A Writing Module to Sustain L2 Learner Motivation During a Year of Involuntary Distance Learning

PEREZ Mario Alexander

Faculty of Letters, Kobe Shoin Women's University

遠隔授業を余儀なくされた年度において L2 学習者の意欲を
維持するためのライティング・モジュール

ペレーズ・マリオ・アレクザンダー

神戸松蔭女子学院大学文学部

Abstract

本稿では、神戸松蔭女子大学英語専攻 3 年生のアドバンスド・ライティングのクラスにおいて実践された、意見を記述するエッセイの指導を中心としたオンラインのライティング・モジュールについて議論を展開する。最初に、新型コロナが、筆者の勤務校をはじめとする教育現場と語学教育分野全般に与えた影響を説明する。次に、そのモジュールの理念を紹介し、教員と学生が共に直面している現況において、学生の学習意欲を促進するためには「教育的コンテクスト」の一貫性を維持することこそが重要であると強調する。その後、ライティング・モジュールの内容を詳細に説明し、学生の反応を端的に検討する。本稿は、押し付けられた仮想クラスルームにおいて生起した有益な瞬間を明らかにするもので、コロナ禍におけるひとつの個人的経験と読み取れる。本稿はまた、他大学の語学教員に、遠隔授業を余儀なくされる状況の中で、アカデミック・ライティングの重要な部分を教えるための手法の一例を提供するものでもある。

This time-specific paper addresses an online writing module, focused on opinion essay instruction, administered in an Advanced Writing course for 3rd year English majors at Kobe Shoin Women's University. The paper begins with a discussion of COVID-19's impact on education and the language teaching field in general as well as on the writer's university specifically. It goes on to introduce the rationale for the module, stressing the importance of sustaining the integrity of the educational context to promote student motivation despite the present-day situation facing instructor and student alike. The writing module is thereafter explained in detail and student receptivity is briefly explored.

The paper reads as a type of testimonial during the pandemic, demonstrating a positive teaching moment that transpired in an imposed virtual classroom. This paper is useful in that it provides other university language instructors with an example approach for teaching an important aspect of academic writing while in a state of involuntary distance learning.

1.1 Introduction

In January 2020, COVID-19 took the world by storm, shutting down not only the weakest but even the most powerful economies, relegating entire populations of people to the confines of their homes. Not least among all affected were those belonging to the field of education, and for the purposes of this paper specifically, English as a Foreign Language（EFL）. There can be little disagreement that in recent months, worldwide, both instructors and students alike have experienced a discombobulating shift in the way education is disseminated and received. Irrespective of and unimpeded by the shutdown, educators and learners alike, regardless of their technical savvy or lack thereof, have been expected to carry on their duties via the auspices of the internet, as though the world had not come to any sort of standstill. As such, overnight, educators have had to double-down on their efforts to create dynamic online lesson plans and students have had to take heretofore unexperienced pains to engage within a new system of learning. In future years, to be sure, this experience in its entirety will never be described by those who survived it as a smooth and uncomplicated journey. However, it will most certainly be seen as a time when, partly due to sheer necessity, instructors put forth a plethora of exciting and innovative methods to help keep students engaged in and excited about learning.

To be sure, educators and learners at Kobe Shoin Women's University here in Japan have not remained unaffected by this forced venture into pedagogical transformation. Like most universities in Japan and the world, whether it wanted to or not, this one did the unimaginable and switched to online learning abruptly. As fortune would have it, prior to the pandemic in Japan, most universities were already accustomed to using various Learning Management Systems（LMS）or e-learning systems to conduct the occasional educational activity online. This university as well was no stranger to this reality. However, for the most part, it would not have been outside the scope of imagination to suppose that many a professor had never once considered using the LMS for anything more than having students submit an assignment or two. Certainly, there would have even been those instructors who had never once thought to sign-in to the LMS server to see what functions might be available there. It goes without saying, the use of technology in the classroom is seen by some as something of a nonstarter and there are those that would rather simply steer clear of it. Regardless, however, all educators were forced to make the transition, span the divide, and move into online education.

