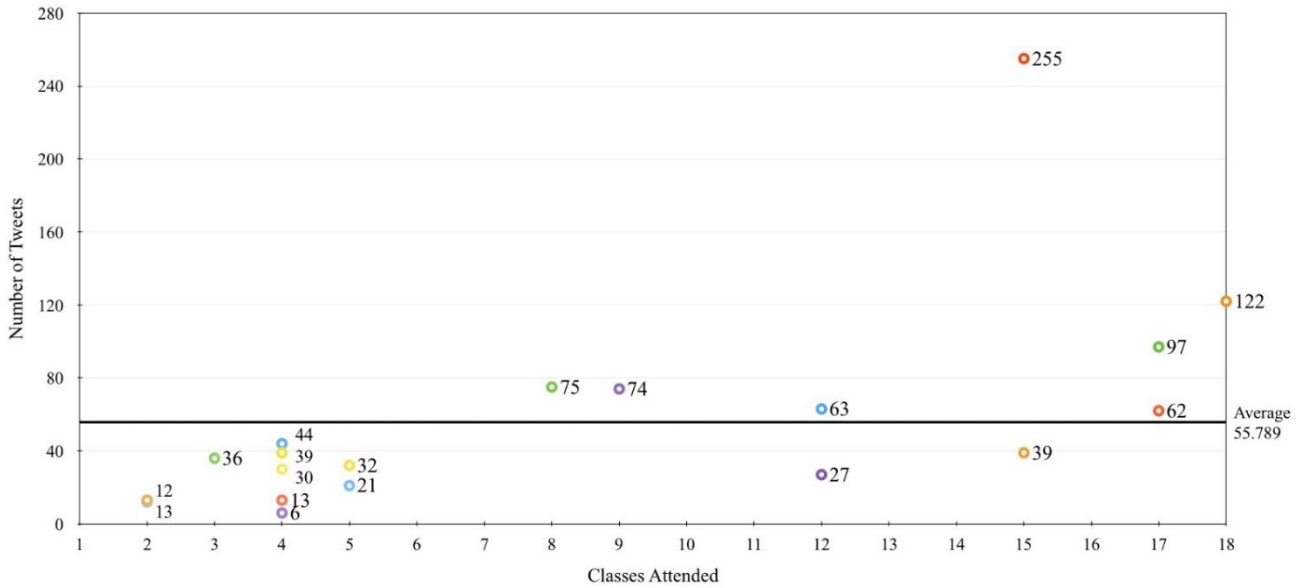
Source: Class Attendance and Twitter (n=19)

Looking at this graph, there are two areas that deserve attention.   The first is the ten students who came to class five or less times.   These students did not come to a class after the first semester, yet several had a large number of messages that rivaled those who came to the majority of classes.   Their lack of attendance can be attributed to several reasons such as another club, lack of time, or simply they did not find the beginning classes appealing.   Based on their number of Tweets, it is clear they were interested in Twitter, but stopped writing once they stopped coming.   Another possibility would be they were in a novelty period with Twitter and once that wore off, they stopped being active online.   **Figure 14** shows that students in the end would have liked to see Twitter used more in the class.   This signifies "5-Minute twitter" and challenges were not enough.   In the future, interviews can be conducted to gain more insight as to why this actually happened.
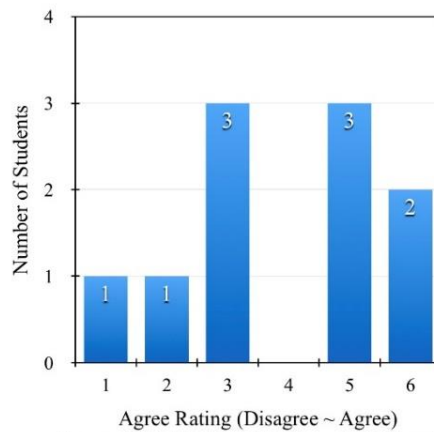
Figure 14:

I think students should use Twitter more often during class for activities.
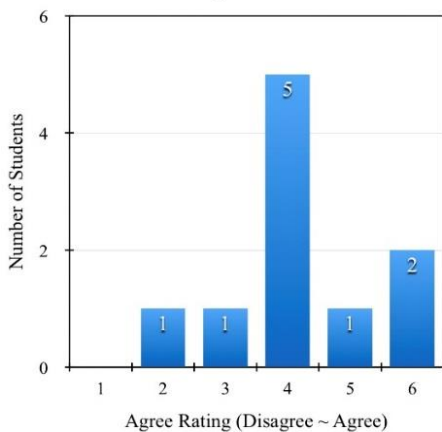
Source: End of the Year Questionnaire (Q14; n=10)

Figure 15:

Will you continue to use Twitter to practice English in the future?

