〈その他（資料・プロジェクト紹介）〉

Situated Apart: Authentic and Complex Video Tasks for Advanced English Learners

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Abstract

This paper introduces materials developed and used during the Spring Semester of 2020 at a university in Chiba, Japan. The course was developed from the need to rapidly move all courses at the university online during the abrupt shift in scheduling (i.e., moving from a 15-week semester to an 11-week semester) caused by the COVID-19 pandemic and the consequent stay-at-home-order mandated by the Japanese government. Students in the course were asked to produce five, three- to eight-minute videos of skill-based content, ranging from Poetry to Argument. Students received extensive feedback. A questionnaire was administered at the end of the course to gauge learner response. Most feedback from the participants was positive.

Key words: situated learning, advanced learners, complex tasks, cultural literacy, video production

Introduction

This paper aims to outline a remote learning course piloted during the Spring Semester of 2020 at a university in Chiba, Japan. This course was developed from the need to rapidly move all courses at the university online during the abrupt shift in scheduling (i.e., moving from a 15-week semester to an 12-week semester) caused by the COVID-19 pandemic and the consequent stay-at-home-order mandated by the Japanese government.

The course materials were made for an academic course limited to advanced learners of English communication, entitled English for Advanced Studies. Members of the course were selected through an interview and written test process, which then allowed successful candidates to access a unique curriculum that fell outside the regular English language curricula streams mandated for first- and second-year students within the university. Because of the proficiency level of the students, the course designers felt that there were opportunities to a) make the course more open-ended (i.e., allow for students to be creative), and b) require more production from the students.

Students in this course filmed their assignments at the completion stage. Specific instructions were

given for specific requirements of each assignment and for general video production. After completing videos as proscribed by the instructions, students sent their videos via email, and their videos were then uploaded to the video sharing service YouTube. For their privacy, full limits were placed on access outside of the 11 students in the class and the 2 teachers of the class. We, the instructors, then used rubrics (see Appendix A) to grade the students' video submissions. Short, synchronous class meetings were also held every two weeks to explain the assignments, answer questions from students, and provide general feedback to the class about the submitted work. Grades and detailed, written feedback were sent individually.

At the end of the course, a questionnaire (see Appendix B) was administered to the students to discover their feelings about the course. Participants' quantitative and qualitative feedback are included in this paper.

Theoretical Foundations of the Course Design

When the decision to shift to remote learning was announced, university administrators requested that online classes be conducted asynchronously or on an "on-demand" basis so that students can save on mobile data and internet connection costs. While asynchronous online classes are cost-effective and allow students more flexibility, they also present serious pedagogical challenges. Branon and Essex (2001) cite several disadvantages, such as lack of immediate feedback, students not checking in often enough, discussions needing more time to mature, and students feeling a sense of social disconnection. Thus, the instructors had to carefully consider the approach that they should take in order to ensure that learning goals are met within the set conditions for course delivery and maintain student motivation.

In designing course activities, the instructors looked to situated learning theory, which attempts to explicate the social nature of everyday learning. First proposed by Lave and Wenger (1991), it posits that learning, as it normally occurs, is a result of the activity, context, and culture in which it occurs (hence, the term "situated").

In situational learning, knowledge is presented in authentic contexts, settings, and situations that involve its use and application. It is usually contrasted with classroom learning model, wherein knowledge is generally abstract and transmitted in a decontextualized manner. The context in which situated learning occurs is conceived as a "community of practice," which embodies certain beliefs and behaviors to be acquired. A beginner starts out in the periphery of a community and moves towards integration and full participation as experts through active engagement and assimilation of its norms, values, beliefs, behaviors, and relationships.

The "learning by doing" approach is a key component of situated learning that was adopted for this course. Rather than using pre-recorded lecture videos or a prescribed textbook, the instructors crafted

assignments that require students to talk about their ideas about certain topics at length as they would in a typical English language discussion. The course was conducted entirely in English as a way to push the students to use the language, and at the same time learn new things. Example videos and guide sheets were provided to help students successfully complete each assignment and reduce confusion or frustration. Each assignment builds on the knowledge acquired from the previous ones and increases in level of difficulty.

The social context and community of practice in which learning takes place had to be defined and carefully considered to ensure effectivity and relevance of the assignments. The social nature of learning activities is in itself irrelevant to whether an activity is done alone or with other people present. According to Clancey (1995), equating "social" with "in the presence of other people," and "situated" with "in some location" is a superficial understanding of the concepts. He argues that activities (not tasks) are social because norms shape human action, and action is situated because it is because it is constrained by a person's understanding of his or her place in a social process.

