

Enhancing Global Learning with Web-Based Content

Kimiko Koseki

Denenchofu Futaba Junior
and Senior High School

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Kachru (1998) demonstrated that English is used in Asia mostly as a lingua franca between nonnative speakers. Japanese EFL students, however, usually hear only native speaker (NS) English on the recordings in their language classes and often have negative feelings towards nonnative speaker (NNS) English. I want to (a) promote the use of web videos in content-based EFL listening instruction to help alleviate these negative feelings and (b) report on L2 classroom practices at a Japanese high school. I developed materials intended to motivate students to study global issues and to help them become accustomed to listening to authentic English spoken by NSs and NNSs of English. The results from questionnaires showed that the students enjoyed studying global issues and listening to various speakers of English, but also felt difficulty in listening to NNSs' English. Nevertheless, pretests and posttests revealed that their ability to understand NNSs' English improved.

Kachuru (1998) は、アジアにおいては、英語は主に非母語話者間で国際共通語として使われていると論証した。しかし、外国語として英語を学んでいる日本人学生達は、通常、英語の授業で英語母語話者が録音した音声のみを聞いており、しばしば英語非母語話者の英語に対して否定的な感情を持っている。この論文の目的は (1) 日本人学生達の英語非母語話者の英語に対する否定的な感情を軽減するためにインターネット上のビデオの活用を奨励することと (2) 日本の高等学校で行ったインターネット上のビデオを活用した内容重視リスニング学習の実践報告をすることである。アンケートの結果を見ると、学生達は、地球規模の諸問題を学習すること、色々な話し手の英語を聞くことは楽しかったと答えたが、英語非母語話者の英語を聞くのは難しかったとも答えた。しかし、学習の前後に行ったリスニングテストの結果を見ると、学習後の英語非母語話者の英語の聞き取りは、学習前に比べて改善されていた。

THOUGH THE most important purpose of foreign language instruction is to prepare learners for real-life use of the language, many L2 learners in EFL environments are given few opportunities to be exposed to authentic language. Furthermore, since English is now a lingua franca in the world, it is used by both native speakers (NSs) and nonnative speakers (NNSs) in many contexts. However, in class, L2 learners tend to be asked to listen to materials that have limited contexts and are often spoken only by NSs. English teachers need to give learners more opportunities to be exposed to various authentic Englishes to prepare them for real-life language use. For this purpose, web videos are useful because they are free, easily viewed from anywhere, and vary in contents (Flowerdew & Miller, 2005).

Web videos have a variety of contents, but I recommend global issues as a topic because studying global issues helps adolescent L2 learners open their eyes and minds to the world. I



JALT2013 CONFERENCE PROCEEDINGS

believe that teaching global issues in English classrooms is very important in Japan because English is “a means to open doors” (Matsuda, 2003, p. 719) to the world for Japanese learners of English. Actually, opening students’ eyes to the world is one of our school’s educational purposes and to achieve this was one of my motivations in implementing this project.

自分の周囲から始めて、世界へ目を開き、地球社会の一員としての自覚を持って、自分の能力を他の人々の幸せのために使う人になっていく。

[Our students are expected to open their eyes to the world starting from the world around them based on their consciousness of being a member of the global community and to become people who are willing to use their abilities for other’s happiness.] (Denenchofu Futaba Junior and Senior High School, n.d.)

To achieve this educational purpose and to help my students become members of the global community, I had two objectives in my instruction of English listening. One was to teach global issues so that the students could know what was happening in the world; the other was to get the students accustomed to listening to authentic English spoken by both NSs and NNSs of English. To fulfill these objectives, I made materials on the Internet using web videos and websites. The materials were tested in my classrooms in the previous school year, and were expanded, revised, and used in the current classes over 6 months. This paper reports on these lessons and the results.