Source: End of the Year Questionnaire (Q9; n=10)

The second area of importance is the entire right portion of the graph showing the Tweets of those who attended the majority of classes.   Two students stick out for their extraordinarily large number of messages.   At 255 and 122 respectfully, these two students were the most active on Twitter.   When asked if students were going to continue using Twitter in the future as shown in **Figure 15**, half said they would

and half did not want to. Three students including the two who were very active online as of this report are still talking to each another on Twitter. Other students who attended most classes still had a relatively high number of messages, but those who wrote below the average have stated that they either could only use the computer to Tweet making consistent messaging more difficult or they simply didn't like the service and didn't want to use it. Being that there were only two students who wrote below the average, it seems clear that the higher the attendance, the greater the likelihood for more writing practice and more consistent participation. Given the many changes that took place for the Twitter portion of class after the first semester, it would have been interesting to see the results of students who stopped writing online.

What I Learned:

Over the course of my research I have learned an extensive amount of what it means to create a class, teach and collect data. The four following sections I believe have had the most impact on me:

Research Approach and Data Collection

As this was my first time conducting research, I vastly overestimated the amount of content I could cover and number of technologies I planned to include. Starting with the idea of using the flashcard website "Quizlet," Twitter, and IC recorders, I found that focusing on only one would be best given students' performance and limited class time remaining after the first semester. Dedicating the entire rest of the academic year to Twitter and focusing on conversation strategies proved to be the correct decision as there is still a lot of potential for both to be expanded upon. Going into my research in the beginning, I was too focused on getting results and classes were not as engaging for students. After adjusting how my classes were conducted, the atmosphere became more enjoyable and productive for participants.

One of my weakest points after the research period was data collection. Despite having feedback and journal handouts along with four questionnaires, I lacked video and audio recordings as I only video recorded the class once during the first semester. One transcription was based off of this recording and it helped change my teaching style, but further usage of this data collecting method was underutilized. Assessment in the traditional sense was not used as this class was more akin to a club and testing would be out of place. Instead, students received formative feedback during each class to further support and guide their learning. I learned that a more varied approach to data collection is necessary to compare student development.

Figure 16:

How satisfied were you doing one lesson/worksheet in two classes instead of one?

Satisfaction Rating (Not Satisfied ~ Very Satisfied)

Source: End of the Year Questionnaire (Q1; n=10)

My Teaching/Lesson Adjustments

Since the start of the second semester, my teaching approach has shifted to be more student-centered as previously my lessons had too much explanation and not enough time dedicated to student speaking practice. Previously "wasted" time, such as the time used waiting for all members to arrive was turned into a brief talking period about that week's challenge or content. More scaffolding and student eliciting was done before activities to maximize student talking time. Modeling of strategies was often used in a practical way by putting students in a realistic situation where the strategy could be used.
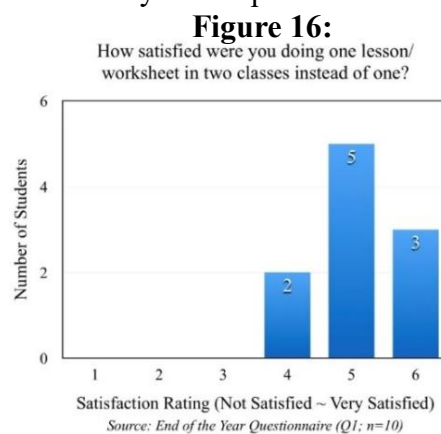
Through implementing group "My Journals" and encouraging students to follow different people on Twitter, a better sense of community could be achieved.   This coupled with the groups and partner rotation previously mentioned further aided this improvement.   Finally, lessons were divided into two parts given the frequent limitations on class time and meeting dates.   This allowed material to be covered in depth giving students more practice which resulted in strategies being better solidified in students' minds.   **Figure 16** shows the effectiveness of said divided classes as the whole class viewed them positively.   Introducing the topic and practicing the basics during the first class (**Appendix E**) and dedicating the whole second half to a communicative speaking activity (**Appendix F**) proved to be a significant and well appreciated change for members.