While over the years the writer of this paper has made use of various forms of basic technology in the classroom（Perez, 2017; 2018a; 2018b; 2020; Perez & Jolley, 2020; Jolley & Perez, 2020）, the instructor has not been one to conduct overly complicated activities utilizing online platforms spanning long periods of time. As a result of the Covid-19 phenomenon discussed above, however, the researcher has made great strides in the way of conducting individual activities as well as modules, and now even entire courses, via the use of technology, utilizing such tools as the said asynchronous school-unique e-learning system, or LMS, as well as synchronous learning tools such as ZOOM – a video communication device. As such, this short paper will describe a writing module conducted entirely online during the second semester of an advanced writing course taught at Kobe Shoin Women's University. It will describe in detail the module, its purpose, its various activities, as well as general observations of student receptivity to the materials.

It should certainly be mentioned that much of what propelled the module's purpose and therefore much of what became of the materials presented to students was driven by the intent to maintain the integrity of the course's educational context（see the next paragraph）and thereby learner motivation in a time when students were prohibited from meeting with their friends and classmates on campus, and were not necessarily too excited about the learning process.

Before continuing, a brief note on what Gardner（2007）refers to as the "educational context" and its importance in sustaining motivation should be addressed. When online classes began in May 2020 at the university, it became immediately apparent that sustaining learner motivation was not going to be an easy task. Most students were not accustomed to any form of online learning, and many initially faced the situation with feelings of distress and perhaps even melancholy or despair. It was obvious that instructors would have to find new and engaging ways to maintain the quality and adequacy of education to which Kobe Shoin Women's University students were accustomed if they were indeed to have any hope of sustaining let alone increasing student motivation. Gardner（2007）stresses the importance of, among other things, "educational context" in terms of its role in building the requisite motivation leading to student language achievement and the desire to put that achievement to use. He tells us, "When considering the educational context, we focus on the expectations of the system, the quality of the program, the interest, enthusiasm, and skills of the teacher, the adequacy of the materials, the curriculum, the class atmosphere, etc. All of these can influence the student's level of motivation in any school subject"（Gardner, 2007, pg. 14）. Clearly put, Gardner maintains that this is one of the key ingredients in motivation, which in turn informs students' general attitude toward learning.

Since so many of the instructors at our school were not accustomed to online teaching, it makes sense that maintaining the integrity of the educational context would be complicated; however, it would also be necessary. While the writer of this article does not pretend to have perfected the science of sustaining and increasing student motivation applicable to all epochs of involuntary online distance learning into the future, he is merely using this forum to say that he did indeed find a way to present a

curriculum-based module that lent itself to online learning. What makes it worth sharing is that this module has kept students engaged in the proverbial language learning classroom and perhaps even improved their motivation to study. Naturally, to say the latter with any degree of certainty would require quantitative or at least qualitative research into the matter. However, currently in absence of either, the writer has come to this conclusion via gauging the quality of the work produced by the students as well as the general atmosphere of the online class – conducted via Zoom and using the university's Learning Management System. While surely this cannot be considered any sort of scientific measure, the writer believes that the visible results of the module make it worth repeating in future online courses.

It is the hope of the author that readers come away from this paper having processed one testimonial of a teacher in the time of a life-altering pandemic; that regardless of, or perhaps better put, despite the virus that turned everything upside down, positive things in the imposed virtual classroom did indeed transpire. Finally, it should be noted here, that though this project was conducted entirely online, it could easily be translated into face-to-face teaching experiences to be put into action when universities are finally permitted to return to the physical classroom. It is worth noting that in fact this entire module was for many years conducted in the traditional classroom and only now just adapted for online use.

2.1 The writing module

The next part of this short paper will be to discuss the module in detail. First, the type of learner taking this course will be described. Secondly, the writer will present all the material – instruction on how to write an opinion essay – put forth to the students; numerous appendices with material students received will be made available at the end of the paper to give other instructors ideas they may use to conduct their own version of this module should they desire. Next, the tools used – Zoom and the university's LMS server – to present the material to the students will be described. Then, the way in which the material was digested – in virtual groups – by the students will be explored. Finally, the caliber of work submitted and the general tone or atmosphere of the class will be considered briefly in terms of observations made by the instructor.

