

# Utility of Solo and Peer Work for Pronunciation Practice

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## Abstract

Online courses tend to decrease students' opportunities to speak. This paper suggests two activities to improve pronunciation skills to address this lack. One was introduced in an elective course of English Phonetics for English majors. Students use software to record assignments to practice shadowing and then submit their sound files. The other was conducted in a mandatory course of First-year English for non-English majors. Students give a presentation in a video meeting after practicing with their teacher regularly. Comparing the two courses, features and effects will be discussed based on students' opinions. Fifty-six students answered a survey about the software and the activity. Ninety students commented upon the speech presentation. These results serve a useful purpose as insights into the learners' viewpoints. Activities such as those given can function to promote autonomy and motivation as well as serve as a tool to improve speaking skills. It is difficult but essential to facilitate good teacher-student and student-student relationships online.

*Keywords: autonomy, CALL, English major, first-year, LMS, motivation, non-English major, online, phonetics, reading out, recording, video meeting*

## Introduction

Universities in Japan started online teaching in April, 2020 due to the COVID-19 pandemic. Depending upon the situation, school is open for some face-to-face classes, while other courses are to be conducted online until the end of the academic year of 2021. Moreover, some classes are held as 'hybrid classes' and cater to students on campus and at home. Each time a new policy is adopted, teachers need to adapt to a new environment. As for learning management systems (LMS), teachers have learned how to deal with them and are able to work more efficiently after struggling in the previous year.

This research refers to two kinds of courses: English Phonetics and First-year English. The former is an elective subject for English majors to obtain phonetical knowledge with technical terms and undergo training in reading aloud. The latter is a compulsory subject for freshers and aims to improve communication skills based on developing the four skills. Both courses require aural and oral communication among participants. Online teaching allows teachers and students to contact each other through talking on a video meeting system or by typing comments and messages. In these ways, students and teachers can communicate online in real time. Kido (2021, p. 54) points out some benefits of real-time remote teaching:

“Students think carefully alone until they are convinced of their understanding.

Materials are available for repeated self-study out of class.

ICT including activities with videos and sound files can be efficiently used.

Students are relieved to get the teacher’s immediate reply in each activity.

They complete most activities in class and have little homework.

They get excited to read classmates’ opinions during discussions.

They can practice pronunciation by themselves without embarrassment.”

On the other hand, disadvantages are also mentioned: “phonetics especially requires that they understand how to pronounce correctly. They desire to see the teacher speaking and get proper advice directly... Additionally, students are frustrated with the lack of peer work and opportunity to speak out” (p.54). It is lamentable that they hardly have an opportunity to make small talk. Hence, this paper will focus on improving pronunciation skills to observe and propose online strategies in the academic year of 2021 after refining remote teaching by trial and error the year before.

## Method

### Participants

This paper investigates the actual conditions at a women’s university in Fukuoka, Japan which has an English department among others. The participants in the study took the TOEIC Bridge<sup>®</sup> IP Test twice as first-

year students. The features of the test are described by IIBC:

The TOEIC Bridge Listening & Reading Tests measure two English-language skills, listening and reading, for beginning to lower-intermediate learners. There are 100 questions to answer in approximately one hour in Listening (approximately 25 minutes, 50 questions) and Reading (35 minutes, 50 questions). The tests use optically-scanned answer sheets.

Test results are shown as a score from 15 to 50 (in one-point increments) for each section, for a total score of 30 to 100.

The English Phonetics course is open to second-year students and older in the English department. There were fifty-nine participants including fifty-one sophomores with three seniors and five juniors. The majority are second-year students whose average test score in December, 2020 was 86.6 (L:40.7/R:45.8). The school average in December, 2021 was 65.9 (L:30.4/R:35.5). First-year English is a compulsory class divided onto four or five ability levels depending on students' placement test scores. This pronunciation practice research was conducted with non-English majors in five departments of the university. This paper focuses particularly on the third level of the four or five levels of classes. That is to