Given this, it is thus important for the course designers to not just identify the language skills that students should be learning through the assignments, but also the particular norms, values, and behaviors that would help them succeed in an international university in the 21st century, the community of practice that they are part of.

Since students taking this course are first year students, the course designers have decided to build into the assessments rewards for good behavior (e.g. following directions, showing creativity, preparing well), and penalties for bad ones (e.g. turning in assignments late, not following directions, going for the bare minimum). In addition, the use of various Information and Communications Technology (ICT) such as e-mails, video recordings, web applications also became central to the course not just to enhance students' technical skills, but also to help them learn their socially accepted uses. According to the Programme for International Students Assessment (PISA) report on Japan in 2012, computers do not have much of a presence in Japanese schools as they do on average across Organization for Economic Cooperation and Development (OECD) countries (OECD, 2015). Also, the 2018 Teaching and Learning International Survey (TALIS) show that less than 18% of teachers "frequently" or "always" let students use ICT for projects or class work (OECD, 2019). Such data were compelling evidence for the need for Japanese university students to learn the use of ICT in order to succeed in an increasingly digital world.

In the next section, we give an overview of the basic guidelines for the course, and explain instructions given for video production.

Overview of Course Design

In this section, we explain basic guidelines for the course. These guidelines outline the following procedures: filming assignments, assignment content, assignment due dates, and assignments. The language in this section remains mostly in its original form (i.e., tenses are in the imperative form). However, in some places, the tense has been changed to the past form to reflect time sensitive aspects of the course (e.g., due dates).

Filming Assignments

Students must gain access to a video device. Any video device is acceptable. For example, if the student is limited to a smartphone with a video function on the camera, they can utilize it. Using a smartphone to make videos for assignments is the simplest way to complete assignments. If the student does not have a phone with a camera, then they might borrow a phone with a camera in order to complete their assignment.

Assignment Content

An underlying concept for content is formed to push students for cohesive and coordinated content. Each assignment requires three parts that are summed up as *What*, *Why*, and *X*:

What = what is it? What did you choose to do? What is the content? Explain what you chose. Time = 1 minute.

Why = why did you choose it? Why do you think your choice is positive or negative? Explain why you made your choice. Time = 1 – 2 minutes.

X = the content. Please read or say or recite the actual content. This part will be the most valuable. Time = 1 – 2 minutes.

Students are encouraged to take time before filming their assignments, to practice, and, during the videos, to speak slowly and clearly. Videos that are not prepared well and/or do not include explanations of What, Why, and X are not acceptable.

On Reading or Memorizing Presentations

Students were not allowed to read or memorize presentation scripts when discussing their ideas in the videos. The only exception was the first assignment, where students were tasked to memorize and recite a poem of their choice. The course designers aimed to lessen students' dependence on rote memorization, a requirement for success in most English language classrooms in Japan (Kikuchi, 2013)

but not necessarily helpful in developing good oral competence and learner confidence. In order to encourage students to use English as naturally as possible, they were instead given tips on how they can organize their ideas and make note cards. The instructors also made sure that they were given enough time to prepare and complete their assignments.

Assignment Due Dates

There were five assignments with due dates spread roughly at two-week intervals. Students were required to send filmed assignment by the due dates. Late assignments were penalized with lower points or zero points. A Final Report was also assigned based on the requirements of the university. Each Assignment (not including the Final Report) was worth 20 points.

Assignment	Due Date	Points
Poem	May 25, 2020	20 points (18%)
Answer	June 8, 2020	20 points (18%)
Describe	June 22, 2020	20 points (18%)
Present	July 6, 2020	20 points (18%)
Prove it	July 20, 2020	20 points (18%)
Final Report	August 3, 2020	10 points (10%)

Both teachers evaluated each student using a rubric designed for the specific assignment. The rubrics were scored separately, then combined for comments and scores. Points were averaged between the two rubrics.

Minimum Length

Each video assignment has a minimum length requirement. This means that students should not produce videos shorter than the minimum required length. Greetings (e.g., *Hi. My name is ...*) on the video does not count as content for the assignment. In other words, students should start timing the video after having identified themself. Students who are aiming to satisfy the bare minimum length of content should also think about their motivation for being in the class. This is an advanced class for students who want advanced work. Consistently completing the minimum required work only means that the student is not pushing to improve.