2.1.1 Students taking the course

The students taking the elective Advanced Writing course in which this module was administered were 3rd year English majors at Kobe Shoin Women's University. Most, but not all, had just returned from spending four to ten months studying abroad in various English-speaking countries during the latter half of their 2nd year at the university. One of the main reasons students take this course is to prepare themselves for writing their undergraduate thesis in their upcoming fourth year.

2.1.2 The opinion essay module

The students were instructed on how to write a 5-paragraph opinion essay with a qualitative research facet. This portion of the course is always delivered during the second semester, after students have already learned how to write various types of paragraphs – complete with sound topic, supporting, and concluding sentences. Teaching this portion of the course usually spans the greater part of the second semester, depending on the students' pace.

The materials derive from the writer's many years of experience teaching writing: drawing on and mixing ideas from various textbooks, curriculums, and courses taught at various institutions. Lessons on the opinion essay were divided into 5 sections of instruction: the introduction paragraph, two body paragraphs, one paragraph for qualitative research, the conclusion paragraph, and finally formatting and APA referencing. Each of the sections below was comprised of instruction, draft writing, teacher feedback, and editing.

2.1.3 The Introduction Paragraph

The introduction paragraph was broken into two weeks of instruction with students learning how to write a **thesis statement**, **a hook**, **the hook interpretation**, and an **essay topic** – all to be compiled into one introduction paragraph.

1. **The thesis statement**: After students brainstorm and choose a topic, students are first asked to write an argumentative thesis statement which expresses their opinion. It is stressed that if a person cannot disagree with the statement using supporting reasons, it is not argumentative. Likewise, if the writers of the thesis statement cannot provide reasons to support their own thesis statement, they are told it is not argumentative. After students compose their thesis statement and the instructor approves all compositions, class members move on to write the essay hook.

2. **The hook**: After their thesis statement is approved, students are instructed to find a quotation online which matches the spirit of their thesis statement. Students are to research who said the quote and why that person is renowned. They then write one sentence which introduces the quotee, states the reason the quotee is renowned or at least known, and presents the quotation itself.

3. **The hook interpretation**: Students are then instructed to compose 1-3 sentences which interpret the meaning of the quotation.

4. **The essay topic**: Finally, students are asked to write one simple sentence which provides the topic of their essay without stating their argument.

5. **Putting it all together**: students are asked to compose their introduction paragraph in the following order: Hook + hook explanation + essay topic + thesis statement. See **Appendix A** to view a template and one of many examples with which students are provided to help them compose their introduction clearly and precisely.

2.1.4 The body paragraphs

The two body paragraphs were broken into one week of instruction and one week of writing workshop, for a total of 2 weeks spent on this section of the essay. Students were informed that this part of the paper acts as a literature review in that it is intended to present research which supports the thesis statement. This section was instructed in terms of **online research**, **topic sentence formulation**, and **support sentence construction**.

1. **Online research**: Students are first instructed to find two English-language-based websites that share information in the form of an anecdote or statistics, or both, which support their thesis statement. They are instructed that they will use one website to compose body paragraph one, and the other to compose body paragraph two. Here, students are provided with one stipulation: they may not use Wikipedia（unless to search for other sources）, nor may they use blogsites.

2. **Topic sentence formulation**: All students are provided with two template sentences which they are meant to use in creating their own topic sentences for body paragraph one and two（see **Appendix B** and **C**, respectively）. They are instructed to plug one of the website names and their thesis statement into the first template to create a solid topic sentence for body paragraph one, then to repeat the same process using the other website for the second template to create the topic sentence for body paragraph two. See **Appendix D** and **E** to view two of the many examples with which students are provided to help them input their thesis statement into their topic sentences to make them clear and precise. Once the instructor approves of all the students' topic sentences, the class members move on to the next step.

3. **Support sentence construction**: Students are instructed to write 8 to 10 sentences per body paragraph in which they utilize their online research to support the topic sentence they devise in step 2 above and thereby their thesis statement. Students have a little more freedom here to compose their paragraphs as they like than they do in other parts of the essay.

2.1.5 The qualitative research paragraph

Students were told that this fourth paragraph would act as the third and final body paragraph. Its purpose is to discover whether people agree with their thesis statement or not. Students were instructed to interview between five and ten people, asking them to provide their opinion on the students' thesis

statement. This section was instructed over the course of two weeks in three phases: **interview question construction**, **the interview session**, and **compile and write period**.