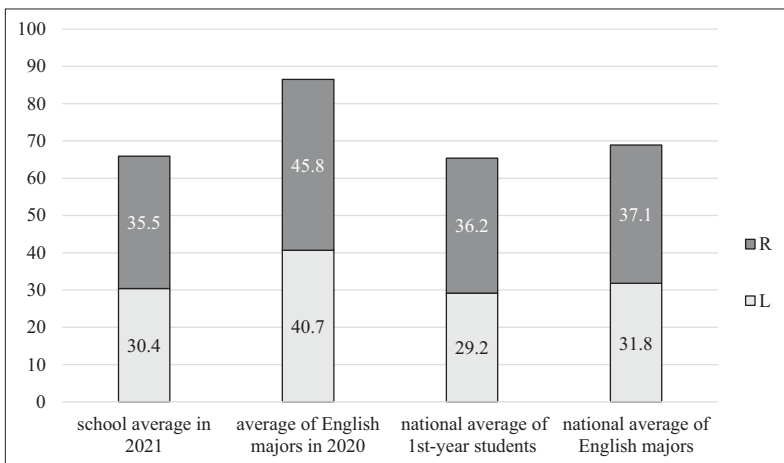


Figure 1. Averages of TOEIC Bridge® IP Test

say, these students' average scores approximate the school average.

According to IIBC (2021, p.21), the national average of first-year university students in the academic year of 2020 is 65.3 (L:29.2/R:36.2) while that of English majors is 68.9 (L:31.8/R:37.1). As shown in Figure 1, the examinees in English Phonetics are superior to general Japanese learners. Those in First-year English can be considered as average. Additionally, in Table 1, ETS (2020) suggests comparison of the TOEIC Bridge® test and the TOEIC® test. It appears that non-English majors can score roughly 400 in TOEIC® while English majors can mark over 550. As seen in Table 2, ETS (2019) estimates that of TOEIC Bridge® and Common European Framework of Reference for Languages (CEFR). According to Council of Europe, "The CEFR organises language proficiency in six levels, A1 to C2, which can be regrouped into three broad levels: Basic User, Independent User and Proficient User, and that can be further subdivided according to the needs of the local context." A2 should score 60 (L:26/R:34) at least while B1 should mark 84 (L:39/R:45) and more. It proves that the non-English majors can be considered as A2 and the English majors as B1. Therefore, the participants of First-year English can be regarded as Basic Users and those of English Phonetics as Independent Users. Therefore, this research is relevant to average learners as well as intermediates.

Table 1. Comparison of TOEIC Bridge® and TOEIC® by ETS (2020)

TOEIC Bridge L&R	30	40	50	60	70	80	90	91~
TOEIC L&R	~120	210	265	325	400	490	605	610~

Table 2. Interpreting Results by ETS (2019)

Redesigned <i>TOEIC Bridge</i> Tests	Score Scale Range	Minimum Score		
		A1	A2	B1
Listening	15-50	16	26	39
Reading	15-50	19	34	45
Speaking	15-50	23	37	43
Writing	15-50	20	32	43

## Procedure

### Case 1: English Phonetics

The course of English Phonetics is available in the second semester every year. The course style is mentioned in Kido (2021) for remote

teaching and in Kido (2016) for face-to-face teaching. Outlines of the current course are common to Kido (2021). Students attend class through LMS and receive materials for self-study. After they acquire technical information by reading and listening, they answer quizzes and discuss phonetical topics among classmates. They need to observe phonemes, distinguish phonetic symbols, and develop their knowledge of rhythm and intonation. This online class is comparable to the face-to-face class, as the teaching method has been constructed and revised to maximize effectiveness.

Regarding training for pronunciation skills, a CALL system is available on campus. When the class is conducted face-to-face, students practice how to read aloud. They are given a script with a sound file of a model reading to practice shadowing. They record their performance to submit. The software has limited access and unfortunately cannot be used for remote teaching. Fortunately, another option was implemented by the university at the beginning of the school year, meaning that students have access to the program both on and off campus. For those disappointed by the lack of speaking opportunities of online classes, this is great news. Students can now practice shadowing and record their voices at home. They are required to do the training regularly out of class and show the process of their development.

Students recorded in this way every four weeks, in total four times; September 29<sup>th</sup>, October 27<sup>th</sup>, November 24<sup>th</sup>, and December 22<sup>nd</sup>. Three scripts were prepared as assignments which students recorded twice each: a pretest and a posttest. When a new script was given, students listened to the model reading and practiced shadowing a few times. Then they recorded their voices. They could retry recording if they were dissatisfied before submitting it. When they submitted it, the application on both the student and teacher sites showed they were done. Four weeks later, the students read the same script again as the posttest. They undertook three sets of this as shown in Figure 2. Between recordings, they practiced shadowing individually out of class. They could also put the phonetical knowledge introduced in class to immediate use.