Authenticity of Listening Materials

Authenticity seems to be one of the most controversial issues in teaching listening (Rost, 2002). Some researchers state that any and all language used by native speakers for real purposes is authentic. Others indicate that any sources of input and interac-

tion that meet the student’s real purposes for listening (e.g., acquisition of knowledge) are authentic. Rost further explained that the characteristics that teachers seek in authentic input include natural speed, natural phonological phenomenon, colloquialisms, and hesitations. Rost recommended that teachers should consider twofold “user authenticity” (p. 125): meeting the learners’ current needs and reflecting real use of the language. A goal of this project was to give students opportunities to listen to authentic English reflecting real use of the language. To achieve this goal, I followed Flowerdew and Miller’s (2005) recommendation to use the World Wide Web because of its accessibility, authenticity, and rich contextualization. Even though most websites were not originally designed for NNSs, they wrote, many world broadcasting corporations have made their websites more accessible for NNSs to cope with the demand. Among their selection of websites, I highly recommend CNN International (<http://edition.cnn.com/>) and BBC News (<http://www.bbc.com/news/>) for EFL classrooms. These websites present international topics, have a variety of NSs and NNSs, and the video clips are short (i.e., mostly 2-3 minutes long). These video clips are highlights of popular interviews, news, and documentaries.

Additionally, Benson (2001) referred to Dee McGarry’s indication that the use of authentic materials in language learning could foster learner autonomy. Benson suggested that working on authentic materials from an early stage in L2 learning could develop learners’ confidence in facing authentic language. He indicated that learners who had worked on authentic materials from an early stage tended not to worry much when faced with authentic language, even if their listening comprehension was incomplete. This idea is very important for Japanese learners of English because most have little experience listening to authentic English and this lack of experience could be a major reason for their lack of confidence when facing authentic English. In class, they mostly listen to English recordings in which NS

read scripts. Outside of the class, there is almost no necessity for them to use English in the real world because everyone speaks Japanese in Japan. However, if they try, it is easy for them to get access to authentic English on the Internet as well as on satellite broadcasting. Giving them actual experience listening to such free authentic English materials could be important.

World Englishes

Kachru (1985, 1986) described English use in the world using his model of three concentric circles. The Inner Circle (320-380 million people) represents countries in which English is spoken as a native language. Kachru named the second circle the Outer Circle (150-300 million people): countries whose people use English as their second or official language (e.g., India, Ghana, Kenya). The outermost circle was named the Expanding Circle (100 million-1 billion people): countries where people use English as a foreign language. It's apparent from the numbers that English is more frequently used for communication between NNSs than for communication between and with NSs. Kachru therefore coined the term *World Englishes* and insisted that English was not a language for NSs of English anymore but rather a set of different Englishes developed and used by both NSs and NNSs in various places in the world. Yano (2001) explained World Englishes using a model of a bundle of cylinders that stood for various Englishes in the world (e.g., the American variety, the Indian variety, the Nigerian variety, the Singaporean variety). Kachru (1998) went on to describe English use in Asia: the Inner Circle was Australia and New Zealand; the Outer Circle included India, Pakistan, Bangladesh, Philippines, Malaysia, Sri Lanka, and Singapore; and the Expanding Circle consisted of China, Indonesia, Japan, and many other Asian countries. His claim that English was more frequently used between NNSs than between and with NSs was actually more true in Asia than in other parts of the world. In Asia in 1997, the number of

people using English as their second or official language was 1.28 billion, the number of people using English as a foreign language was 1.707 billion, and the number of English NSs was only 21 million (Kachru, 1998, p. 94). Therefore, especially for Asian learners of English, being able to understand English spoken by NNSs as well as NSs is a very important skill.

Research Questions

The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) officially declared in 2003 that Japanese students should acquire English communication skills to survive in the 21st century because English was a major lingua franca in the globalized world (MEXT, 2003). However, Matsuda (2003) indicated that English was still being taught in Japan not as a lingua franca but as an inner-circle language based almost exclusively on either American or British English and their corresponding cultures. I feel that Matsuda's description is still correct for most English classrooms in Japan.

Therefore, the research questions were:

1. Will this project motivate the students to listen to authentic English spoken by various NSs and NNSs?
2. Will the students' ability to listen to authentic English actually be improved by studying the materials?

The Web Video Project

Participants

The participants were about 80 Japanese female 2nd-year senior high school students (80 did the pretest and posttest for Material 1; 81 did a questionnaire about Material 1; 83 did a pretest and posttest for Material 2; and 80 did a questionnaire about Material 2). Their English proficiency varied (around 350-850 on the TOEIC test [Test of English for International Communication],

although not all had taken the test). Most students had rarely used English outside of the classroom except when traveling abroad for family vacations. However, regardless of their proficiency, the students were accustomed to listening to English because all students have studied English since elementary school. The school was a private girls' school in Tokyo. The class was an oral English class and the students were divided into three classes with no regard for their English proficiency.

