The Effects of Inviting Guest Speakers to English Communication Classes

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Ayed Hasian[*1], Mariko Kawasaki[*2], Seiji Fukui[*3], and Yoko Nakano[*3]

1. Background

1.1 CEFR-j

Although widely used, the Common European Framework of Reference for Languages - Japanese (hereafter CEFR-j) (Tono, 2013) is actually a modified framework for Japanese learners modelled after the European CEFR (the Council of Europe, 2001) scale. 80% of Japanese EFL learners are classified within levels A 1 and A 2.

In the School of Human Welfare Studies in Kwansei Gakuin University, freshman and sophomore students are streamed into three different level classes according to their English ability. To test their ability, or proficiency, the school conducts a placement test prior to the beginning of the first year spring term, and an achievement test near the closing of the autumn term. For several years, the placement test sessions had been conducted as a paper based test with listening and reading sections. Since 2015, the pre-enrolment placement tests have been done online, where students are asked to log into the Internet English proficiency test site within a certain period after they have cleared the entrance examination and before freshmen orientation. Although this online test system has relieved some of the clerical burden of the office staff, who is typically quite busy before the new academic year starts, there remains a lack of clarity about the relevance of the results. Their validity needs to be investigated after the term-end test scores of the coming semester are available. Setting aside the possibility of misjudged proficiencies, students are divided into three levels ; Intermediate (5 classes), Pre-intermediate (7 classes), and Elementary (2 classes). Sophomore classes are similarly organized into three levels based on the scores of the year-end achievement test. At the beginning of the autumn semester, for both freshman and sophomore classes, some students are promoted or demoted according to their scores.

The course objectives for the compulsory English courses, "Reading in English" and "Expression in English", and the elective "English Communication", are described in forms similar to the "Can-do descriptors" of CEFR-J.

Examples of the Course Objectives for the First-Year Students

Spring Term "Writing in English" : (Level : Intermediate) CEFR-J B 2.1

Once students have mastered the foundation of writing paragraphs, they will work on being able to write business related documents such as e-mails, faxes, and business letters. Students will improve their ability to convey varying degrees of emotion in styles that are appropriate to their purpose.

Autumn Term "Writing in English" : (Level : Intermediate) CEFR-J B 2.1

Students will work on being able to write coherent essays and reports using a wide range of vocabulary and complex sentence structures. They will improve their ability to synthesize information and arguments from a variety of sources related to topics that are familiar to them.

Examples of the Course Objectives for Second-Year Students

Spring Term "Reading in English" (Level : Intermediate) CEFR-J B 2.1

Students will further work on listening to TV news broadcasts, as well as conversations between native speakers of English, at natural speeds and being able to grasp the main points. They will also focus on being able to follow the structure of long stories as well as complicated arguments, if they are about familiar topics.

Students will work on being able to read general topics such as current events. They will refine their ability to compare multiple points of view on a topic to find similarities and differences. Students will be given assignments for extensive reading and listening.

Autumn Term "Reading in English" (Level : Intermediate) CEFR-J B 2.2

Students will continue to work on being able to understand the intended meanings in naturally spoken conversations between native speakers of English through various media (TV, movies, etc.) about social issues if the speakers converse in standard English.

Students will work on being able to adjust reading speed and style to suit both extensive and intensive reading of texts. Once key parts are identified, they will focus on reading these sections for accuracy and depth. Students will also work towards being able to extract necessary information and the key points of arguments from professional articles and reports in their field of study, without the need to consult a dictionary. Students will be given assignments for extensive reading and listening.

1.2 Action-Oriented Approach

"Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component, even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed" (Language Policy Unit, Council of Europe, p.13)[1].

1.3 English Communication Classes

Six English communication classes centered on CEFR-J are currently offered to students at the School

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1　http : //www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

of Human Welfare Studies as indicated in Table 1.