1. **Interview question construction**: Students are taught how to turn their thesis statement into an interview question. See **Appendix F** to view one of the many examples with which students are provided to assist them in transforming their thesis statement into an interview question. Once the instructor approves of all the students' interview questions, the class members move on to the next step.

2. **The interview session**: Students are given time in class to conduct their interview. Students pose their interview question to 5-10 of their classmates and record the answers received on a sheet provided by the instructor（**See Appendix G**）.

3. **Compile and write period**: Students compile the results of their interview and write a paragraph reporting what they have learned. Students are told to report how many students supported their idea and how many did not. They are also instructed to select interesting comments their classmates made to support or reject their thesis statement and to insert them in the paragraph. Finally, students are told that regardless of whether the majority of interviewees support or reject the interviewer's thesis, they are to reassert their original thesis statement at the end of the paragraph. In this paragraph, students are given license to write the paragraph in whatever style they like, however, they are instructed to write the topic sentence for this paragraph using a template, immediately followed by a sentence reporting the question they asked during interview process（**see Appendix H**）. See **Appendix I** to view one of the many examples with which students are provided to aid them in writing the topic sentence for this paragraph.

2.1.6 The conclusion paragraph

Next, students were instructed on how to complete the conclusion paragraph. This section was instructed over the course of two weeks in three phases: **thesis reaffirmation**, **body paragraph summarizations**, and **closing thoughts**.

1. **Thesis reaffirmation:** Students are instructed to open their conclusion paragraph with a topic sentence that reaffirms their thesis statement without using the same exact words in the introduction paragraph. In other words, they are told to find different words which convey the same meaning. See **Appendix J** for two of the many templates with which students are provided to assist them in formulating their thesis reaffirmation.

2. **Body paragraph summarizations:** Students are instructed to write one summarizing sentence for each of the two body paragraphs which utilized websites, and one for the third body paragraph which utilized their qualitative research. See **Appendix K** for two templates, one for body paragraph 1 and one for body paragraph 2, with which students are provided to help them write their summarizations. **Appendix L** will make available the templates students are given to write a summary for their qualitative research paragraph. On this point, students are given a template which helps them to express that their qualitative research has supported their thesis statement. However, they are instructed to use a separate template if their qualitative research refutes their thesis. This template has them write one sentence which mentions the occurrence of said refutation and another to reassert their argument accompanied by their reason for maintaining the opinion.

3. **Closing thoughts:** Finally, students are given free-reign – up to three sentences in length – to end their paper with any closing thoughts they want to add which may assist in concluding their paper. The instructor may provide some ideas in online face-to-face discussion, depending on the students' needs. However, most students are happy to close their paper the way they see fit. This often happens with grandiose statements and dramatic posturing, which can be fun to read.

2.1.7 Formatting and APA referencing

Finally, students were instructed how to format their completed papers and to reference the two websites they used using APA style. Instruction on these points transpired during one lesson.

1. **Formatting:** Students are asked to employ Times New Roman script, font size 12, left justification, 1.5 spacing, and to indent all 5 paragraphs using the 'tab' key.

2. **APA referencing**: The instructor provides students with guidance on how to reference various electronic sources, utilizing the guide made available online by Purdue University. See **Appendix M** for the website link.

2.1.8 Putting it all together

Once all sections were completed, the instructor had students compile all portions of the essay and submit them as one paper. The instructor then edited and returned the papers. For a subsequent two weeks, the students rewrote and adjusted sections where necessary. Finally, students submitted their final paper on the LMS.

2.2 Tools utilized

Earlier in this paper, the writer highlighted the importance of maintaining the integrity of the

"educational context" to keep students motivated（Gardner, 2007, p. 13-15）. Naturally, this is important within everyday normal contexts; so, it occurred to the instructor that this must be even more crucial during a year of involuntary distance learning.