Video Labeling and Submission

When sending assignments, the students were asked to label video files (name it/save it as) with Name and Student Number. If a video is sent in parts, they should label each part with an ascending number.

When sending assignments, students were asked to use Google Drive via their Gmail account. An alternative to this, is to compress the video before sending it via the JIU email system. A search for an

online video compressor gives them a variety of choices, for example, https://www.freeconvert.com/video-compressor.

Assignments Administered

This section shows the assignments administered to students for the course. Links embedded in the assignments have been kept in place to show authentic documentation; the links are no longer usable.

ASSIGNMENT 1: POEM
(Due Date: May 25, 2020)

Choose a poem. Memorize it. Make a video showing you reciting the poem. If you choose a poem written in Japanese, please translate it to English before you record it on video. Any poem is acceptable, but it should take at least 1 minute to read. ONLY ONE (1) POEM.

For this assignment, make sure your video includes the following parts:

What	What is the title of the poem? Who wrote the poem? Where is the author of the poem from? What other information can you tell me about the poem?
Why	Why did you choose this poem? Do you like the poem or not? Does the poem have a special meaning for you (e.g., maybe your mother likes this poem)?
X	Recite the poem. Look into the camera and recite the poem. Please try to put emotion into your speaking.

The **minimum** total time for this video should be **3 minutes**.

Please see and use the video links for this assignment. They are there to help you better understand the directions.

Assignment 1: Poem links to help you prepare

Please watch the following video to help you understand poetry.

The pleasure of poetic pattern - David Silverstein

- https://www.youtube.com/watch?v=URuMb15CWJs

Please watch the following video to help you see an example of how to complete the assignment.

Japanese poem "Ringo no Uta" by Hachiro Sato｜［リンゴの唄」朗読]

- https://www.youtube.com/watch?v=IEDbsNKR7Co

Please watch the video to help you see an example of how to complete the assignment.

Poem "Alone" by Edgar Allen Poe.

- https://youtu.be/4xyRILDEFdE

ASSIGNMENT 2: ANSWER
(Due Date: June 8, 2020)

Answer the following question: *For what in your life do you feel the most grateful?*

This question is about you. Think very carefully about your answer. What in the world makes you happy, thankful, laugh or cry with joy, curious, or satisfied? It can be anything: a person or a group of people, a thing, or an experience. However, it should be something that you think is very important in your life that you are thankful for it.

Choose one. Make a video of your question and answer.

For this assignment, make sure that your video includes the following three parts:

What   What makes you feel grateful?

Why   Why does that thing (your answer to *what*) make you feel grateful?

X   Give us more details about your answer. What are some examples
        from you life when you felt grateful because of this thing? How did
        or does it affect your life?

Your answer should be **at least** 2 minutes long.

Please take your time preparing before filming your assignment. Practice answering the question, but do not write down and memorize your answer. You should speak slowly and clearly. You can briefly look at your notes as you answer the question. Videos that are not prepared well and/or do not include explanations of **What**, **Why**, and **X** are not acceptable.

Some Tips to Help You Prepare:

1. Make Notes
   - ❖ Do not write every single word that you're going to say.
   - ❖ Write down keywords that would help you remember what you want to say.
   - ❖ Organize the keywords into the three main parts (What, Why, and X) of your answer, so that you will know when to talk about each of your ideas.

For example:

✘ DON'T	✔ DO
If you ask me what I'm most grateful for, I'd say I'm thankful that I live in a time when traveling is both affordable and convenient. I believe that traveling helps you broaden your perspective and give you a sense of wonder and empathy for other cultures....	**① Write down keywords:** traveling, trip to, broaden affordable, Thailand, perspective convenient, visited friend, open to other cultures new experiences, learned about... **② Organize your keywords** **What** traveling (more affordable & convenient now) **Why** provides new experiences helps become open to other cultures broadens perspective **X** trip to Thailand (2018) stayed at friend's house learned about...

2. Think of an Opener

If you are having a difficult time thinking of how to start your answer, you can use any of the following openers:

I'd like to talk about ...
I'm going to talk about...
If there is one _____, it would be...
If I were to choose one _____, it would be...
Well, there are many _____ I could talk about, but I suppose _____ is/was....

Examples:

If there is one *thing I feel very grateful for*, it would be...