Materials and Procedure

Online materials consisted of Material 1 and Material 2. See Table 1 for the content and web addresses.

Table 1. Web Addresses of Online Materials

Material	Content	Web address (URL)
1	Girls' right to education and child labor 2013	http://koseki2013girlseducation225.blogspot.jp/ Answers & scripts: http://girlseducationanswerkey-scripts225.blogspot.jp/
2	Poverty alleviation 2013	http://koseki2013povertyalleviation225.blogspot.jp/ Answers & scripts: http://povertyalleviationanswerkeyscript225.blogspot.jp/

For both Material 1 and Material 2, two types of assessment were used. One was a questionnaire; the other was a test. The questionnaires were administered twice, once after studying Material 1 (see Appendix A) and again after studying Material 2 (see Appendix B) in the students' L1. The tests were given be-

fore and after the instruction of Material 1 (see Appendix C) and Material 2 (see Appendix D) to evaluate improvement in the students' listening ability. A video clip was split in half and the first half was used for the pretest while the second half was used for the posttest. Each test consisted of two types of questions: (a) comprehension questions for main ideas, and (b) cloze tasks for the details. Because the students' English proficiency varied, 10 upper level, 10 middle level, and 10 lower level students were selected based on five course examination scores (midterm and final exams in the first and second trimesters and final exam in the third trimester), and their scores from the pre- and posttests of the video material were used for analysis.

Material 1 (see Table 2) was about girls' right to education and child labor and was introduced in the first trimester. The students first learned about Millennium Development Goals (MDGs) set by the United Nations. MDGs were officially adopted at the Millennium Summit of the United Nations in 2000 (United Nations, n.d.) and the UN member states have been working hard to drastically reduce extreme poverty by 2015. Among the issues, girls' education and child labor were chosen for Material 1 because our school is a girls' school and has sponsored some Indian children's education. The students watched web videos about Malala Yousafzai, a 14-year-old schoolgirl and a campaigner for girls' right to education. She was shot in the head by the Taliban but miraculously survived. These videos were chosen because the speakers (Malala Yousafzai and other Pakistani junior and senior high school students) were close in age to the students. Then, the students learned about girls' education from a US government report. Next, they learned about child labor by watching a web video from CNN International. Finally, they answered a questionnaire about Material 1. The students learned unfamiliar vocabulary before watching the videos.

During the summer break, the students were asked to choose a video they would like to recommend to their classmates from CNN International or BBC News websites and write a summary and comments on it in their L1. After the summer break, their homework was distributed to all students in the class so

that they could read their classmates' recommendations. The students were also asked to give a short presentation in English in class about the video they chose. Material 2 was implemented in the second trimester (see Table 3), in a manner similar to Material 1.

Table 2. The Activities of Material 1: *Girls' Right to Education and Child Labor 2013*

Topic	Class	Procedure	Activity	Nationality of the speakers
MDGs	1	Learn about MDGs. The teacher explained MDGs with Power-Point slides.	Listening to the teacher	Japanese
Pretest	2	Listen to news about Malala's short speech and Angelina Jolie's press conference (CNN International).	Getting main ideas and cloze tasks	Pakistani, American
Girls' right to education	3	Listen to Malala's interview before the attack (CNN International).	Getting main ideas	Pakistani, American
	4	Listen to an interview of Pakistani junior and senior high school students about Malala (CNN International).	Cloze tasks	Pakistani, American
	5	Listen to Malala's interview after the attack (BBC News).	Cloze tasks	Pakistani, British
	6	Get some knowledge on girls' education: Students took a quiz and checked their answers with their teacher.	Doing a quiz and checking the answers	Japanese
Child labor	7	Listen to a documentary on child labor in West Africa (CNN International).	Getting main ideas	African, American
	8	Listen to a documentary on child labor in Egypt (CNN International).	Cloze tasks	Egyptian, American
Posttest	9	Listen to news about Malala's short speech and Angelina Jolie's press conference (CNN International).	Getting main ideas and cloze tasks	Pakistani, American
Questionnaire	10	Questionnaire on Material 1 (see Appendix A).	Answering questionnaire	
Summer homework	11	Visit CNN International or BBC News website, watch its videos, and choose the video which they would like to recommend to their classmates. Write a summary and comments on the video.	Getting main ideas; writing a summary and comments	Various nationalities