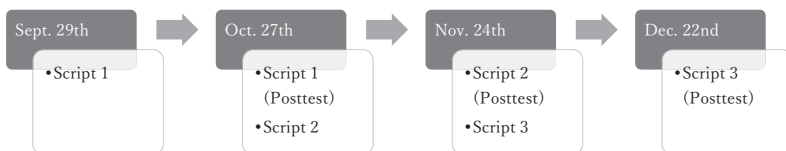


Figure 2. Steps of recording

At the start of the activity the students were given clear directions, and in September, they joined a video meeting to meet their teacher. They were shown a manual and taught how to use the recording application. After seeing a recorded sample made in advance by the teacher, students began to work on the application. While students made their recordings, they were away from the video meeting site and the teacher was left there alone. Using two computers, she simultaneously monitored the students using the application and if they had any questions or problems, they could come back to the video meeting site to talk to the teacher. A couple of students solved problems in this way, as they learned how to operate the application and understand how to use it. The teacher skipped this process in the following months instead posting a written manual in their classroom LMS site which the students could read and follow.

In the following section, the features of the implemented application system will be shown by comparing it to another system from the face-to-face course. How the students used them will also be mentioned. These suggestions offer more opportunities for students to master speaking skills through remote teaching.

### **Case 2: First-year English**

First-year English (FYE) is divided into four courses, AI/BI/AII/BII. Each course runs for a semester with students taking two courses each semester, therefore completing them all in a year. Consequently, each student meets four teachers over the course of FYE who may be of different nationalities and backgrounds. The four teachers use different textbooks and adopt various approaches, and so students accumulate considerable experience of studying English through this course.

The present study was undertaken with the students of one of the FYE teachers. At the beginning of the semester, they were requested to perform a presentation to show their speaking skills. They talked about themselves through topics such as hobbies, hometowns, and memories. This activity is a part of communication in order to make friends because they have fewer school events or chances to get in touch out of class. They enjoyed listening to classmates who share interests or have special talents. They wrote their scripts in advance, and read them aloud in front of the camera to appear on the screen. Few students seemed to pay attention to pronunciation skills. Most students were eager to compose sentences to make themselves understood. This is as much as they can do. Some

students halted when they read sentences translated by a dictionary or other translation system, that were not in their own words. It became clear that they needed to put themselves in the listeners' place to address their shortcomings and make a better speech. If they can't understand how to read in chunks, they should be advised to read in another appropriate way. They aren't English majors, so it's better for them to learn correct pronunciation without having to learn technical terms. Firstly, they needed to be made aware of rhythm and intonation.

Concerning pronunciation skills, a video meeting system allows students to listen to the teacher. They can practice reading by repeating after the teacher who can pause after each short phrase. Students can be given practical advice about their particular difficulties, for example with how to use stress and rhythm in speech. The script is shown on the screen and the stressed parts of the words are underlined in words such as 'traditional'. As for unstressed words, dropping is shaded in the text such as 'and' while linking is marked as a tie such as 'it\_is'. Content words are highlighted as they are stressed while function words are generally unstressed. In this way, students practice with the teacher for ten minutes in each lecture. Students also keep practicing individually in their free time.

After training in and out of class for a month, they have an opportunity to do a performance. This assignment is named "Speech Contest" and students participate as speakers and listeners. The two students who are listed at the top and bottom of the record card list decide who will be the first and last speakers by 'jan-ken'. Then each student performs their speech. The speaker gets ready to perform by turning on a camera and microphone. Students appear on the screen in this way one after another. They judge each other and vote a student as the best speaker so they need to keep listening to their classmates before and after their own turns. Before they start the contest, the teacher lets them know that a question will be asked. A function of "Question" in LMS can work as an automatic survey. Once the teacher makes a list of performers as choices, students click one of the names to vote. The result of the vote is shown in a graph. They are also asked to write a short comment on this assignment. Their opinions will be quoted in the following section in relation to the effectiveness of peer work in online classes.