Here it might be helpful to describe the nature of the first semester online in terms of tools used before touting the successes of the second one. As mentioned earlier in this paper, it came as a shock to instructors that classes would move to an online platform due to the Covid-19 situation. Among a long list of other things, instructors had to quickly learn how to navigate the university's Learning Management System. While the employment of Zoom – a synchronous online video communication device – was to some extent permitted, there were many stipulations and trepidations about its use coming from the administration's side, as well as technical issues on the students' side preventing its full and unharnessed application. In addition, it should also be noted that prior to using Zoom on a regular basis, in-depth communication with students usually proved itself difficult. Further, students often struggled with understanding the detailed lesson plans and assignment instructions as presented on the LMS. Indeed, they never hesitated to make this reality known.

Within this environment, instructors had to try and recreate the classroom in a virtual setting. As for the writer of this paper, there was a great deal of trial and error that took place. It may come as no surprise that in the first semester many of the assignments and activities conducted were controlled by the limitations of, or lack of understanding about, the LMS and its capabilities. As a result, some activities and some points of instruction had to be sacrificed due to the number of hurdles preventing their employment. And, as for the activities and assignments that did lend themselves to online instruction, some were met with success, while certainly others were not.

In this setting, it became abundantly clear that if the instructor intended to hold on to students' attention and maintain their motivation and belief in the system, a way would have to be found in which to deliver the originally intended curriculum and lesson plans without sacrificing any of the educational context normally accessible in the traditional classroom setting. As luck would have it, during the latter months of the first semester and through the summer break, Zoom became a sort of household name. The initial trepidations regarding its use during the beginning of the school year and its once technical-issue-laden reputation became a thing of the past to teacher, administration, and student alike. This made a large impact on the way classes were conducted during the second semester.

Via the use of Zoom, teacher to student as well as learner to learner communication improved dramatically. Rahayu's（2020）recent study involving 62 students studying English at a university in Indonesia reported concrete results on this point. The researcher found that the type of "synchronous e-learning" that takes place on Zoom "accommodates good access of communication between students-teacher and student-student"（Rahayu, 2020, p. 78）. Rahayu's study showed that "In this type of e-learning, students and teacher could have person to person interaction similar with the traditional face to face classroom"（pp. 69-70）. This certainly proved to be the case in terms of conducting the opinion essay module described above.

While teaching language learners how to write any type of academic essay is complicated during the best of times, this reality is even more apparent in an era like this. As such, before Zoom became the preferred method of instruction for online teaching at the university, instructing students how to write an essay would have probably had to be reconsidered. However, with the full power of Zoom at the ready, and with the university's LMS available for document transactions and lesson material storage, the integrity of the educational context that students at the university had become accustomed to during their tenure could indeed be maintained. Each step of the opinion essay module was successfully taught to students in synchronous（though some supplemental instruction occurred asynchronously: see the next paragraph）online face-to-face instruction using all the materials and resources one would be able to utilize in an actual classroom.

Two features of Zoom will serve to illustrate this point. One beneficial aspect of Zoom is the ability to screen share with students. Instructors can create all the materials necessary to teach students and present this material to them by screen sharing. In terms of the opinion essay module, most materials were prepared on power point and presented to students using this process. Further, another particularly helpful property of Zoom is the ability to record a lecture on one's own and make the recording available for access on-demand. During the lecture recording session – which instructors must complete outside of class time – it is possible to screen share while lecturing, all the while referring to items on the computer screen. For example, the writer was able to record a lecture on how to write a thesis statement while referring to a power point screen that students could see; throughout the recording, the instructor's face was visible in the upper right-hand corner of the power point. This element was utilized numerous times during the semester and links to the recordings were made available on the university's LMS for students to access on-demand.

Finally, and as mentioned earlier, all document transactions took place on the university's LMS. First, students would complete their assignments and submit them on the Learning Management System. The instructor would thereafter print out the submitted documents, mark the papers for content, grammar, and formatting, scan it, then return it to the students via the LMS. While the instructor could have used Google Documents or the 'comments' feature on Microsoft Word to complete this daily aspect of the course, it was decided that handwritten feedback may add a touch of humanity to the virtual setting in which students were immersed. In any case, this back-and-forth transacting took place throughout the semester until students completed their papers.

2.3 Group Collaboration

While full access to the proper tools and regular student-teacher interaction on Zoom helped to heal the educational context that may have sustained minor injuries in the first semester, one other element helped to reinforce a healthy virtual learning environment – one which lent itself to tackling curriculum coursework that reinforced student motivation.