Table 3. The Activities of Material 2: *Poverty Alleviation 2013*

Topic	Class	Procedure	Activity	Nationality of the speakers
Poverty alleviation	1	Learn about Japanese organizations and companies working for poverty alleviation (JICA, IDE-JETRO, NPOs/NGOs, social businesses, BOP businesses).	Listening to the teacher	Japanese
Pretest	2	Listen to the news about Grameen Bank America and Dr. Yunus's interview (CNN International).	Getting main ideas and cloze tasks	Bangladeshi, American
Microfinance	3	Listen to Dr. Yunus' speech (YouTube: The Harvard Innovation Lab)	Cloze tasks	Bangladeshi
	4	Listen to the video explaining how microfinance and KIVA work (KIVA website).	Getting main ideas	American
Social Business	5.	Listen to Dr. Yunus' interview on social business.	Getting main ideas	Bangladeshi, American
	6	Listen to the video promoting The Big Issue (YouTube: The Big Issue).	Getting main ideas	British
Posttest	7	Listen to the news about Grameen Bank America and Dr. Yunus's interview (CNN International).	Getting main ideas and cloze tasks.	Bangladeshi, American
Questionnaire	8	Questionnaire on Material 2 (see Appendix B)	Answering questionnaire	

Results

In the first research question I asked if this project would motivate the students to listen to authentic English spoken by various NSs and NNSs. To that question on the questionnaires (see Appendices A and B), most students answered that they had been motivated to listen to authentic English more (see Table 4).

Table 4. Student Responses About Motivation to Listen to Authentic English

Learning stage	Student responses		
	Yes, it has	Not really	No, it hasn't
After studying Material 1	68 (84%)	13 (16%)	0 (0%)
After studying Material 2	70 (87.5%)	10 (12.5%)	0 (0%)

Note. $N = 81$ for Material 1; $N = 80$ for Material 2; responses are to question 8.

Furthermore, many students answered positively to the question about whether studying these materials had motivated them to listen to authentic English spoken by people with various national and cultural backgrounds (see Table 5).

Table 5. Student Responses About Motivation to Listen to People of Different Backgrounds

Learning stage	Student responses			
	Yes, it has	Not really	No, it hasn't	No answer
After studying Material 1	64 (79%)	13 (16%)	4 (5%)	0 (0%)
After studying Material 2	66 (83%)	13 (16%)	0 (0%)	1 (1%)

Note. $N = 81$ for Material 1; $N = 80$ for Material 2; responses are to question 9.

Students seemed to have become interested in listening to authentic English spoken by various NSs and NNSs. However, when asked how they felt about the actual listening experience, many students felt it was difficult (see Table 6).

Table 6. Student Feelings About Listening to Authentic English

Learning stage	Student responses (It was . . .)		
	Easy	Not easy but not difficult	Difficult
After studying Material 1	9 (11%)	24 (30%)	48 (59%)
After studying Material 2	5 (6%)	21 (26%)	54 (68%)

Note. $N = 81$ for Material 1; $N = 80$ for Material 2; responses are to question 2.

Students who answered that listening to authentic English was difficult were then asked why it was difficult (see Table 7). Linguistic features of authentic English such as reduced speech and speed seem to have been their major problems. However, many students also indicated that a lack of vocabulary and the NNSs' foreign accents hindered them from understanding the speakers.

Table 7. Reasons Students Felt Listening to Authentic English Was Difficult

Linguistic feature	Number of responses
Reduced speech	38
Lack of vocabulary	32
Foreign accent	30
Speed	26
Unfamiliarity to listening to authentic English	17
Length of the materials	7

Note. $n = 48$ for Material 1; $n = 54$ for Material 2; responses are to questionnaire question 3; students could choose more than one response.

A close examination of the students' average scores in the cloze tasks (see Table 8) shows that the scores for difficult or unfamiliar words were low, particularly those of lower level students. No lower level student could fill in some of the words correctly. Hearing the past tense *-ed* (i.e., *worked*) and the plural *-s* (e.g., *loans*, *villages*, *payments*) seem to have been difficult for all students.