Assistant Language Teaching/Public School Challenges

Lastly, I want to share what I have learned from being an Assistant Language Teacher (ALT) and the Japanese public school system as it had a significant impact on various aspects of my research. Primarily, I was scheduled at the research school between four and six times per month meaning that an after-school class would be held almost every time I was there in order to meet the three meetings per month quota.   Depending on the day, a 7th period or assemble would be held causing the research class to start later resulting in a shorter than average class.   In addition, the school held several other after-school classes including another supplementary English class which more than half of my students joined.   This meant that many students would miss my class one week and be unfamiliar with the new content the next making conducting some lessons difficult.   School testing was also frequent and as a rule students could not participate in clubs or outside classes a week before the exams started.   This wasted the potential of my limited visits by not allowing me to hold a class and slowed if not completely stopped Twitter activity during that time frame.   Given my context, these situations are largely unavoidable and as a result must be considered when planning future research.

Future Issues and Research:

Taking into account all of the data that has been collected, issues with past research and general observations of the class, next year's research will be a continuation of implementing Twitter to supplement content learned in the classroom.   However, various new approaches and changes to previously used materials will be introduced in an attempt to increase effectiveness of the class and improve participation in both the classroom and on Twitter:

Grade Level Change

Perhaps the greatest change for the next academic year will be the grade level of target students from second-years to first-years.   This eliminates the issues dealing with other after-school lessons, special testing, and other situations that directly affected student attendance and participation.   Due to changing the grade level of target students, making the research class an extension of the already existing English Club at the research school is more practical as previously the club was kept separate from the research course. Last year, English Club members met infrequently as my limited time at the school was primarily used for the research course.

Additionally, students from not only the English Club will be included as others from different homerooms will be recruited.   This ensures that there are a healthy number of students of different skill levels to compare progress and results with.   Turning the English Club into the new research class will let students meet a minimum of four times per month allowing for more content to be covered.   As recruited students will be members of other clubs, they are not required to join past the four days if I am at the school more times.   Instead, English Club members will do activities or games in order to practice what they have learned as to ensure participants are taught an equal amount of material.

Emphasis Shift

One of the biggest quandaries this research has faced has been how to get students to use communication strategies in their regular English Communication and English Expression classes.   When asked how much of the content was used during classes, students overwhelmingly used them very little as shown in **Figure 17** and **Figure 18** from the December and February questionnaires.   Comments stated that the research class and regular curriculum courses taught two entirely different things and as a result were difficult to mix.   Despite the importance of cultivating students' strategic competence, it is apparent that without the proper in-class time to apply said strategies, members of the research class will not be able to solidify their understanding of the material even with the addition of Twitter.

Figure 17:

I use what I learn in B.E.L. class in my English class.
(i.e. grammar, phrases)

(1 Student)
Often
9%

(2 Students)
Never
18%

(6 Students)
Sometimes
55%

(2 Students)
Rarely
18%
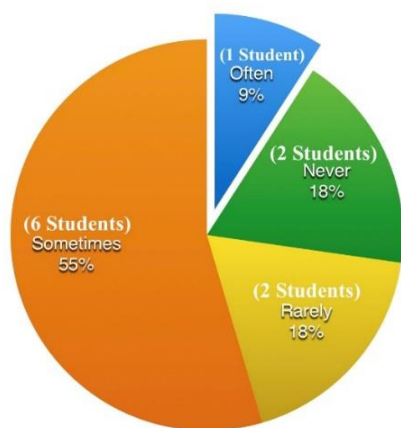
Source: Winter Break Questionnaire (Q13; n=11)

Figure 18:

How often did you use phrases from B.E.L. Class this semester in your regular English classes?
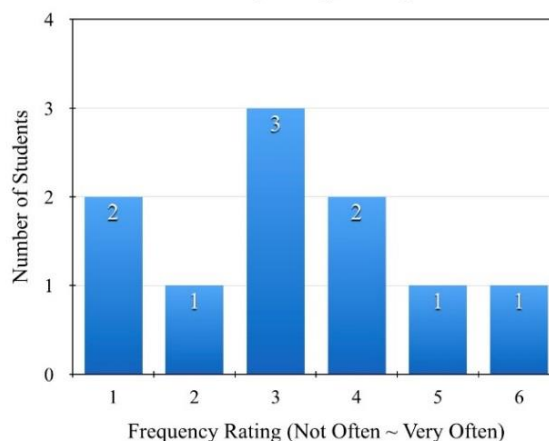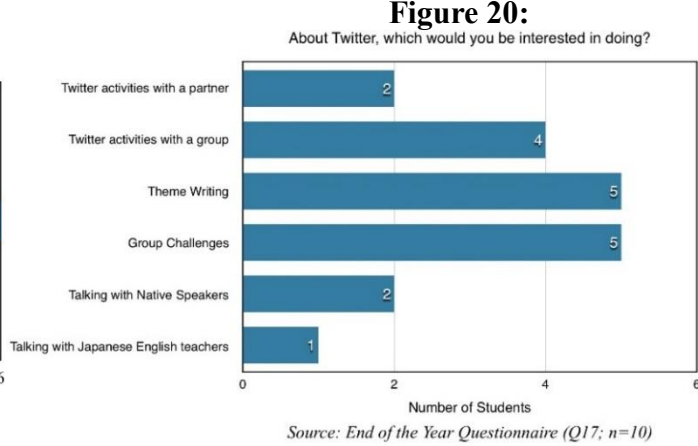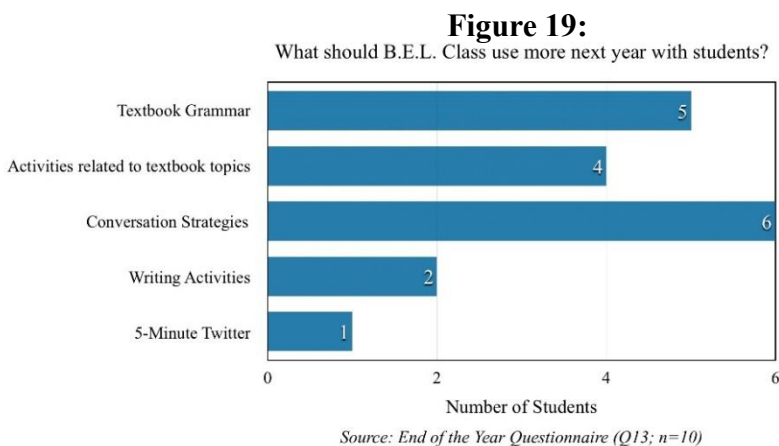
Source: End of the Year Questionnaire (Q10; n=10)

As a result of not being able to practice conversation strategies in the classroom, it has been suggested by Professor Sato that students may not see the value in what they are learning.   This seems a likely contributor to the underutilization of Twitter in addition to class attendance and participating members dropping from the original twenty to roughly ten as can be seen in **Figure 13** in the results section.   By linking what students are learning in their standard lessons with my class, they may see the value in taking the after-school course.   Looking at the test scores for participating students since June 2016, it is clear that English Expressions is the weaker of the two classes as most members score significantly less that the communication course.   Due to these lower scores; next year's research will shift emphasis from strictly conversation strategies to English Expression content which primarily focuses on grammar.   Future research will combine the textbook's grammar lessons with a communicative approach in addition to regular Twitter use.   Conversation strategies will still be introduced, but in smaller portions when compared to this

past year.   Strategies that are more easily applicable with the textbook and of more value to students will be prioritized.   This shift in direction increases the potential for students to value Twitter and more actively participate.

Integrating New Ideas

As this coming year marks a fresh start for the research class, there are several new ideas or modifications that will be implemented during the coming months.   The first is repurposing the website to no longer be mainly a student tool, but a teachers' aid.   To create a more convincing English experience for new members, allowing a small number of native English teachers to join the privatized or "closed" Twitter group is planned.   Previously, students on Twitter only spoke to each other and me hindering the potential for more authentic input and output.   As these teachers will not be in the regular classes, the website will act as a way to communicate what content has been covered including worksheets, handouts and other materials.