If I were to choose one *thing I'm most grateful for*, it would be...

Well, there are many *things I'm thankful for that* I could talk about, but I suppose *the thing I feel most grateful for* is/was...

Assignment 2: Answer link

Please watch this video to help you understand answering questions.

https://youtu.be/a-v32egDkCM

ASSIGNMENT 3: DESCRIBE
(Due Date: June 22, 2020)

Answer the following question: *What change has made life better, safer, or healthier?*

For this assignment, you will talk about a change that you have observed and has improved life for you and the people around you. Think of a problem that has affected your family, school, community, prefecture, or country in the past. Describe what life was like back then. What change was made to solve the problem? How did that change make life better for everyone?

Choose one. Make a video of your question and answer.

Your video must include the following three parts:

What	What change has made life better?
How	How did that change improve life for you and everyone else?
X	Give us more details about your answer. What was life in that place like before? What was the problem? What was the solution? Who fixed the problem? What is life there like now?

Your answer should be **at least** 3 minutes long.

Please take your time preparing before filming. As in the previous assignment, practice answering the question, but do not write down and memorize your answer. You should speak slowly and clearly. You can briefly look at your notes as you answer the question. Videos that are not prepared well and/or do not include explanations of **What**, **How**, and **X** are not acceptable.

Some Tips to Help You Prepare:

1. <u>Use Descriptive Language</u>

You should use words that help your audience better imagine and understand what you are talking about. **Adjectives** and **vocabulary words related to environment and health** can help you express your ideas better. The following are some examples of descriptive vocabulary that you can use for your talk:

Adjectives		Health & Environment Related Words	
		Nouns	*Verbs*
attractive	unattractive	air / water pollution	make <a place> less
beautiful	ugly	air quality	crowded
clean	dirty, polluted	bike lane / path	*make the roads less*
convenient	inconvenient	car-free area	*crowded*
fit	unfit	public transportation	
fresh	old, stale	public park	make improvements to
friendly	unfriendly	traffic congestion	<thing>
pleasant	unpleasant		*make improvements to*
quiet	noisy		*public parks*
safe	unsafe, dangerous		
			put in <something>
			put in bike paths
			safe for <a person>
			safe for children

2. <u>Use Words to Introduce Problems and Solutions</u>

If you are having a difficult time, the following words and expressions can help you introduce problems and solutions that you will discuss in your talk:

Problem	Solution
There was a problem with + <noun> There was a problem with <u>bicycle accidents</u>. ***The issue was...*** The issue was <u>bad public transportation</u>.	***<Noun> + solved this problem.*** <u>More bike paths</u> solved this problem. ***<Person/group> solved this issue with + <noun>*** <u>Our mayor</u> solved this issue with <u>more bus lines</u>. ***<Person/group> solved this issue by + <verb-ing>*** <u>Our mayor</u> solved this issue by <u>adding more bus lines</u>.

3. Brainstorm

❖ Write important keywords that would help you describe the life before and after the change was made.
❖ Make a list of the points you need to talk about and organize them in a chart.
❖ Try to think of 2 or 3 possible places first, and then make notes. Then, look at your notes carefully and choose one that you think you'd be most comfortable talking about.

	Place 1: My university campus	Place 2: _____	Place 3: _____
What was it like before?	unsafe, dangerous boring and unattractive no place to jog or walk only had tall buildings & a big parking lot		
What was the problem?	many bicycle accidents: people rode their bikes everywhere! no place to jog or walk		
What was the solution?	campus renovated 2 years ago: put in bike paths, planted trees & flowers, made a space to run or hang out		
Who fixed the problem?	university		
What is it like now?	much safer: fewer accidents looks nicer now much healthier: more people run, jog, play ball sports in new park		

ASSIGNMENT 4: PRESENT
(Due Date: July 6, 2020)

Choose a topic that you know about well. Present the topic in a way that you might teach a class of elementary school children. The topic choice is yours. Do not worry about what you choose if it is a topic that you like. For example, you could present how to cook something or how to play the clarinet.

For this assignment, make sure your video includes the following parts:

What	What is the topic? Explain it in detail.	
Why	Why did you choose this topic? What is your relationship to the topic?	
X	Teach about the topic or how to do the topic.	

The minimum total time for this video should be 5 minutes.

For this assignment, you will most likely want to explain a process, which means you will want to talk about a series of actions that bring about a goal. Therefore, please pay attention to language that helps explain process.