Table 8. Average Correct Scores for Cloze Tasks in Pretest & Posttest

M	Pretest					Posttest				
	Q	Word	U	M	L	Q	Word	U	M	L
Material 1	1	simple	.9	.8	.6	1	creative	.9	.5	.2
	2	dramatic	.4	.1	0.0	2	help	1.0	.9	.6
	3	wish	1.0	.9	.9	3	others	1.0	1.0	.4
	4	fund	.6	.6	.1	4	school	1.0	1.0	.9
	5	40	1.0	1.0	.7	5	safer	.9	.6	.4
	6	40,000,000	.8	.4	.1	6	prejudice	.6	.4	0.0
	7	donation	.6	.2	0.0	7	spirit	.7	.9	.3
	8	200,000	.9	.7	.1	8	possible	1.0	.8	.4
	9	stronger	1.0	.9	.5	9	raise	.6	.1	0.0
	10	powerful	1.0	1.0	.2	10	voice	.9	.4	.3
Material 2	1	poor	.9	.5	.2	1	welfare	.6	.5	.4
	2	loans	.5	.1	0.0	2	financial	.8	.8	.5
	3	start	.9	.9	.1	3	jobs	.9	1.0	.7
	4	25	.9	1.0	.8	4	income	.9	1.0	.2
	5	richest	.8	.3	0.0	5	out	.8	.6	.3
	6	villages	.5	0.0	0.0	6	women	.8	.8	.3
	7	same	.9	.9	.3	7	week	1.0	1.0	.8
	8	City	.9	1.0	.7	8	payments	.5	.1	0.0
	9	worked	0.0	0.0	0.0	9	businesses	.8	.6	.2
	10	done	.6	.3	0.0	10	encourage	.8	.8	.3

Note. Q = question number; U = 10 upper level students, M = 10 middle level students; L = 10 lower level students; full score on any word = 1.

Table 9 shows the students' attitudes toward NNSs' English. The percentage of negative answers decreased to 36% after studying Material 1 from 62% at the beginning, but went back

up to 56% after studying Material 2. However, positive attitudes also increased a little from 38% at the beginning to 43% after studying Material 2.

Table 9. Changes in Students' Attitudes to NNS English

Learning stage	I did not mind	I did not like it because it was difficult to understand
When I first listened to NNSs' English	31 (38%)	50 (62%)
After studying Material 1	52 (64%)	29 (36%)
After studying Material 2	34 (43%)	45 (56%)

Note. N = 81 for Material 1; N = 80 for Material 2; responses are to questions 5 and 6.

One possible reason for the students' feelings of difficulty could be their unfamiliarity with various accents because they have mostly listened to North American English or British English in class. Table 10 shows the students' responses to the questions about whether studying the materials in this project helped them to become accustomed to listening to authentic English. Students were only asked about their attitudes toward NS English after Material 2.

Table 10. Student Responses About Becoming Accustomed to Listening to Authentic English

Learning stage	Yes, I have	To some extent (yes)	No, I haven't
After studying Material 1 (NNSs' English)	65 (80%)	16 (20%)	0
After studying Material 2 (NNSs' English)	50 (63%)	30 (37%)	0
After studying Material 2 (NSs' English)	48 (60%)	32 (40%)	0

Note. $N = 81$ for Material 1; $N = 80$ for Material 2; responses are to question 7.

In the second research question I asked if the students' ability to listen to authentic English would actually be improved by studying the materials. Students' scores on the tests (see Appendices C and D) were mostly improved from the pretests to the posttests but the improvement was less than I had expected (see Table 11).

Table 11. Average Student Scores on Pretests and Posttests

M	Pretest						Posttest					
	P-Q	PS	U	M	L		P-Q	PS	U	M	L	
1	1	1	.5	.5	.8		1	1	.8	.8	.4	
	2	10	8.3	6.6	3.2		2	10	8.7	6.6	3.5	
2	1-1	1	.3	.3	0.0		1-1	1	.9	.9	.3	
	1-2	2	.9	.7	.3		1-2	1	.8	.9	.7	
	2	10	7.0	5.0	2.1		2	10	8.1	7.2	3.7	

M = material; P-Q = part number-question number; PS = possible score; U = 10 upper level students, M = 10 middle level students, L = 10 lower level students.

Discussion

In the first research question, I asked if this project would motivate the students to listen to authentic English spoken by various NSs and NNSs. Studying these materials seems to have motivated the students to listen to authentic English because more than 80% of the students answered affirmatively. The students also seem to have been motivated to listen to the speakers with various national and cultural backgrounds. Around 80% of the students answered positively to that question.