One of Zoom's most attractive features is its ability to place students in groups, or breakout rooms,

where they can work together as a team separate from the main room. While the teacher can enter and leave the breakout room as s/he pleases, the students can work together to complete assignments without the instructor proctoring them. Bowering, Legget, Harvey, and Hui（2007）describe collaborative learning as "a general teaching strategy where students work together in face-to-face interaction without direct teacher supervision to achieve a common goal"（p. 105）. As for the second semester of the Advanced Writing course to which this paper refers, Zoom's breakout room feature allowed for this exact type of transaction to take place, whereas the more asynchronous nature of the first semester did not.

After observing the experience of students during the first semester, the instructor felt that students must be yearning for the camaraderie of their peers during distance learning. It was thought that by placing the students in groups where they could interact with one another – a once normal aspect of life now compromised by the virus – it might remove some of the anxiety induced by learning in solitude and thereby increase student motivation to participate in class. Afterall, Shao's（2014）qualitative study on group work efficacy exhibits the movement from anxiety to confidence that accompanies student collaboration. Also, Chang's（2010）research establishes that positive results are possible when, albeit dependent on individual members' personalities, group participants can come together and support each other during class activities.

With this in mind, the instructor placed students in breakout room groups to do their opinion essays. While instruction for completing the essay was delivered in both the main Zoom room with all students present, and on the university's LMS, students worked together in groups to complete the assignments. Each group, composed of 3 to 4 people, collaborated to write all the assignments which culminated in one complete essay. It is worth mentioning here that the breakout rooms were most noticeably helpful during the qualitative paragraph interview session, when students were sent out into breakout rooms separate from their own writing group to interview classmates for data collection.

Finally, it should be stressed that it is the writer's belief that collaborative work played a huge role in reinforcing the motivation of the students to work on this module. Without it, this entire module may not have been as enlivening or as interesting for students to complete.

2.4 General observations and submitted assignments

During the second semester it became readily apparent that this different approach to teaching the material was meeting with success. Whereas in the first semester students continuously posted comments on the LMS or sent e-mails requesting instruction clarification, during the second one no such e-mail or post had come through – in any case, not from students who were able to attend the Zoom meetings. Everything was dealt with and clarified in face-to-face synchronous online interaction. Further, when the teacher would enter the breakout rooms, it was apparent that students were, in most cases, carefully collaborating to get work done. What is more, they could often be found laughing about something or other upon the instructor's entrance. The provided environment was a healthy one in

which students were able to thrive.

Finally, it should be mentioned that the quality of the work students submitted was also impressive. While of course a switch to synchronous online learning did not miraculously erase any of the normal issues（i.e., grammar, spelling, punctuation, formatting, reasoning, conceptualizing, etc.）that arise in EFL students' compositions, it did elicit a positive change in attitude of the students to which this paper has referred. In turn, this change in attitude certainly brought about an improvement in the caliber of work the students submitted. This was entirely evident to the instructor when comparing assignments students submitted during the first semester to those in the second.

3.1 Conclusion

It cannot be denied that Covid-19 has made a huge impact on the world. Not since the Spanish Flu of the early 20th century has humanity witnessed such catastrophic developments at the hands of a virus. While no one on the planet has remained impervious to the advance of this dreadful pathogen, some members of society have surely had to grapple with the consequences of it more than others. Perhaps those within the field of education are to be counted among this multitude.

Whatever the case may be, one thing is categorically certain: educators around the world have truly had to rise to the occasion in order to devise new, exciting, creative, and worthwhile ways of teaching those under their care. As such, it has been the intention of this instructor to present here a replicable writing module that upholds a solid educational context and therefore lends itself to reinforcing student motivation in a setting of involuntary distance learning. To be sure, while the administration of one module like the one described here cannot pretend to have shaken the foundations of education in any discernable way, it can hopefully be viewed at least as the contribution of one teacher to help students exist and learn comfortably, dare one say happily, within an extremely challenging set of circumstances.

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Appendices

Appendix A: Introduction paragraph sample template and example.

Introduction paragraph template:

Insert famous person's name, a/an **Insert why the person is famous**, said, "**Insert what the person said or wrote**." In this quotation we can see that **Insert the person's family name** thinks **Insert what you think the person thinks**. By saying "**Insert part of the quotation**", the **Insert the person's job title** is inferring that **Insert what you think the person is inferring**. This essay will discuss **Insert your essay topic**. In this essay, I will argue that **Insert your thesis statement**.