## Analysis

### Case 1: English Phonetics

The school is equipped with four PC rooms, four CALL rooms, a Media Design Lab, and an Interactive Learning Studio. The CALL area has language learning facilities such as CaLabo EX and SmartClass+ and both systems allow students to make recordings for speaking activities. In the past, CaLabo EX was introduced to some classes and the details are described in Kido (2013; 2016). On the Totsu Sangyo Company's website 'Solutions by Industry' good practices for learning support systems are described:

- Contributes to reduce installation costs by transmitting audio and images through LAN
- Monitors student's PC screen and microphone audio, allowing for individual guidance to take place
- Easily facilitates pair or group lessons, which are essential for language learning
- With the video learning tool, "Movie Teleco," streams existing learning materials (such as CDs, Blu-ray discs, etc.), as well as digital learning materials in real-time
- Easily distributes and collects learning material files to and from students

Students can also listen to their classmates' files which are stored in a shared folder, helping them to make comparisons with their peers and so to motivate themselves.

Movie Teleco has a self-learning mode as well as a teaching mode, so even without teachers, students can go to the CALL rooms to work on their English skills themselves in their free time. It also enables students to practice new materials such as sound files and movies which they prepare themselves. They can increase the frequency of usage and try various materials. However, students don't welcome this scheme. They hesitate to speak aloud because they are embarrassed in a quiet room where other students are studying. When students do the recording in class, all the class members are using headsets and concentrating on speaking. It is natural that they speak out in English in such a situation. But to speak aloud in English alone out of class, it is difficult for students to perform well

without reserve, and it seems to demand extraordinary courage.

The program SmartClass+ has another option, “Bring Your Own Device” (BYOD). According to Totsu, “Unlike existing platforms that use desktops in limited classroom settings, SmartClass+ incorporates BYOD for language learning anytime, anywhere, and with any device... The management program centralizes various tasks, such as registering students to a class, preparing, uploading, and distributing assignments and evaluating student data. Teachers and students can access the system from school or from home.” This feature is especially suitable for remote teaching. When students are alone, they can work individually without worrying about other people hearing. However, they can only practice what teachers prepare, unlike Movie Teleco. Once materials are given, students can use them in the system. They can’t create activities themselves to practice new materials, but they can work anytime anywhere. If teachers want students to take full advantage of the system and use it frequently, they need to upload materials regularly so that students can continue to work.

As seen above, the two systems are described from an administrator’s viewpoint. In the following section, learners’ opinions will be discussed. After the final recording assignment, the students completed a survey about the application and the activity. The questionnaire was made in Japanese in a Google form and fifty-six students responded to the survey. The results are shown in Figures 3 to 11. Students could select more than one answer for the first two questions accounting for more than 60 answers from 56 students, and thereafter the selections were multiple choice.

Firstly, regarding the learning context, the course was held on Wednesday afternoons and Figure 3 shows how students attended, which seemed to depend on their schedules and convenience of commuting. Fifty-three students were at home; forty-eight students were at home every Wednesday while five were at home or somewhere else on occasion. Five students were on campus such as in the PC rooms, the café, and vacant classrooms because they came to school for other face-to-face classes or club activities. Two of them were on campus every Wednesday. Students far from school have to stay on campus all day long while those who live near school can go home after taking face-to-face classes. As for the recording assignments, the participants were told to submit them by the following day, so even though they were in class on campus, they could

record when they were alone at home.

Figure 4 shows the devices used; there were thirty-four smartphone users; twenty-seven of them used only smartphones while seven used another device too. There were twenty-eight PC users including twenty-two Windows and six Mac users, and there were two tablet users. School recommends students access online classes through computers, however smartphones are the most popular probably because they always carry them. It also seems convenient to record on a smartphone application while looking at the directions on the classroom site on a PC.

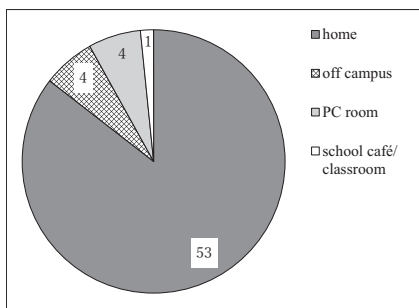


Figure 3. Where do you take this class?