However, when asked about the actual listening activities, 60-70% of the students answered that listening to authentic English was difficult. Students who felt some difficulties indicated that reduced speech, their own lack of vocabulary, the speakers' foreign accents, and the speed of the talks could have caused the difficulties. On the cloze tasks, many students, regardless of their proficiency, had some difficulty in hearing the endings of some words. Lower level students could not hear and write long or difficult words on the cloze tasks. Actually, the students were taught unfamiliar vocabulary just before watching the videos but the teaching seems to have been insufficient for the lower level students. Therefore, the students' impression that their lack of vocabulary hindered them from understanding the talks was right. Regarding the speakers' foreign accents, more than half of the students answered that they did not like NNSs' English when they first listened to it because it was difficult to understand. Their negative attitudes then went down after studying Material 1 but increased again to over half after studying Material 2. This was likely because the Indian accent of Dr. Muhammad Yunus, the main speaker in Material 2, was stronger than the Pakistani accent of Malala Yousafzai, the main speaker in Material 1. Another possible reason that the students felt they had more difficulty in Material 2 could be the contents. Girls' right to education and child labor may have been more familiar topics to the students. On the other hand, microfinance

and social businesses are economic topics and the students may not have been familiar with them. In spite of their negative attitudes toward listening to NNSs' English, most of the students answered that studying the materials had helped them become accustomed to listening to NNSs' authentic English. When asked after Material 2 if studying the material had helped them become accustomed to listening to NSs' English, students gave affirmative answers at about the same rate as toward NNSs' English. This was likely because the British street people's English in one of the videos was more difficult to understand than the more standard American and British English of the broadcasters. The students seem to have felt that listening to authentic English was difficult because of some linguistic problems but despite the problems, they were motivated to listen to authentic English spoken by various NSs and NNSs.

In the second research question, I asked if the students' ability to listen to authentic English would actually be improved by studying the materials. In spite of some students' impression that listening to authentic English was difficult, most of the students' scores increased from the pretests to the posttests. To my surprise, there were few differences between the upper level students' scores and the middle level students' scores. However, the lower level students' scores were quite low. This may mean that the materials were too difficult for them even though they intently watched the videos. A positive finding about the lower level students was that some of their scores on the comprehension questions requiring them to get the main ideas of the videos were quite high, at least higher than their scores on the cloze tasks. This might be because all the students had started studying English in the 1st grade of elementary school. Therefore, in spite of their linguistic deficiencies, their ability to get the main ideas of the talks might have been more developed. If this assumption is correct, this could indicate a possible benefit for starting foreign language learning at the elementary school level, but more research, of course, is needed.

Conclusion

English as a lingua franca is important in Asia, as Kachru (1998) demonstrated. Japanese learners of English should get accustomed to listening to the English of not only NSs but also NNSs. However, they still have few opportunities in class. This project was implemented to try out teaching English as a lingua franca in a Japanese high school. In the questionnaires, the students acknowledged that this project had motivated them to listen to authentic English. Though many students felt some difficulty in listening to NNSs' English, the results of the pre- and posttests showed that the students' ability to listen to NNSs improved.

A pedagogical implication from this project is that English teachers in Japan should make more frequent use of authentic materials spoken by both NSs and NNSs, even though their students may at first say that listening to authentic materials is difficult. However, if the topic is interesting to the students, they will tend to watch the videos intently and their listening ability can improve. Weak students should be given extra time to learn new vocabulary, especially long and difficult words, before listening to authentic materials. Getting students used to listening to authentic English may need time but this can gradually improve. Homework that has students actually visit recommended websites by themselves and voluntarily watch various web videos to find their favorites can be a good activity. It can help them get used to listening to authentic English autonomously. If teachers use authentic materials in content-based language learning pedagogy, those materials can help the students understand the content more easily and deeply because of the rich contexts and information that the materials provide. They also attract students' interest easily because they are real and up-to-date. Listening to real people, who are suffering from problems, making appeals is persuasive.

This research did have some limitations. In the questionnaire after Material 1, I neglected to ask the students whether they

thought that they had become accustomed to listening to NSs' authentic English. The research findings are also limited because the number and the variety of speakers were limited.

I would highly recommend that teachers make use of the free and rich information on the Internet. Once they try, they will likely be impressed when they see that even basic technology can change a blackboard in their classroom into a window through which their students can see the world.

Bio Data

Kimiko Koseki received her MA in TESOL from Teachers College Columbia University. She is teaching at Denenchofu Futaba Junior and Senior High School, Toyo Gakuen University, and Toyo Eiwa University.