Introduction paragraph example:

Dennis Miller, an **American stand-up comedian**, said, "**The death penalty is becoming a way of life in this country.**" In this quotation we can see that **Miller** thinks **negatively about the death penalty**. By saying "**The death penalty is becoming a way of life**", the **comedian** is inferring that **the death penalty is used too much in America**. This essay will discuss **the use of the death penalty in the United States of America**. In this essay, I will argue that **the United States should end its use of the death penalty because it is not effective in stopping or reducing crime**.

Appendix B: Body paragraph 1 topic sentence template.

To begin, the website **Insert website name** demonstrates that **Insert the idea from your thesis statement here**.

Appendix C: Body paragraph 2 topic sentence template.

Further, the website **Insert website name** also shows that **Insert the idea from your thesis statement here**.

Appendix D: Body paragraph 1 topic sentence example.

If your thesis statement looks like this...

In this essay, I will argue that the United States should end its use of the death penalty because it is not effective in stopping or reducing crime.

Then, your first topic sentence should look like this...

To begin, the website **Insert website name** demonstrates that **the United States should end its use of the death penalty because it is not effective in stopping or reducing crime**.

Appendix E: Body paragraph 2 topic sentence example.

If your thesis statement looks like this...
In this essay, I will argue that the United States should end its use of the death penalty because it is not effective in stopping or reducing crime.

Then, your second topic sentence should look like this...
Further, the website **Insert website name** also shows that **the United States should end its use of the death penalty because it is not effective in stopping or reducing crime**.

Appendix F: Interview question construction.

If your thesis statement looks like this...
In this essay, I will argue that the United States should end its use of the death penalty because it is not effective in stopping or reducing crime.

Then, your interview question might look like this...
Do you believe the United States should end its use of the death penalty? Why? Or, why not?

Appendix G: Interview session questionnaire sheet （**though the instructions indicate 5-10 students are to be interviewed, the instructor may have students interview however many people s/he deems appropriate**）**.**

Name: _____

Student #: _____

Instructions: Create an interview question which matches your thesis statement. Interview between 5 and 10 people. You will use the "interviewee responses" to complete your qualitative research paragraph (body paragraph 3).

Original thesis statement:
Interview question:

Interviewee responses:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Appendix H: Qualitative paragraph topic sentence template.

Finally, I have performed a short qualitative study on **Insert essay topic** to see if people agree with my opinion on this topic. I asked ten people, "**Insert the interview question you asked your classmates.**"

Appendix I: Qualitative paragraph topic sentence example.

If your thesis statement looks like this...
In this essay, I will argue that the United States should end its use of the death penalty because it is not effective in stopping or reducing crime.

Then, your qualitative paragraph topic sentence should look like this...
Finally, I have performed a short qualitative study on **the use of the death penalty in America** to see if people agree with my opinion on this topic. I asked ten people, "**Do you believe the United States should end its use of the death penalty? Why? Or, why not?**"

Appendix J: Conclusion paragraph thesis reaffirmation sentence templates.

Example 1:
In conclusion, one might say **Insert your thesis statement using different words**.

Example 2:
Having considered all the points mentioned thus far, it is clear that **Insert your thesis statement using different words.**

Appendix K: Body paragraph summarization templates.

Body paragraph 1 summarization template:
As shown by **Insert website name**, one can see that **Insert the idea or summary of body paragraph 1.**

Body paragraph 2 summarization template:
Further, the website **Insert website name** made abundantly clear that **Insert the idea or summary of body paragraph 1.**

Appendix L: Qualitative paragraph summarization templates.

If your interviewee responses support your thesis statement, use this template:
Finally, our qualitative study served to confirm our notion that indeed **Insert your thesis statement using different words.**

If your interviewee responses do not support your thesis statement, use this template:
Surprisingly, our qualitative study did not support our notion that **Insert your thesis statement using different words.** However, we still believe **Insert your thesis statement using different words than in the previous sentence** because **Insert your reason.**

Appendix M: APA referencing link（Purdue OWL – Purdue University）.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html