Table 1　Course Objectives for the Academic Year 2016

Class	Semester	Target level	Course Objectives
Classes 2&3	Spring 1(I)	A 1.1/A 1.2	Respond simply in basic, everyday interactions such as talking about what I can/cannot do or describing familiar objects using a limited repertoire of expressions. Exchange simple opinions about topics related to self.
	Fall 1(II)	A 1.2	Ask and answer simple questions about familiar topics such as hobbies, club activities, provided people speak clearly. Get across basic information and exchange simple opinions using visual aids.
	Spring 2(III)	A 1.3	Express opinions and exchange ideas on familiar topics such as school, hobbies, future goals, and more. Use a wide range of simple English to maintain social conversations about concrete topics of personal interest.
	Fall 2(IV)	A 2.1	Explain and discuss issues in greater detail, and be able to provide relevant information to achieve a certain goal, such as requesting treatment in hospitals, or solving a problem at stations, restaurants, shops, etc.
Class 1	Spring 1(I)	A 2.1	Strengthen the ability to communicate thoughts in greater detail and length. Discuss the main points of news stories of reasonable familiarity, and give prepared presentations in order to explain and support ideas on given issues.
	Fall 1(II)	A 2.2	Expand the volume and variety of comfortable discussion topics, including abstract topics within terms of knowledge, interests, and experience. Develop an argument clearly in a debate by providing evidence, examples, or explanations on topics of personal interest.
	Spring 2(III)	B 1.1	Engage in conversations on a wide range of topics, from general to more specialized-fields, while focusing on improving fluency, accuracy, and overall confidence in communication. Exchange opinions on current social and cultural issues while using a variety of colloquial expressions.
	Fall 2(IV)	B 1.2	Express ideas fluently and spontaneously without much obvious searching for expressions. Use English flexibly and effectively for social and professional purposes, and formulate ideas with a certain degree of detail to contribute to discussions.

1.4 Inviting Foreign Exchange Students to English Communication Classes

The linguistic competence that is relevant to the guest speaker session and foreign student session included the ability to construct questions and ask them to the visitors, catch the questions the visitors asked, and answer those questions. The next relevant form of competence is Sociolinguistic competence, which included the ability to choose the appropriate type of questions according to the contents and social cultural status, e.g., rules about politeness. Pragmatic competence is the third form, which included the ability to ask appropriate questions in order to elicit particular information, and the ability to offer appropriate answers to the questions. In one of the few recent studies on having foreign visitors in the classroom, it was reported that introducing such guests into English lessons raised awareness of cultural differences and motivated students to learn English (Nakano, Fukui, Nuspliger, & Gilbert, 2011).

1.5 Research Purpose

This research was designed to investigate the effects of inviting foreign students and guest speakers to English communication classes through a questionnaire.

2. Study

2.1 Participants and Their Classes

Upper English Communication Classes

The upper-level class for first-year students, class I-1 (CEFR-J levels A 2.1/A 2.2), focuses on expanding the students' communicative ability by encouraging the expression of ideas in greater detail and length. Students are expected to already have the ability to carry basic conversations, and are tasked with incorporating newly learned words, phrases, and grammar points into their spoken and written English. Specific activities include group skits to demonstrate an understanding of how to use the target phrases and grammar and simulate real-life situations, group and class discussions on how to handle various cultural and social situations, and even video letter exchanges with high school and university students in the United States.

Second-year students, class III-1, follow a similar course structure, but are naturally expected to push their English abilities even further to sharpen their fluency and accuracy, and gain confidence in their overall communication ability. They are challenged with additional tasks, such as understanding song lyrics and repurposing lyric phrases for conversations, as well as movie scene mimicry projects to strengthen familiarity with natural intonation, pause, and word stress.

Lower English Communication Classes

The lower-level classes for the first-year students, classes I-2 and I-3 (CEFR-J levels A 1.1/A 1.2), focus on putting words into comprehensible sentences for handling simple matters related to oneself, family, school, or friends. Rather than memorizing fixed phrases or expressions, students are required to create sentences with the words they already have as knowledge. Specific activities include talking for one minute on a given topic, such as "Sunday morning," "a family member," "a friend you most often LINE with," and "my favorite place."

The second-year students in classes III-2 and III-3 (CEFR-J levels A 1.3) continue with familiar topics, such as hobbies and future goals, for much of their speaking practice, but begin widening their range of simple English sentence structure. Lessons begin to include discussions requiring explanations in slightly greater detail and practice requesting and providing information for handling situations in various social settings, such as hospitals, train stations, restaurants, etc.

In addition to creative speaking activities, students go through a variety of tasks along the textbook. Brainstorming, vocabulary activities, listening to conversation or watching movies, shadowing, and roleplaying are just some of those. All of the activities are aimed at raising students speaking proficiency. A notified short quiz is administered at the end of the class to ensure their attention during the class and to confirm the effect of class.