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Appendix A

Questionnaire on Material 1: Girls' Right to Education and Child Labor

- Was listening to authentic English fun?
☐ Fun. ☐ Not fun but not boring. ☐ Not much fun.
- How did you feel about listening to authentic English?
☐ Easy. ☐ Not easy but not difficult. ☐ Difficult.
- What linguistic feature(s) hindered you from listening to authentic English?
☐ speed
☐ reduced speech
☐ foreign accent
☐ length
☐ unaccustomed
☐ lack of vocabulary

4. About the content: Was it interesting?

(1) Girls' right to education (videos):

() Interesting. () Not interesting but not boring. () Not much.

(2) The quiz on girls' education:

() Interesting. () Not interesting but not boring. () Not much.

(3) Child labor (video):

() Interesting. () Not interesting but not boring. () Not much.

5. How did you feel when you first listened to the nonnative speakers' English in class?

() I didn't mind it. () I didn't like it because it was very difficult to understand.

6. How do you feel about nonnative speakers' English now after studying the materials?

() I didn't mind it. () I didn't like it because it was very difficult to understand.

7. Have you become accustomed to listening to authentic English spoken by nonnative speakers?

() Yes, I have. () To some extent (yes). () No, I haven't.

8. Has studying these materials motivated you to listen to authentic English provided by the Internet and satellite broadcasting?

() Yes, it has. () Not really. () No, it hasn't.

9. Has studying these materials motivated you to listen to authentic English spoken by people with various national, ethnic, and cultural backgrounds?

() Yes, it has. () Not really. () No, it hasn't.

Appendix B

Questionnaire on Material 2: Poverty Alleviation

1. Was listening to authentic English fun?

() Fun. () Not fun but not boring. () Not much fun.

2. How did you feel about listening to authentic English?

() Easy. () Not easy but not difficult. () Difficult.

4. About content: Was it interesting?

(1) Dr. Yunus' interviews & speeches:

() Interesting. () Not interesting but not boring. () Not much.

(2) Kiva's promotion video (How does microfinance work?):

() Interesting. () Not interesting but not boring. () Not much.

(3) People's efforts against poverty:

() Interesting. () Not interesting but not boring. () Not much.

5. Did the summer homework help you become accustomed to listening to the authentic English?

() Helpful. () Not much. () No.

6. How do you feel about nonnative speakers' English now after studying the materials?

() I didn't mind it. () I didn't like it because it was very difficult to understand.

7. Have you become accustomed to listening to authentic English?

Nonnative speakers' English:

() Yes, I have. () To some extent (yes). () No, I haven't.

Native speakers' English:

() Yes, I have. () To some extent (yes). () No, I haven't.

8. Has studying these materials motivated you to listen to authentic English provided by the Internet and satellite broadcasting?

() Yes, it has. () Not really. () No, it hasn't.

9. Has studying these materials motivated you to listen to authentic English spoken by people with various national, ethnic, and cultural backgrounds?

() Yes, it has. () Not really. () No, it hasn't.

Appendix C

Pretest and Posttest for Material I

Pretest

Watch a video clip from CNN International (5 April, 2013) and answer the questions.

Part 1. What is the purpose of Angelina Jolie's announcement at the press conference? (choose one)

- (a) To announce that Malala was shot in the head and badly injured.
- (b) To announce that Malala is a sweet loving little girl.
- (c) To announce that she is going to donate money to Malala fund.
- (d) To announce that she is going to produce a movie telling Malala's story.

Part 2. Fill in the blanks in the following script. You can use either numerals (e.g. 1, 2, 3) or words (e.g. one, two, three) to fill in No. 5, 6, and 8.

CNN: Her dream is so (1). What she endured for it, so (2). Malala Yousafzai, shot in the head by the Taliban, promoting girls schooling but now recuperated and eloquent again, Thurs-

day got her (3).

Malala: Today I'm going to announce the heaviest moment of my life and that is the first grant of Malala (4). In Southberry, in my mother land, we are going to educate (5) girls. And I invite all of you to support Malala (4) and let us turn the education of (5) girls into (6) girls.

CNN: She never sought the glare of New York's red carpets but there Angelina Jolie paid tribute to her and announced her personal (7) of (8) dollars to Malala's (4).

Angelina Jolie: They shot her at point blank range in the head and made her (9). She is (10).