Some pages from a popular book on presenting entitled *Speaking of Speech*, by Harrington and LeBeau are attached to this assignment. Please use these ideas as you plan your lesson.

There is a short video for you to watch as well. Please use all the information to help you prepare your video. Please remember that the idea for this video should focus on you teaching something to us.

Video Link: https://youtu.be/1ME9EwCHMC8

ASSIGNMENT 5: PROVE IT
(Due Date: July 20, 2020)

For the final assignment, you need to choose a topic that is controversial and then argue for or against it.

For this assignment, make sure your video includes the following parts:

What	What is the topic? Explain it in detail. This is called an *assertion*.
Why	Why did you choose this topic? What is your relationship to the topic? This is called the *reason*.
X	Teach us the facts behind your argument. This is called *evidence*.

The **minimum** total time for this video should be **8 minutes minimum**.

You will be graded on this argument structure:

Assertion = [WHAT]
Reason = [WHY]
Evidence = [X]

Assertion: a claim or statement that needs to be proven or explained. An assertion is the idea that you want to make when creating an argument to support or oppose a *resolution*, which means a detailed topic.

First, decide on a resolution (i.e., topic).

Resolution example: *Homework is good for student's education.*

You must then decide if you are *pro* (for the argument) or *con* (against the argument). If you are pro, then you argue that the statement "Homework is good for student's education" is true. If you are con, you argue that the statement is false.

(Pro example) Assertion: *Students benefit from the discipline they get from having to do homework.*

This is a good pro assertion because it supports the resolution and there is evidence available to support it. Notice that the language used is more specific than the resolution language. Resolution = general; Assertion = specific.

Reason: the act of proving an assertion by explaining, describing, and elaborating. You want to show that the argument you make has logic in it. The reason why should be explained simply and clearly.

Assertion: *Students benefit from the discipline they get from having to do homework.*

Why? Students must learn to organize their time in order to complete their homework on time.

This reasoning supports the assertion and explains why students benefit from having to do homework. In other words, it explains the *benefit from the discipline*, which is the main point of the assertion.

Evidence: facts, information, or observations presented in support of an assertion.

Example: *Studies at the **University of Tokyo** showed that homework benefited student's time management skills in other areas of their lives, which helped them succeed. Successful students were more likely to get into better universities and to get higher paying jobs. The study showed that 67% of students who had to complete homework in high school were more likely to be interested in continuing their education after high school. The study also showed that 59% of students who had to complete homework in high school earned more than their counterparts.*

This statement is called a *citation*:

*Studies at the **University of Tokyo** showed that…*

A citation shows that we are using an academic research to prove our argument. Academic research is controlled at a higher standard, so it is stronger than simple ideas. Notice that there are statistics included in the research, which indicates a scientific study.

To make a citation even stronger, include an author and a date in the citation.

*Studies at the University of Tokyo **(Abe, 2016)** showed that …*

In the case above, Abe is the last name (family name) of the researcher and 2016 is the year the research was published.

As you research for your argument, please you might see these types of citations, and you should include citations in your own arguments to make them stronger.

There is one more part to this structure: *Impact*. At the end of the argument, you should explain why that argument is important. For your video, this will be the concluding statement of your argument. Summarize your argument and remind us (the listeners, the students in this class, and your teachers) about your WHAT, WHY, and X.

Here are some topic ideas that you might want to use. Note that these are not resolutions but general topics.

General topics that could be used:

- Helping the Poor
- An International One-Child Policy
- Living Together Before Marriage
- Being Child-free
- Dating During High School
- Banning Smoking

- Nuclear Weapons
- Nuclear Energy
- Open Immigration
- Marrying Outside Your Culture
- Divorce
- Dating Apps

Of course, the above topics are just possibilities. You are free to choose your own idea.

In the next section, we will discuss positive aspects of the course and parts of the course that need to be changed to improve the course. Also, we will discuss course outcomes and feedback.

Discussion

Overall, the course was considered a success by the instructors and students. For the instructors, the course pushed the students to complete extended monologs about specific topics that the students chose (i.e., learner autonomy), which promoted motivation. Also, completing extended monologs has been shown to improve oral fluency (Rost, 2016). Moreover, students needed to think about presentation skills, organization of content, and video production in order to satisfy assignment requirements

Instructor Observations

Most of the students were able to produce extended monologs that satisfied the lesson objectives. The course pushed them to repeat the methodology and to find vocabulary and grammar autonomously as a way to solve the problems inherent within the task of video production in the target language and response type.