The details of the classes are summarized in Table 2. The number of enrolled students for each class is targeted at 25 at registration.

Table 2   Demographic Characteristics of the Classes

Class	Instructor	Year	Student Enroled(Male/Female)	Target CEFR-j Level
English Communication I				
Class I-1	A	1st	24(13/11)	A 2.1
Class I-2	B	1st	25(16/9)	A 1.1/A 1.2
Class I-3	B	1st	23(18/5)	A 1.1/A 1.2
English Communication II				
Class III-1	A	2nd	25(10/15)	B 1.1
Class III-2	A	2nd	20(11/9)	A 1.3
Class III-3	A	2nd	17(9/8)	A 1.3

2.2 Guest Speaker Sessions

The objectives of having guest speakers in the classes were to provide an authentic situation in which students can put what they have learned in the class into use, as well as to provide opportunities to experience different cultures.

Guest speakers were recruited from several Japanese classes for foreign exchange students in the university's Japan East Asia Study Program with the cooperation of Japanese language teachers. Their first language was not only English but also Vietnamese and Finnish.

Instructor A's classes include one upper-level freshmen class, one upper-level sophomore class, and two lower-level sophomore classes. In each class, a guest speaker was invited to give a 15-20 minute presentation on their hometown, home university, or local culture. Students were given the chance to ask questions immediately after. For the remainder of the course, the guests were invited to mix in with the students and participate in a classroom discussion on approaches to conflict resolution in different cultures. The students and guests were given no prior preparation time for the discussion, and were allowed to use whatever means or tools available in order to express their ideas and make themselves understood.

In Instructor B's classes, which were two first-year classes at elementary to intermediate levels, visitors were asked to give a talk on their home country, and in turn, the students prepared presentations in groups of five to six. The topics were on Japanese culture or things in which students are most interested. The instructor roughly reviewed the scripts of the presentations, but did not edit them to make them perfect. The corrections were made only when the instructor judged the sentences as incomprehensible. Although the students were encouraged to present without reading the scripts, some had to look at their scripts. Students rehearsed their presentation and simulated a question-answer session to handle questions from the visitors. They also prepared questions to ask the visitors.

2.3 Questionnaire

A total of 20 questions were chosen for students to answer using a 5-point Likert scale. The questions were grouped into five groups as follows :

    Question group 1 : Interest in studying abroad (Question 20)
    Question group 2 : Interest in cross-culture (Questions 10 & 16-19)
    Question group 3 : Motive for communicating (Questions 5, 8, 11, 14, & 15)
    Question group 4 : About English capability (Questions 3, 6, 12, & 13)

Question group 5： About the presentations (Questions 1, 2, 4, 7, & 9)

The questionnaire, which was administered in Japanese, is attached as Appendix 1 and its translation as Appendix 2.

2.4 Data Collection
During the following class, the students completed the questionnaire after having been informed of the anonymity and signing a consent form.

3. Analyses and Results

Among the questionnaire papers collected, only those with all questions answered and with accompanying signed consensus forms were processed for further analyses. The descriptive statistics of the response scores by class are shown in Table 3. Response results from classes were first compared by analysis of variance. Next, ratios of response on each Likert scale by class were calculated and questionnaire items with high and low average response scores were examined in detail.

Table 3　Descriptive Statistics by Class

Class	Question Group	Response Score		Class	Question Group	Response Score	
		Mean	*SD*			*Mean*	*SD*
I-1(*N* = 24)	1	4.1	1	III-1(*N* = 25)	1	3.4	1.4
	2	4.7	0.3		2	4	0.8
	3	4.1	0.6		3	3.5	0.8
	4	3.3	0.5		4	3.1	0.8
	5				5		
	Total	3.3	0.5		Total	3.1	0.8
I-2(*N* = 22)	1	3.5	1.1	III-2(*N* = 16)	1	3.4	1.1
	2	4.3	0.5		2	3.8	0.7
	3	3.7	0.6		3	3.5	0.6
	4	3.1	0.5		4	2.8	0.5
	5	4	0.4		5		
	Total	4	0.4		Total	3.5	1
I−3(*N* = 21)	1	3.5	1.1	III−3(*N* = 15)	1	3.8	0.9
	2	4.3	0.6		2	4.2	0.6
	3	4	0.8		3	3.6	0.3
	4	3.3	0.5		4	3.1	0.5
	5	4.1	0.6		5		
	Total	4.1	0.6		Total	3.1	0.5

A one-way analysis of variance test (ANOVA) with repeated measures was conducted separately on Instructor A's classes and B's classes to compare the effect of question groups as a within-subject variable and that of class as a between-subject variable on response score. Question group 5, which is regarding the presentation, applies only to Instructor B's class. Consequently, question groups factored included four levels for Instructor A's classes, while there were five levels for Instructor B's classes.