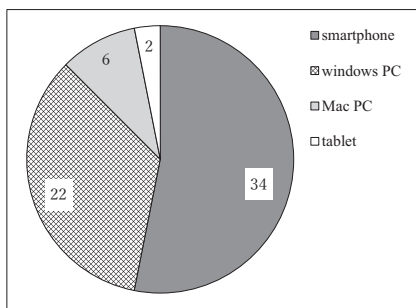


Figure 4. What devices do you use for SC+?

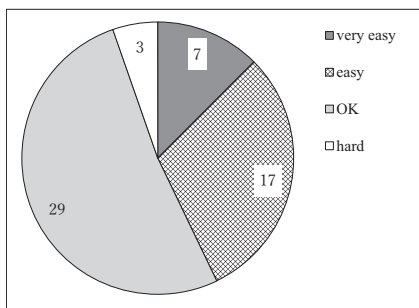


Figure 5. How was the software usage?

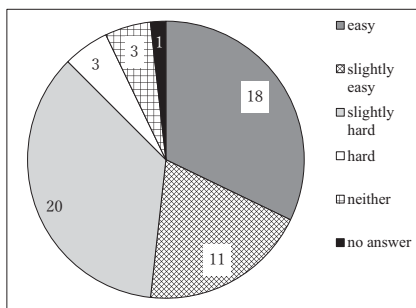


Figure 6. How was the display of the scripts?

As for the software usage shown in Figure 5, most students reported positive feedback such as very easy, easy or OK, accounting for approximately 95% of responses, while three thought it was difficult to use. Some comments were:

The software is a little troublesome because it sometimes has bugs.

The model reading is always played from the beginning even if I want to pinpoint the middle part of the passage.

The size of the scripts is too small. It can be zoomed but doesn't work on recording.

The first issue concerning a system error is inevitable since minor bugs can occur in any software. The said student used a Windows browser, although this system also has an application to install on a device. The browser can be accessed through the school portal site so it is easy to visit regularly, whereas the application is much more stable, but it takes a little effort to install. In retrospect, it would be better if all the students had installed the app in the video meeting on the first day.

The second student observation concerns the way to play the model reading. The control panel has buttons for recording, playing, and resuming. All users can do is to play the track from the beginning. They can't start at the place they need on the track. The administrator however, can export learners' voice files onto a computer for review. And additional software can be used to play, stop and rewind as necessary. Another point is that the students can't download the model reading or their own recorded files from the application. Consequently, they felt frustrated repeatedly listening to them from the beginning. A length of thirty seconds doesn't seem very long to deal with, but one solution would be to give the mp3 files of the model readings to students on the classroom site as well.

The third problem concerning the font size can be solved if the scripts are initially typed in a large font. The administrator's site is accessible to computers, so the teacher looks at the computer screen when uploading materials. The teacher has two accounts, one as the administrator and the other as a learner. The latter is for checking the operation of the learners' site through a smartphone because it's likely that many students will prefer using smartphones to PCs. The font size looked big enough, but it may depend on the size of the smartphone. Teachers should be mindful that there are various models and some students have smaller ones. Figure 6 also mentions the clearness of the screen. The result shows the ratio of positive and negative responses is 29:23 (positive: easy and slightly easy; negative: hard and slightly hard). Online education means students spend many hours in front of the screen which is a stress on the eyes. Therefore, it is important to be careful about text legibility.

Figures 7 and 8 give information about the learners' language skills.

Concerning the speed of the model reading, Figure 7 shows that almost 60% of students found it appropriate and 37.5% thought it was fast or slightly fast. No one felt it was slow. Setting achievable aims can motivate learners. Students try keeping up with the model reading, but they also

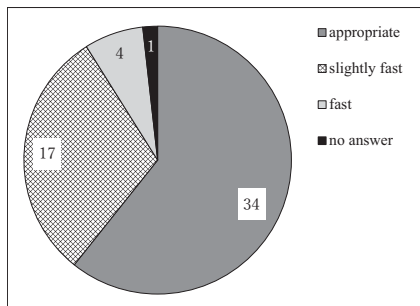


Figure 7. How was the speed?

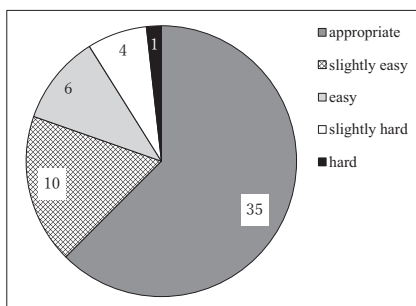


Figure 8. How was your comprehension?