The students also showed marked improvement in both their Information and Communications Technology (ICT) and study skills. While such authentic and complex tasks unfamiliar to students at first, the students were able to develop a greater understanding of the socially accepted practices of ICT use in English and demonstrated greater competence in these by the end of the semester. In addition, the rubrics used were effective in guiding the students to achieve the assignment objectives, but also in pushing them to prepare extensively and do more than the bare minimum.

There were several challenging aspects of the course, but these tended towards technicalities inherent in remote instruction, particularly asynchronous or "on-demand" online courses. For example, one student had difficulty sending their videos. This student seemingly followed extensive instructions, yet still had difficulties. This might have been related to her internet carrier. Another student had difficulties understanding how to label her video files, despite repeated instruction. This type of challenge would not have been difficult to correct in the face-to-face setting of the regular classroom because the correction could have been simply modeled. For some students, there were also some grammar and pronunciation mistakes that persisted despite being given various suggestions and supplementary materials to correct them. Such mistakes may have been resolved with more guided practice only possible with face-to-face or, to a certain extent, regular synchronous class sessions.
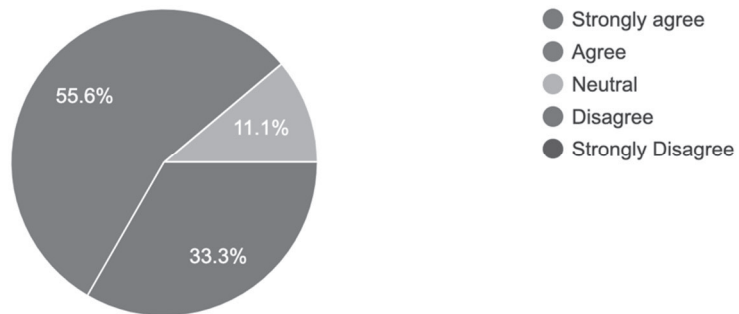
Student Feedback

Feedback from the course questionnaire (N = 9) showed the following results.
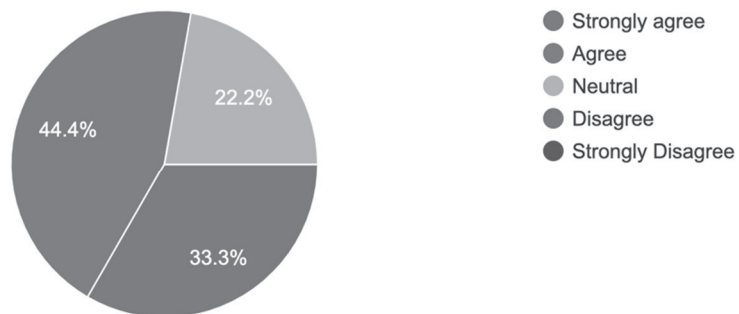
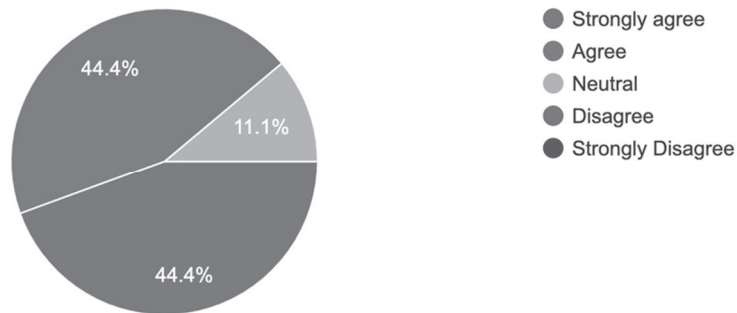Statement 1: This class made me think about culture.
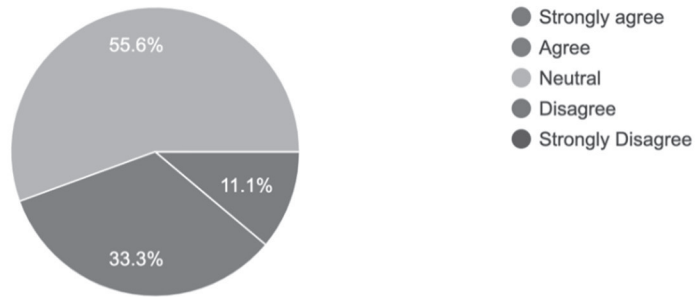
Statement 2: This class made me consider how to communicate in English.