Posttest

Watch a video clip from CNN International (5 April, 2013) and answer the questions.

Part 1. What is the main purpose of this TV news report? (choose one)

- (a) To report that Malama was shot in the head.
- (b) To report that Malala is in Birmingham.
- (c) To report that Angelina Jolie talked about Malala.
- (d) To report that Malala starts funds for girls' education.

Part 2. Fill in the blanks in the following script.

CNN: Her dream is so simple. What she endured for it, so dramatic. Malala Yousafzai, shot in the head by the Taliban, promoting girls schooling but now recuperated and eloquent again, Thursday got her wish.

Malala: Today I'm going to announce the heaviest moment of my life and that is the first grant of Malala fund. In Southberry, in my mother land, we are going to educate 40 girls. And I invite all of you to support Malala fund and let us turn the education

of 40 girls into 40 million girls.

CNN: She never sought the glare of New York's red carpets but there Angelina Jolie paid tribute to her and announced her personal donation of two hundred thousand dollars to Malala's fund.

Angelina Jolie: They shot her at point blank range in the head and made her stronger. She is powerful. But she is also a sweet, (1), loving little girl who wants to (2) (3).

CNN: The larger battle lies ahead. Malala, after extensive reconstructive surgery, goes to (4) now, but in Birmingham where it's (5). Her ordeal's shining a light on the Pakistani Taliban's extraordinary (6) but also her inextinguishable (7).

Malala: One day you will see that all the girls will be powerful, all the girls will be going to (4). And it is (8) only by our struggle. It is (8) only when we ... we (9) our (10).

Nick Patton Walsh, CNN London.

Appendix D

Pretest and Posttest for Material 2

Pretest

Part 1. Watch the video clip from CNN International and answer the questions. (00:00-00:55)

- (1) What has Grameen bank started in New York?
 - (a) Collecting money to lend money in Bangladesh.
 - (b) Promoting microfinance in the U.S.A.
 - (c) Opening a branch in New York.
 - (d) Selling Dr. Yunus' books.
- (2) How has Grameen Bank benefited Mary Carera?
 - (a) Mary was able to get a job at a shoe store because she saw the job ad at Grameen Bank.

- (b) Mary was able to start her shoe business with a loan from Grameen Bank.
- (c) Mary's boss was able to start her shoe business with a loan from Grameen Bank.
- (d) Mary's shoe shop has had more customers since Grameen Bank came to her area.

Part 2. Watch a part of the video again and fill in the blanks to complete the script. (00:56-01:18)

CNN: Grameen is the famous (1) people's bank making small (2) to impoverished individuals so that they can (3) businesses. It started in Bangladesh (4) years ago to serve the poor there. And now it has come to the (5) country on earth.

Yunus: What we do in Bangladesh, in the (6) of Bangladesh, we do exactly the (7) thing in New York (8), and it (9) as beautifully as it has (10) in Bangladesh.

Posttest

Part 1. Watch a video clip from CNN International and answer the questions. (01:18-02:22)

- (1) According to the report, what was the biggest reason why Grameen Bank, a bank for poor people in one of the poorest countries, has opened its branch in New York?
 - (a) Because New York is a financial center in the world.
 - (b) Because Grameen Bank can collect money for loans from rich people in New York.
 - (c) Because Grameen Bank wanted American people to know how microlending worked.
 - (d) Because Grameen Bank thought they could help poor people in New York with microlending.

- (2) According to the report, Grameen America reports a 99% repayment rate. What is one of the reasons for its high repayment rate?
- (a) Grameen Bank holds an orientation session about micro-lending on a regular basis.
 - (b) Grameen Bank creates a community of borrowers in which people repay their debt weekly and encourage each other to keep repaying.
 - (c) Grameen Bank makes smaller loans than conventional banks.
 - (d) Grameen Bank goes to the borrower's house to collect loan repayment.

Part 2. Watch two parts of the video again and fill in the blanks to complete the scripts.

(01:37-01:53)

Yunus: You have how many people are on the list of (1)? So all these people are legitimate candidates for (2) services. If you can bring financial services, they can create their own (3), self employment, create (4) for themselves, and gradually come (5) of welfare.

(02:11-02:22)

CNN: The borrowers, all of them (6), meet in small groups once a (7). They make (8) on their loans and talk about what they're doing in their (9). And they (10) each other to keep paying.