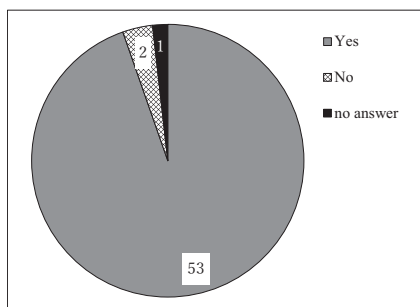


Figure 9. Have you ever done shadowing?

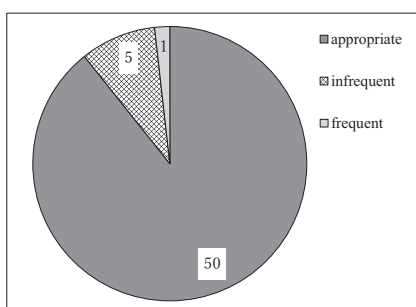


Figure 10. How was the amount of work?

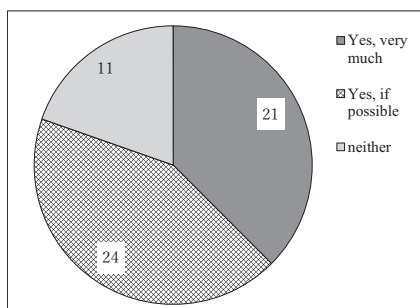


Figure 11. Do you want to use SC+ again?

need to understand what they read. When they read in chunks, they can succeed to take pauses. In Figure 8, the students were asked if they could understand the vocabulary and grammar forms when reading the scripts at first sight. Fifty-one reported positive responses, such as the words and grammar were appropriate, easy, and slightly easy which amounted to 91% of the total students. Figures 7 and 8 are remarkably similar in proportion. However, it isn't clear how speed is connected to comprehension. Nineteen consider both appropriate, but there are some other variations: slightly fast but appropriate in comprehension; appropriate in speed but (slightly) easy or difficult to understand.

Finally, three questions addressed this project itself. Figure 9 shows that approximately 95% have practiced shadowing before this class. The English department gives students e-learning assignments using another online program which sometimes includes activities for speaking skills. Therefore, this project started smoothly on the first day. Students only asked about the way to use the system, not how to do the shadowing. As seen in Figure 10, it appears that roughly 90% were satisfied with the amount of work being assigned, that is their voice file assignments every four weeks, while a small number of students felt it was too frequent or too infrequent. It is important that learners felt positive about the project and didn't feel it was a burden. Consequently, as seen in Figure 11, 80% are willing to use this system again with the questionnaire choice of "no" not being selected by any of the students. It is safe to assume therefore, that this program is acceptable to most students. Some of the students commented:

We would be more motivated if we practiced more often, for example, twice a month.

It was fun and good to clearly know my proficiency.

I'm poor at using a computer, but I'm relieved the teacher gave a detailed explanation.

It is useful to collect such comments as feedback to the program. The first statement about frequency shows this student enjoyed the training and would like to try more. The second is related to objectivity. Mature learners should learn not only with teachers but also analyze themselves. The third is about computer literacy. Some students expect to have difficulties when they have to deal with new computer systems. This

expectation can be an obstacle that affects student motivation. Teachers' kind and meticulous directions and explanations can allay students' concerns and relieve their stress. It is particularly difficult to feel supported by their peers when students have to work individually at home during remote teaching. It is most effective for teachers to help students to understand with demonstrations and visual images with clear illustrations. Students can then understand what to do after the teacher's clear directions. Students sometimes have impediments to learning that are separate from their English skills, therefore care should be taken when introducing new activities.