Statement 3: My ability to make videos improved.

Statement 4: Making videos in English helped my English ability.

Question 1: Which assignment (1. Poem; 2. Answer; 3. Describe; 4. Present; 5. Prove it) did you find most challenging?

Most students (67%) answered that Prove it was the most challenging.

Question 2: Which assignment (1. Poem; 2. Answer; 3. Describe; 4. Present; 5. Prove it) did you find the most beneficial?

For this question, the students split between Describe, Present, and Prove it.

Question 3: What did you dislike about making assignments in this class?

Student A: *I had to spend much time to submit each assignment. I had to prepare and practice well. It was a hard point, but it also improved my speaking ability.*

Student B: *It takes time to prepare.*

Student C: *It is hard to me to make a video every two weeks.*

Students also gave feedback about the class in the Final Reports. Some of the responses are included below (verbatim):

Student D: *These skills will be very useful and important from now on. And everyone has different ideas and talked various things. I enjoyed my classmate's video and I learned a lot from my classmates. I could get really good experience through this class. Thank you for your good support and instructions.*

Student E: *Next, I will talk about what I worked for when making videos. I know that I'm not good at memorizing and talking, so I practiced many times a day for more than a week and I was always filming the day before the deadline. Even if I practiced a lot, I often made mistakes, and I retook over 50 videos each time.*

Finally, I would like to talk my thinking for the feedback I received. It said that there are many grammatical mistakes in my speech, I have to practice to speak more fluently and I have to pronounce more clearly to make it easier to hear. I think so, too. I have to make efforts to improve my abilities and to tell my opinions for more many people. I think I also have to refer to these opinions in order to improve my grades.

Student F: *From all of assessment by teachers, I understood my future tasks which was not advised. I lack of English vocabulary, so I could not speak my ideas in each video. I will be able to improve that by studying and memorizing words. I think I should be able to tell my ideas in English as I can do it naturally in Japanese. I also should be able to show my passion when I argue about something. I should study English harder to improve these tasks.*

The move from rote memorization to an active and situated approach to language learning appeared to be quite challenging for some of the students. Two of the three responses to the question "What did you dislike about making assignments in this class" cited the extensive preparation needed to complete the task. In the class feedback, one student stated that while she practiced a lot, she still made mistakes. While assignment preparation can be a time-consuming or even frustrating process, it is a necessary part of developing oral communicative competence, confidence, and good study habits. One of the respondents seemed to have recognized this point, stating, "I had to prepare and practice well. It was a hard point, but it also improved my speaking ability."

According to Aspinall (2012), the idea that there is one "correct" answer or way of doing things, and the accompanying fear of making mistakes are two of the obstacles to improved communicative language teaching in Japanese secondary schools. He asserts that in many cases, it is important to teach students that there can be a variety of equally good answers to the same question. The course designers hoped that by giving more open-ended assignments, they would help students unlearn such an idea and develop independent thinking and creativity. Students were asked to choose their own topic of discussion for each assignment, and constantly encouraged to talk about their interests, experiences, and opinions. Positive reinforcement was given to students not just to those who had original ideas, but especially those who actively participate and volunteer their own ideas during the few synchronous class meetings.

In addition, student assignments were all uploaded to the class YouTube channel for everyone to watch and learn from. This was something that some of the students appreciated. In the class feedback, Student D noted that by watching the videos, she saw that everyone had different ideas and talked about different things. Another student, in her second assignment, shared that at first, she felt bad after watching her classmates' videos because she thought everyone else spoke much better English than she did. However, she also mentioned that it also pushed her to do much better in the next few assignments. The underlying developmental goal of these materials was that learners would find motivation to do better.

Conclusion

In conclusion, materials were developed and used during the Spring Semester of 2020 at a university in Chiba, Japan. These materials stemmed from the need to rapidly move all courses at the university online during the abrupt shift in scheduling (i.e., moving from a 15-week semester to an 11-week semester) caused by the COVID-19 pandemic and the consequent stay-at-home-order mandated by the Japanese government. Students in the course were asked to produce five, three- to eight-minute videos of skill-based content, ranging from Poetry to Argument. Overall, the students produced the videos required by the course guidelines. The feedback given by the students about the course signaled that English intake was achieved.