Instructor A's classes (Classes I-1, III-1, III-2, and III-3)

As shown in Figure 1, there was no statistically significant interaction between the effect of question group and class, $F(9, 228) = .775$, $p = .583$, partial $\eta^2 = .030$. The main effect of the question group and class were both significant ($F(3, 228) = 33.373$, $p = .000$, partial $\eta^2 = .305$; $F(3, 76) = 7.527$, $p = .000$, partial $\eta^2 = .229$). The post-hoc multiple comparison between the classes showed the second-year classes, III-1, III-2, and III-3, were statistically equivalent, while the first-year class, I-1, was different from classes III-1 and III-2 but similar to class III-3.

Figure 1　Mean response score for each question group for Instructor A's classes.
Error bars indicate standard deviations.

Instructor B's classes (Classes I-2 and I-3)

As shown in Figure 2, there was no statistically significant interaction between the effect of question group and class, $F(3, 123) = .233$, $p = 1.475$, partial $\eta^2 = .035$. The main effect of the question group

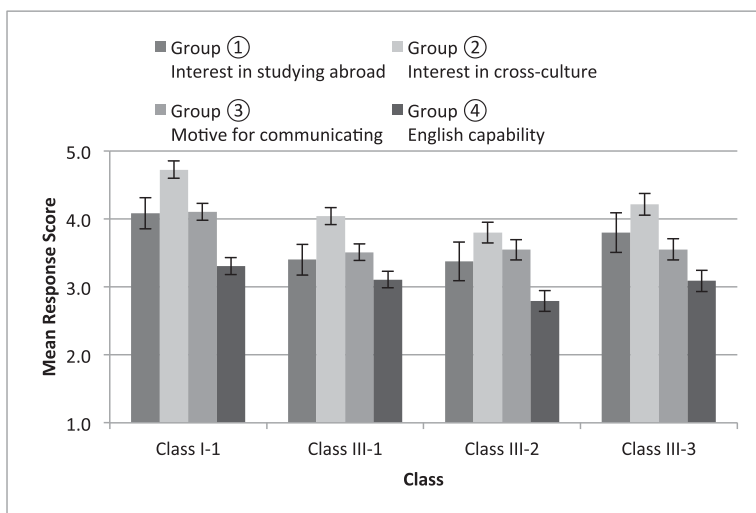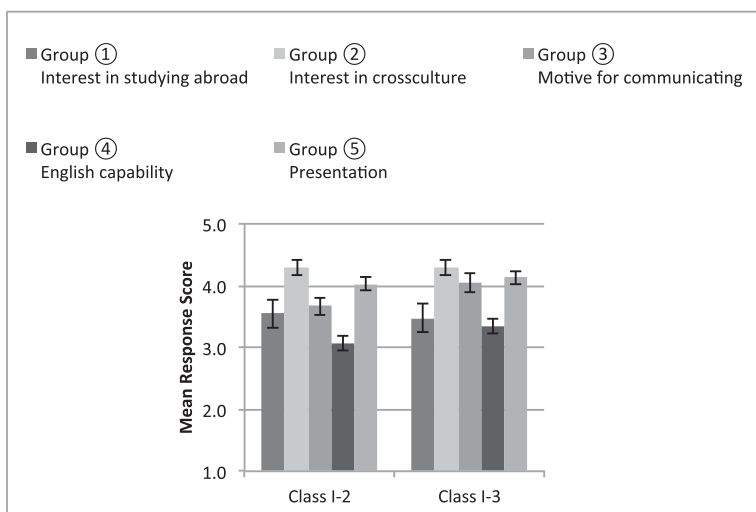**Figure 2　Mean response score for each question group for Instructor B's classes.**
Error bars indicate standard deviations.

was significant ($F(3, 123) = 27.550$, $p = .000$, partial $\eta^2 = .402$, while that of class was not, $F(1, 41)$ $= .739$, $p = .395$, partial $\eta^2 = .018$). The post-hoc multiple comparison between the question group showed the mean response score on questions about interest in culture ($M = 4.3$) was statistically higher than that of the other three question groups.