Secondly, the Twitter made application "Periscope" is planned to be used.   This app lets members of the Twitter group live stream video and/or audio for other students to watch and listen to.   While live, viewers may comment in real-time.   This service grants students the opportunity to not only write, but practice speaking what they have learned.   Once the live stream has concluded, the video is saved to their Twitter profile page for others to look at in the future.   Native English teachers mentioned above as well as myself can stream small extra lessons to provide more content or review to students who are interested. These two ideas coupled with the many suggestions from **Figures 19** and **20** from the final questionnaire may lead to an overall more effective engaging class for students.

Figure 19:
What should B.E.L. Class use more next year with students?

Source: End of the Year Questionnaire (Q13; n=10)

Figure 20:
About Twitter, which would you be interested in doing?

Source: End of the Year Questionnaire (Q17; n=10)

In conclusion, this past year of research has given me the opportunities to not only improve students' strategic competence, but also has allowed me to learn a great deal about how to conduct research. Linking in-class content with Twitter has provided valuable data that in turn can be expanded upon to create more compelling implementations of all materials.   Despite various issues and setbacks such as Twitter being underutilized at times and attendance being hindered by outside events, students seem to have gained more confidence in their ability and more motivation to use English.   Future adjustments seek to correct prior difficulties and lead to the creation of a more captivating and beneficial class structure.   It is my goal for the next academic year to demonstrate the value of joining technology and language education together to create a hybrid classroom where students' communicative abilities can be promoted and developed.

Appendix:

Example Lesson Plan

Example Lesson Plan: Bob's English Lab

1. **Level:** Public 2nd Year Senior High School (Intermediate Level)
2. **Class Size:** 20 Students (15 girls, 5 boys)
3. **Textbook:** "Conversation Strategies" 3rd Edition by David Kehe & Peggy Dustin Kehe
4. **Goal:** To have students be able to use the conversation strategies for confirmations during conversations.
5. **Objectives:**
   - Students will learn and practice how to ask confirmation questions while describing shape layouts.
   - Students will be able to review specific location descriptions for basic shapes.
   - Class members will be able to apply these descriptions to real objects in the classroom.
6. **Procedure:**
   - Day 17 (February 24th, 2017)
   - Day 18 (February 28th, 2017)
7. **Today's Lesson Plan(s):**
   1. Greeting & Challenge Feedback (Both Days)

      Students will be greeted to class followed by showing and discussing any member's challenge completing Twitter posts. These students are then able to comment or offer advice to their classmates.

   2. Introduce Challenge 13 (Day 17)

      This final challenge is combined with students' final "My Journal" by requiring all members of a group to accomplish their group goal in order to complete the challenge. This lets students create a goal together and then encourages participation as they must rely on each other to complete the task.

   3. "My Journal" Reading (Both Days) & Final Group Goals (Day 17)

      Students from each group will mix together and read their goals and reflections from the previous class. Once sharing is finished, members will return to their groups and create a final goal together.

   4. "Let's Confirm" Part 1 (Day 17) **Appendix E**

      Conversation strategies for confirming information will be introduced. To simplify the content, students will practice these strategies while describing shape layouts. Basic shapes, lines and location descriptors will be practiced accompanied by a dialogue.

   5. "Let's Confirm" Part 2 (Day 18) **Appendix F**

      Continuing to practice confirmation questions, students are tasked with designing their own shapes and describing them in five or less steps. Students then work together by having one person describe their design while the other asks confirmation questions and draws the image.

   6. Feedback, Conversation Strategy Checklist and Goodbye (Both Days) **Appendix G**

      Students receive feedback about the activity followed by a conversation strategy checklist on the final day allowing for future review. Class members are thanked for participating and the class concludes.

Appendix D: End of the Year Questionnaire (English Ver.)