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Appendix A

Rubric for Assignment 1:

Scoring Rubric for Poem Assignment	Score/20
Length: Satisfied minimum length?	/2
Explanation of choice: Clearly explained? Interesting information? [WHAT]	/4
Explanation of reason: Clearly explained? Interesting information? [WHY]	/4
Presentation (recital) of poem: Clarity of voice and pronunciation? [X]	/8
Reading? Yes No Reading too much? Yes No	Minus
Overall Impression: *Grammar?* *Speed?* *Organization?* *Practiced?*	
	/2
Total Points	/20

Rubric for Assignment 2:

Scoring Rubric for Answer Assignment	Score/20
Length: Satisfied minimum length?	/2
Explanation of choice: Clearly explained? [WHAT]	/2
Explanation of reason: Clearly explained? Interesting information? [WHY]	/6
Details were given to enhance the story? [X]	/4
Overall Impression: *Opener used?* *Grammar?* *Speed?* *Organization?* *Practiced?*	/6
Total Points	/20

Rubric for Assignment 3:

Scoring Rubric for Describe Assignment	Score/20
Length: Satisfied minimum length?	/2
Explanation of choice: Clearly explained? [WHAT]	/2
Explanation of reason: Clearly explained? Interesting information? [WHY]	/6
Details were given to enhance the story? [X]	/4
Overall Impression: *Opener used?* *Grammar?* *Speed?* *Organization?* *Practiced?*	/6
Total Points	/20

Rubric for Assignment 4:

Scoring Rubric for Present	Score/20
Length: Satisfied minimum length (5 minutes)?	/2
Explanation of choice: Clearly explained? [WHAT]	/3
Explanation of reason: Clearly explained? Interesting information? [WHY]	/4
Details were given to enhance the lesson? Signal words (transitions & sequencers) used? [X]	/5
Overall Impression: *Grammar?* *Speed?* *Organization?* *Practiced?*	
	/6
Total Points	/20

Rubric for Assignment 5:

Scoring Rubric for Prove It	Score/20
*Explanation of choice: Clearly explained **assertion**? [WHAT]*	/3
*Explanation of **reason**: Clearly explained? Interesting information? [WHY]*	/5
***Evidence** (detail) was given to enhance the lesson? [X]*	/5
Overall Impression: *Grammar?* *Speed?* *Organization?* *Practiced?* *Signal words (transitions & sequencers) used?*	
	/7
*Minus points for short video length, labelling errors, lack of enthusiasm, late, & **reading** (up to 10 points)*	
Total Points	/20

English for Advanced Studies - A: Questionnaire

Please answer the following questions to help Tricia and Brett think about this course. Please think about the work that you did this semester as you answer the questions. Please give as much detail as possible.
* Required

1. This class made me think about culture. *

   Mark only one oval.

   ◯ Strongly agree

   ◯ Agree

   ◯ Neutral

   ◯ Disagree

   ◯ Strongly Disagree

2. This class made me consider how to communicate in English. *

   Mark only one oval.

   ◯ Strongly agree

   ◯ Agree

   ◯ Neutral

   ◯ Disagree

   ◯ Strongly Disagree

3. My ability to make videos improved. *

   Mark only one oval.

   ◯ Strongly agree

   ◯ Agree

   ◯ Neutral

   ◯ Disagree

   ◯ Strongly Disagree

4. Making videos is a skill. *

   Mark only one oval.

   ( ) Strongly agree

   ( ) Agree

   ( ) Neutral

   ( ) Disagree

   ( ) Strongly Disagree

5. Making videos in English helped my English ability. *

   Mark only one oval.

   ( ) Strongly agree

   ( ) Agree

   ( ) Neutral

   ( ) Disagree

   ( ) Strongly Disagree

6. My English ability improved because of this class. *

   Mark only one oval.

   ( ) Strongly agree

   ( ) Agree

   ( ) Neutral

   ( ) Disagree

   ( ) Strongly Disagree

7. Which assignment (1. Poem; 2. Answer; 3. Describe; 4. Present; 5. Prove it) did you find the most challenging? *

   _____

   _____

   _____

   _____

   _____

8. Which assignment (1. Poem; 2. Answer; 3. Describe; 4. Present; 5. Prove it) did you find the most beneficial? *

9. What did you like about making video assignments in this class? *

10. What did you dislike about making assignments in this class? *

11. If the course made you think about culture, what type of culture? Can you explain a bit about your feelings? *