The ratio of responses by class and by question group are represented in bar graphs (Figures 3 a〜f).

Class I-1 (Figure 3 a)

This class gave the most positive responses among the six classes. Most students gave positive responses (strongly agree, 74.2% and agree 24.2%) to questions regarding interest in cross-cultural activities. They also gave very positive responses to questions for motivation for communication (50.0%) and interest in studying abroad (41.7%). When very positive and positive responses were combined within each question group, the ratios exceeded 50% for all of the question groups.

Class I-2 (Figure 3 b)

More than half (51.3%) of the students in Class I-2 showed strong interest in cross-cultural activities. They also had motivation for communication with very positive and positive responses of 30.4% and 32.2%, respectively. Similarly, the presentation session which included both being presenters and audience members inspired the students; 35.9% gave a very positive response and 38.5% gave a positive response. In addition, they either strongly agreed (17.4%) or agreed (47.8%) to the questionnaire item, 'I felt more motivated to study abroad.' Despite these positive responses, the students do not have confidence in their English capability as shown by rather lower percentages of positive responses (12.0% and 31.5%).

Class I-3 (Figure 3 c)

A total of 86.7% (45.7 % and 41.0%) of the students in Class I-3 responded as having interest in cross-cultural activities. They also showed strong motivation for communication with very positive and positive responses adding up to 76.1%. They were also satisfied with the presentation session (＋＋ and ＋ : 75.3%). Despite the students' higher interest and motivation, they are not confident with their English capability as shown by rather lower percentages for positive responses (19.0% and 35.7%). Unlike Class I-2 students, fewer students were willing to study abroad.

Class III-1 (Figure 3 d)

Questions for cross-culture interest were responded to favorably, with positive responses adding up to 75.8% (36.3% and 39.5%). Their positive responses on items regarding motive for communication slightly exceeded 50%. The students' very positive and positive responses did not reach 50% for the items asked about their interest in studying abroad and English ability.

Class III-2 (Figure 3 e)

Although students either strongly agreed or agreed on items concerning motivation for communicating and interest in cross-culture (55.6% and 63.3%, respectively), most of them gave neutral response when asked about their English ability (42.6%). Similarly, they gave neutral responses when asked if they were interested in studying abroad.

Class III-3 (Figure 3 f)

All of the question groups showed positive results. More than half of the students responeded with 'strongly agree' or 'agree' to questions regarding motivation for communication (65.0%), interest in cross-culture (84.0%), and interest in studying abroad (73.3%). In addition, their positive responses about their English capability almost reached the 50% level (48.9%).

Class I-1

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Group ① Interest in studying abroad	41.7	33.3	20.8	4.2	
Group ② Interest in cross-culture	74.2		24.2	1.7	
Group ③ Motive for communicating	50.0	32.3	4.2 5.2	8.3	
Group ④ English capability	20.8	36.1	11.1	16.7	15.3