Bob's English Lab — End of the Year Questionnaire

This questionnaire allows me to understand your thoughts and experiences with B.E.L. class and Twitter. I want to use your answers to help make future classes more interesting, fun and meaningful to your English learning. If you have any questions, please ask Bob on Twitter or another English teacher! Due Date: 2月28日. Comments are appreciated. 英語・日本語 OK

(A) B.E. L. Class – *Please tell me your thoughts about our class:*

1) How satisfied were you doing one lesson/worksheet in two classes instead of one?
(Not Satisfied) 1 - 2 - 3 - 4 - 5 - 6 (Very Satisfied)
Comment?_____

2) During an activity, what do you prefer? *(Check One)* ☑
[ ] Choosing my own partner   [ ] Teacher chooses my partner   [ ] Both
Comment?_____

3) I feel "My Journal" group goals motivated me to use Twitter more.
(Disagree) 1 - 2 - 3 - 4 - 5 - 6 (Agree)
Comment?_____

4) I feel B.E.L. class has improved my ability to communicate in English. (Only in school portion, not Twitter)
(Disagree) 1 - 2 - 3 - 4 - 5 - 6 (Agree)
Comment?_____

(B) Twitter – *Please tell me about your thoughts and experiences with Twitter:*

5) Following a Japanese person made me check Twitter more often.
(Disagree) 1 - 2 - 3 - 4 - 5 - 6 (Agree)
Comment?_____

6) I feel #Twinglish is good for me to practice using English with other language learners.
(Disagree) 1 - 2 - 3 - 4 - 5 - 6 (Agree)
Comment?_____

7) Over the course of the year, how enjoyable was writing on Twitter?
(Not at all Enjoyable) 1 - 2 - 3 - 4 - 5 - 6 (Very Enjoyable)
Comment?_____

8) I feel Twitter has improved my writing communication ability in English.
(Disagree) 1 - 2 - 3 - 4 - 5 - 6 (Agree)
Comment?_____

9) Will you continue to use Twitter to practice English in the future?
(Disagree) 1 - 2 - 3 - 4 - 5 - 6 (Agree)
Comment?_____

(C) English Class – *Tell me how you feel about English class:*

10) How often did you use phrases from B.E.L. class this semester in your regular English classes? (Asking about things, correcting mistakes, and confirming questions)
(Not Often) 1 - 2 - 3 - 4 - 5 - 6 (Very Often)
Comment?_____

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11) How confident are you about_____ in English?

	Very Confident	平均以上 Above average	A little confident	Not confident at all
Reading	4	3	2	1
Writing	4	3	2	1
Speaking	4	3	2	1
Listening	4	3	2	1

12) How motivated are you to study English:

	Very motivated	Above average	A little motivated	Not Motivated at all
	4	3	2	1
...in English Communication class?		4	3	2	1
...in English Expression class?		4	3	2	1
...outside of school?		4	3	2	1
...before a test?		4	3	2	1

(D) Next Year – *I want to do this class next year with 1st year students. Please give me your advice and opinions about possible changes for the future:*

13) What should B.E.L. class use more next year with students? *(Multiple answers are ok)* ☑
[ ] More Textbook Grammar   [ ] Activities related to textbook topics   [ ] More Conversation Strategies
[ ] More Writing Activities   [ ] More 5-Minute Twitter   [ ] Other_____
Comment?_____

14) I think students should use Twitter more often during class for activities.
(Disagree) 1 - 2 - 3 - 4 - 5 - 6 (Agree)
Comment?_____

15) Do you think "My Journals" or Feedback Tickets should change? *(Check One)* ☑
[ ] My Journal   [ ] Feedback Tickets   [ ] Both   [ ] Neither
Why?_____

16) Do you think students would participate more if they were given a grade/score for their effort in class and on Twitter?
Comment?_____

17) About Twitter, which would you be interested in doing? *(Multiple answers are ok)* ☑
[ ] Twitter activities with a partner   [ ] Twitter activities with a group   [ ] Theme Writing (stories, letters, debate, etc.)
[ ] Group Challenges   [ ] Talking with native speakers   [ ] Talking with Japanese English teachers
Comment?_____

18) What advice would you give to students who want to join B.E.L. class next year?
_____

19) Are there other changes you would like to see with B.E.L. class next year?
_____

Other Comments, Suggestions or Questions?

Thank you very much for joining my class! I have learned a lot from all of you and hope to make next year's class much better for everyone!