### **Case 2: First-year English**

Though the recording software is efficient for self-study, the speech contest on the video meeting system can be effective as a real-time activity. First, it makes students conscious of joining the class. They appear on the screen one after another and listen to each other. The class offers a voting activity so that they cannot rest before or after their turns. Consequently, students stay online and remain attentive during the contest. They also play the role of judges as well as entrants. The student who makes the best performance each time is chosen as the champion of the class. The way to judge who the best speaker is has changed since becoming an online class. In the past, the speech contest used to be held face-to-face in a classroom. Students shared and could convey a lot of information including their personalities. Students didn't always choose the person who had the highest proficiency in English pronunciation. Consequently, there was sometimes a gap between the result of students' votes and the teacher's grading. Students would often assess general attitudes such as being brave enough to speak loudly, a person's attractiveness or an especially charismatic character. Lively speakers could collect votes even if they mispronounced words. However, in the online class, the result of students' voting tended to correspond to the teacher's grading. Students behaved seriously, maybe due to the fact that physical distance can bring a standoffish attitude. They had few opportunities to cultivate friendships or spend time together without their teachers, and they always saw each other in public.

After their presentations and voting, the teacher asked students in FYE BII to write a comment on the speech contest in Japanese or English. Four classes of between 22 to 30 students each, in total 90 students, posted

their ideas, and after submitting, they read each other's. Their comments can be categorized into three groups: those that were about themselves, those that were about classmates, and those that were about the learning strategy. Examples of student comments can be seen below:

*Comments about themselves:*

I was very nervous and scared to give a speech in English in front of everyone.

I made some mistakes, so I was embarrassed.

I'm disappointed that my performance was worse than usual.

I was trying to speak slowly, but I was nervous and spoke fast.

I should have practiced harder.

I'd like to speak more fluently.

I was nervous but excited.

I was calm in making a speech.

I'm relieved that I could read it without stopping.

I was able to speak as I had practiced.

I spoke better than usual.

I did my best.

I think that my English ability has improved by practicing pronunciation and intonation.

I'm happy that three people voted for me.

Firstly, most students started as speakers. In general, they felt tense during this activity. Some performed well while others were unsatisfied. The first five statements above indicate students experienced negative feelings including being nervous, scared, embarrassed about making mistakes, disappointed, and one felt she performed worse than she should have. These can be regarded as self-examination. Students seem humble learners on the road to success. It is significant that they notice their levels of competence. It helps them to recognize their weaknesses that need to be overcome. The last nine statements include positive themes such as more fluency, feeling excited, calm, relieved, able, better, best, improved, and happy. Many students were proud of their achievements and seemed motivated to study harder from then on. This class is the middle level in each department, so some students are interested in English while others lack self-confidence. A sense of accomplishment can help them whet their appetite for study.



*Comments about classmates:*

I was happy to see everyone.

I enjoyed listening to everyone's speeches.

The contest is interesting because I have no other chance to listen to everyone's English.

It is amazing that everyone pronounces well.

I wonder how much the fluent speakers practiced.

There are too many good speakers to choose one as best.

Everyone spoke English fluently, so I'll do my best, too.

I'd like to imitate those who pronounce words well.

It is helpful to listen to classmates.

Reading common scripts makes us compare ourselves to each other.

Classmates' speeches make me more careful about chunks and stress.

It is interesting that we showed individualities though we read common scripts.

Secondly, a considerable number of students commented as listeners. They generally felt positive. The first three statements show that they enjoyed their interactions with classmates. The next three statements refer to their respect and admiration of their classmates. The last six statements express that they learned something from listening to their classmates' speeches. This activity allowed students to experience having classmates, especially important since recently most of their studying has been individually online with their only contact being with the teacher. They observed their classmates so that they could discover what an ideal speaker looked like. They seemed to realize how much they were learning from their classmates, and how much they could affect others with their own voice. They encouraged each other as well as learning a lot from their classmates as role models. As all students are within the same range of test scores, they can be inspired to believe that it is feasible to reach their own potential. Peer work can also foster learners' competitiveness whereas solo work tends to make them concentrate on their own personal achievements.

*Comments about the learning strategy:*

I seldom speak English, so it was a good experience.

It was a good opportunity to practice English pronunciation repeatedly.

It was new to make a speech for pronunciation skills though I have often talked about my favorite things.

The passage is short, but it is difficult to pronounce like the model reading.

It is easy to listen to speeches by focusing on rhythm.

It is good to pay attention to the intonation that I have never been careful about before.

Linking and stress are difficult.

I'll make a good use of the knowledge of pronunciation that I learned in this class.

It is difficult to analyze the difference between me and the model reading.

I practiced a lot because I would like to speak fluently like the teacher.

The teacher speaks slowly, so I can follow her though I'm poor at listening.