Figures 3 a

Class III- 1

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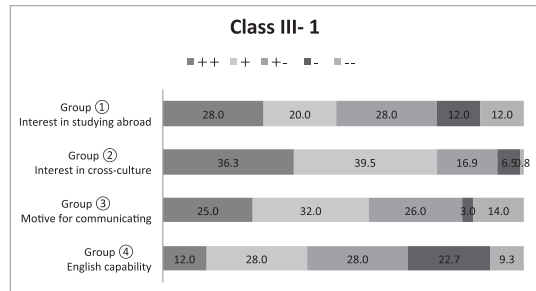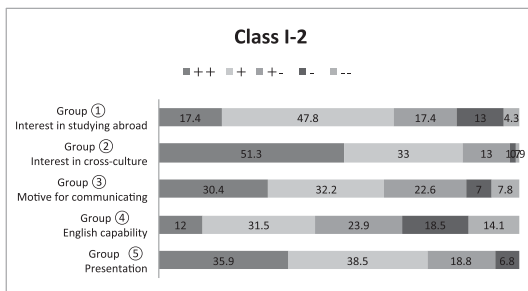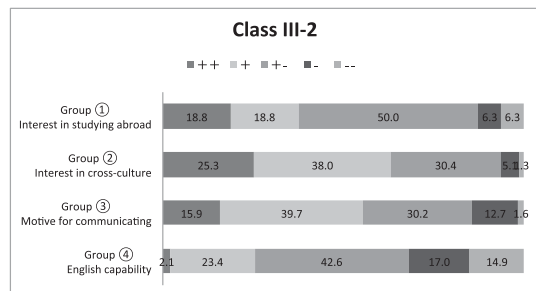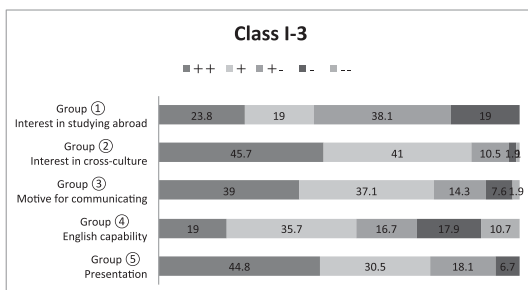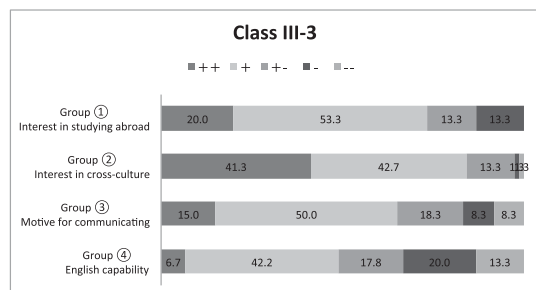|	++	+	+-	-	--
Group ① Interest in studying abroad	28.0	20.0	28.0	12.0	12.0
Group ② Interest in cross-culture	36.3	39.5	16.9	6.5 0.8	
Group ③ Motive for communicating	25.0	32.0	26.0	3.0	14.0
Group ④ English capability	12.0	28.0	28.0	22.7	9.3

Figures 3 d

Class I-2

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	++	+	+-	-	--
Group ① Interest in studying abroad	17.4	47.8	17.4	13	4.3
Group ② Interest in cross-culture	51.3	33	13	1.0 7.9	
Group ③ Motive for communicating	30.4	32.2	22.6	7	7.8
Group ④ English capability	12	31.5	23.9	18.5	14.1
Group ⑤ Presentation	35.9	38.5	18.8	6.8	

Figures 3 b

Class III-2

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	++	+	+-	-	--
Group ① Interest in studying abroad	18.8	18.8	50.0	6.3	6.3
Group ② Interest in cross-culture	25.3	38.0	30.4	5.1 1.3	
Group ③ Motive for communicating	15.9	39.7	30.2	12.7	1.6
Group ④ English capability	2.1	23.4	42.6	17.0	14.9

Figures 3 e

Class I-3

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	++	+	+-	-	--
Group ① Interest in studying abroad	23.8	19	38.1	19	
Group ② Interest in cross-culture	45.7	41	10.5	1.9	
Group ③ Motive for communicating	39	37.1	14.3	7.6 1.9	
Group ④ English capability	19	35.7	16.7	17.9	10.7
Group ⑤ Presentation	44.8	30.5	18.1	6.7	

Figures 3 c

Class III-3

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	++	+	+-	-	--
Group ① Interest in studying abroad	20.0	53.3	13.3	13.3	
Group ② Interest in cross-culture	41.3	42.7	13.3	1.3 1.3	
Group ③ Motive for communicating	15.0	50.0	18.3	8.3	8.3
Group ④ English capability	6.7	42.2	17.8	20.0	13.3

Figures 3 f

Figures 3 a to 3 f. The ratios of responses for each question group are shown for each class. Likert scale responses 5 to 1 are interpreted as very positive (＋＋), positive (＋), neutral (＋/‐), negative (-) and very negative (--) responses, respectively. Each bar shows ratios of ＋＋ response on the far left and -- response on the far right.

Lastly, the average response scores were examined in detail for any characteristics. Question items with higher average response scores across the classes are summarized in Table 4, while those with lower scores are shown in Table 5. Responses to Question 13 revealed that students felt conversing in English was difficult. Another point in common was that students tried to converse, but did not always feel that they succeeded, as can be assumed from the responses to Questions 8 and 13. Furthermore, the remarkably high responses to Question 18 indicated the students' strong desire to be exposed to

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and learn about different cultures.

Table 4　Questions with High Response Scores

Question Group	Q #	I-1	III-1	III-2	III-3	I-2	I-3	Question
		Class						
		Mean of Responses						
3	15	4.7	4.2	4.1	4.1	4.6	4.3	I felt more motivated to use English in general.
2	10	4.9	4.2	3.9	4.6	4.5	4.5	I would like to hear more from the guest speaker in the future.
2	16	4.5	4	3.9	4.3	4.4	4.4	I was able to learn more about the guest's way of thinking and way of life.
2	18	5	4.2	4.2	4.4	4.6	4.4	Having a cultural exchange with the guest was fun.

Table 5　Questions with Low Response Scores

Question Group	Q #	I-1	III-1	III-2	III-3	I-2	I-3	Question
		Class						
		Mean of Responses						
4	13	1.8	2.5	1.8	1.7	1.8	1.7	Conversing in English was difficult.(Lower score＝more difficult)
3	8	2.9	2.2	2.7	2.1	2.3	3.4	I was able to ask the guest speaker a question.

4. Discussion

Instructor A's classes (Classes I-1, III-1, III-2, & III-3)
Among these four classes, classes I-1 and III-1 have higher overall English proficiency, with most students able to carry a reasonable conversation. Naturally, there are level differences within the classes as well, so students can still be seen relying on more fluent students to lead when in groups. These two classes had an easier time conversing with the guest speakers, and showed less hesitation. Classes III-2 and III-3 have more basic skill levels. Some of the students try to convey their ideas by stringing together familiar words, rather than trying to construct grammatically correct sentences. Despite this, a few students in each class were brave enough to actively attempt to engage the guests in conversation. Unfortunately, with only one or two guests visiting the classes at a time, many did not have the opportunity to converse with the guests directly, or were too shy and chose to listen as others did instead.

Instructor B's classes (Classes I-2 & I-3)
Students in these classes have the basic English skills necessary to get their meaning across, although the contents they can handle are quite limited. They are highly motivated to communicate with others. The instructor observed them voluntarily adding details to their presentations, showing how to use something, or teaching Japanese. Despite their feeling that conversing in English was difficult, students were able to get along well with the guests with minimum assistance from the instructor. Some students were not able to ask their questions clearly, while the majority of others did not get a chance to do so. Some students who are more active than others tended to speak out promptly, leaving no time for others.

5. Conclusion

The survey data shows an overall positive reaction to the presence of guest speakers in the classroom. In regards to giving presentations to the guests, 74.4% of class I-2 and 75.3% of class I-3 students gave positive feedback (marking 4s and 5s), showing that they enjoyed sharing things about themselves with the foreign guests, and felt good about their ability to express themselves while doing it. Even though the students' responses to questions regarding their English ability demonstrated a slight lack of confidence, positive and neutral answers still outweighed the negative ones in that category. In addition, the students demonstrated linguistic and pragmatic competencies by making themselves understood in the presentations and questions to the guests, and were generally able to communicate effectively when engaging in group discussions with them.

Two limitations in this evaluation are that not all of the students had the opportunity to converse with the guests directly, and that many of the students' English levels proved to be too low to give a reliable measure of their sociolinguistic competency. Although the data across all six classes shows that students found expressing themselves in English to be difficult, this experiment proved successful in increasing the students' interest in foreign cultures. This was the highest scoring category among all six of the classes, with five of them averaging response scores above 4.0. Furthermore, the survey data shows that the visit from foreign guests inspired increased interest in studying abroad. This increase in integrative motivation, as discussed by Julia Falk (1978) and many other researchers to follow (Strong (1984), Warden & Lin (2000), Lamb (2004)), shows a greater desire among the students to learn more about and possibly integrate into different cultures, which is considered by many to be one of the most effective approaches to language learning.

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Appendix 1　Original questionnaire in Japanese as administered