I'm glad that the teacher praised me.

Finally, a small number of students wrote about the learning strategy. There were three sorts of comments. The first three statements refer to the significance of speaking English to improve pronunciation skills. This activity incorporated distinctive methods to give students this opportunity as many online classes tend to practice the passive skills of reading and listening rather than the more productive skills involved in speaking. The next six statements are related to techniques of pronunciation. They seemed to struggle with suprasegmental phonemes. Once they noticed their weaknesses, they could focus on overcoming those particular problems. The last three statements mention the teacher's behavior and show that the students are inspired by her English ability, and appreciate her advice and approach. It is essential for teachers to have personal interactions with their students. The real-time video meeting brought the ambience of being face-to-face rather than the far away and detached atmosphere of on-demand teaching contexts.

Hughes and McLarty (2016, p.68) insist, "Filling in peer feedback forms" as one of "ten tips on managing in-class presentations so that they are useful for the students in the audience as much as they are for the presenter". They also say, "it is an opportunity for the audience of fellow students to develop their listening skills, but classroom management

difficulties can occur. For example, students who are waiting to give presentations will find it hard to concentrate. Or the audience will lose concentration if they find it hard to understand each other or simply not find the presentation very interesting.” This feedback can be essential for learners as a way to provide participants with opportunities to exchange opinions as well. Additionally, the teacher can observe the students’ attitudes and so judge the value of the activity. Richards (2021) also states:

For teachers, the experience of teaching may involve both positive and negative emotions and include feelings they have about themselves, their colleagues, their learners, classroom activities, their teaching context and teaching resources, as well as their feelings about the benefits and rewards of teaching. Emotions can influence the teacher’s decision-making and future choices and actions. (p.4)

For learners, emotions include feelings about themselves, about their teachers, about other students, about using English in class, about the teachers’ command of English, about the instructional methods and teaching resources the teacher makes use of, such as textbooks or the internet... Positive emotions encourage curiosity, risk-taking, experimenting, willingness to interact and communicate in the new language, and support autonomous learning. They can motivate learners when they lead to feelings of success and achievement and enhance the learner’s sense of self-esteem, encouraging them to invest further in learning and to make use of the range of learning opportunities available through the media or the internet or through opportunities to use their English out of class. (p.6)

Teachers need to regularly listen to what students feel in order to stay up to date with the progress of the class and the success of the course content. It is essential to gain visible data by such surveys in remote teaching though they directly experience what the atmosphere is in face-to-face classes. Students share similar issues and face a new situation even across the common subjects. Teachers want to improve their teaching methods as much as they can. If teachers employ sufficient strategies, students feel fulfilled. If students feel fulfilled, they tend to become highly motivated and in this way, teachers can cultivate in them a desire for self-improvement. Teachers and students can synergize which will make any class situation

better.

## Conclusion

Online classes have tremendous potential. The online network is serviceable twenty-four hours a day which means learners have access at any time. Teachers can provide students with assignments as solo work, preparing them in advance so that learners can work individually even after class. Real-time teaching however, allows learners to interact with their teachers and classmates simultaneously in pair and group work. Teachers can observe and advise students as needed and foster a sense of belonging and an awareness of their peers. Live online classes also help teachers to find out about their learners' characteristics, for example their interests and class level, and to adopt an appropriate approach. In both of solo and peer work it is important to select teaching materials and methods that stimulate the learners and cultivate their autonomy. Consequently, learners continue to study themselves to improve their proficiency after completing the course.

When it comes to establishing any kind of new system, teachers tend to be quite circumspect. A sound understanding of both the teaching and learning sides is required. It is sometimes difficult to know what to expect, but it would take too long to put off using new systems until you know them perfectly. Teachers can often receive support from program and software makers as well as from the school media center staff. It is useful to consult those with technical knowledge and cooperate with them. Understanding the learners' reactions is also a big help. Their practical opinions as they reflect on activities allow the teacher to design an efficient learning environment. Therefore, teachers need to observe students' attitudes and accept their questions and ideas. Teachers may not be able to immediately change assignments if students' requests are too extreme, but small revisions can be made until they are satisfied. Reaching for strategies that suit both teachers and students can make the classroom atmosphere a more effective place for learning. Additionally, sharing findings and observations with colleagues contributes to the high quality of university English education.

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