今回のゲストとの授業について、あてはまる番号を○で囲んでください。
****
5＝非常にそう思う、4＝ややそう思う、3＝どちらでもない、2＝あまりそう思わない、1＝全然そう思わない
****
自分発表や、その内容に関係する質問
１．知っていることを英語で紹介するのは楽しかった。
　　　5--------------------4--------------------3--------------------2--------------------1
２．発表の準備をするのは楽しかった。
　　　5--------------------4--------------------3--------------------2--------------------1
３．思ったより上手に発表できた。
　　　5--------------------4--------------------3--------------------2--------------------1
４．（発表内容について）もっと調べておけばよかった。
　　　5--------------------4--------------------3--------------------2--------------------1
５．またやってみたい。
　　　5--------------------4--------------------3--------------------2--------------------1
****
留学生の発表や、その内容について。
６．ゲストの発表の内容や質問の答えが理解できた。
　　　5--------------------4--------------------3--------------------2--------------------1
７．ゲストの発表の仕方が上手だった。
　　　5--------------------4--------------------3--------------------2--------------------1
８．ゲストに質問ができた。
　　　5--------------------4--------------------3--------------------2--------------------1
９．ゲストの質問の答え方が上手だった。
　　　5--------------------4--------------------3--------------------2--------------------1
10．ゲストの話をまた聞きたい。
　　　5--------------------4--------------------3--------------------2--------------------1
****
英語運用に関係する質問
11．英語でやりとりをしようとした。
　　　5--------------------4--------------------3--------------------2--------------------1
12．英語でのやりとりが少し／自分なりにできた。
　　　5--------------------4--------------------3--------------------2--------------------1
13．英語でのやりとりは難しかった／難しそうだった。
　　　5--------------------4--------------------3--------------------2--------------------1
14．英語でやりとりをしようとする気持ちが高まった。
　　　5--------------------4--------------------3--------------------2--------------------1
15．英語を使いたいと思った。
　　　5--------------------4--------------------3--------------------2--------------------1
****

異文化理解・交流に関係する質問

16. ゲストの考え方や生活などについて知ることができた。
   5--------------------4--------------------3--------------------2--------------------1
17. 自分とゲストとの違う点や同じ点を発見した。
   5--------------------4--------------------3--------------------2--------------------1
18. ゲストと交流するのは楽しかった。
   5--------------------4--------------------3--------------------2--------------------1
19. ゲストとのイベントにも参加したくなった。
   5--------------------4--------------------3--------------------2--------------------1
20. 留学してみたくなった。
   5--------------------4--------------------3--------------------2--------------------1

****

以上

ご協力ありがとうございました。

Appendix 2　Questionnaire translated into English

Question #	Group #	Question (*Reverse Question)
1	5	I enjoyed introducing something familiar to me in English.
2	5	Preparation for the presentation was fun.
3	4	My presentation was better than I thought it would be.
4	5	I should have done more research (on the presentation topic).
5	3	I would like to try it again sometime.
6	4	I understood the content of the guest speaker's presentation and their answers to the questions.
7	5	The guest speaker's presentation style was smooth.
8	3	I was able to ask the guest speaker a question.
9	5	The guest answered questions very well.
10	2	I would like to hear more from the guest speaker in the future.
11	3	I made an effort to converse in English.
12	4	I was able to converse as much as my English ability would allow.
13	4	*Conversing in English was difficult.
14	3	I felt more motivated to converse in English.
15	3	I felt more motivated to use English in general.
16	2	I was able to learn more about the guest's way of thinking and way of life.
17	2	I found similarities and differences between the speaker and myself.
18	2	Having a cultural exchange with the guest was fun.
19	2	I would like to participate in other events with guests.
20	1	I felt more motivated to study abroad.

Group 1. Interest in studying abroad 2. Interest in cross-culture 3. Motive for communicating 4. About English capability 5. About presentation

The Effects of Inviting Guest Speakers to
English Communication Classes

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ABSTRACT

This study investigated the effects of having foreign students and visitors from outside of class in English communication classes for university students in the framework of the Japanese version of CEFR—CEFR-j. CEFR-j was constructed on the basis of the action-oriented approach. In this approach, a learner is viewed as a member of society who takes action to achieve a goal by using communicative competence and general competences in a certain social and realistic context. Communicative competence includes linguistic competence, sociolinguistic competence, and pragmatic competence. Language teaching helps learners develop their communicative competence by providing tasks in a certain naturalistic context so that learners are able to use a target language and their competences with the strategies they choose. The goal that is assumed in the foreign student and guest speaker session is to deepen the mutual understanding between the visitors and the learners in a cross-cultural setting— eliciting information from the visitors by asking questions and offering information by answering questions from the visitors. Although some favorable outcomes have been reported, not many studies have investigated the influence of guest and foreign student sessions at Japanese universities. In this study, a survey was conducted with 134 L 1-Japanese speaking university students as participants. The analyses of the data revealed that accepting foreign students in English communication classes motivated learners to communicate in English and promoted their learning.