《論文》

Extending the edges of language use: a case study of plurilingual discussion-based team-taught EFL reading course

Aiko Saito（Setsunan University, JPN）
Stephen Markve（Central Methodist University, USA ）

要約

本稿は、2021年度後期摂南大学外国語学部の英語プロフェッショナルコース2年科目Reading b における授業実践（入学時は当該学期に海外留学予定だった学生向けの必修留学の代替科目の1つ・授業形態が遠隔から対面に移行した学期）に基づく。2人の英日バイリンガル教員（日本語を第1言語とする英語教員と、英語を第1言語とする英語教員）による、学習言語である英語を主としながら学生の第1言語の知識の利用を肯定する「複言語主義」のティームティーチングを、15週のうち9回実施した。その方法と学習効果を示す。当該クラスでは、刻々と変わる社会事情と学生のニーズに合わせて実施した結果、今後、同じ学習過程の他の授業で応用可能で意義があると思われる成果があった。今回の論文では「科目内容：外国語での読解を、解釈が一通りしかない文書の字義どおり理解のレベル(CEFR A2)から、文化的・歴史的な要素を含む文書の表層・深層・複数解釈の可能性まで理解するレベル（CEFR B1以上）への移行を促すための、学習者が考えて読むディスカッション主体のリーディング授業」「授業方法：ICT利用による、より動的で自由なティームティーチング」の2点に焦点を置く。

Reader Development, Plurilingualism in FL Education, and Team Teaching

Reader development is a lifelong journey from a basic level of decoding to a more fluent comprehension level, and then to the expert stage, in which readers can integrate their life experiences and the text (Wolf, 2007). Adult foreign language learners are expected to be able to apply their L1 reading skills to their L2/FL reading, though university students often spend their time and effort in vocabulary building and mastery of grammar, the requirement of the decoding stage. University foreign language courses can raise students' awareness of language as a carrier of meaning in surface and depth, current and historical, literal meanings and beyond. It shall promote students to proceed to the level of fluent comprehending readers, which roughly overlaps with the CEFR A2 to B1 level or above.

Another relatively new component of language education is plurilingualism, proposed along CEFR by Council of Europe at the beginning of the 21st century. In the plurilingual approach, teachers and students make use of their competencies across languages to achieve their learning goal. Mutually accepting their use of multiple linguistic resources in class increases teaching/learning efficiency while promoting individuals to realize their full potential (Council of Europe, 2016; Cenoz & Gorter, 2013). After decades of target-language-mediated instruction beliefs in foreign language education, researchers recognize that languages form an inseparable network within your mind. When learning second languages, activating all the resources afforded by and found throughout this expansive and wholly integrated conceptual network appears to be much more reasonable and profitable than trying in vain to fruitlessly isolate any single part of it from its natural whole. Admitting L1 and its potential in the L2 classroom and employing it judiciously supports and promotes deeper discussion and higher-level production of L2. It empowers students, drawing out language-centered and language-motivated correlating abilities and extant cognitive insights as well.

A third element of the discussion in this paper is team teaching. Advantages of team teaching have long been known not only in language teaching, but in advanced level subject classes and in CLIL classes. There are, for example, team-teaching practices by instructors with different strengths and experiences, in fields such as math education and clinical sciences (Satyam et al., 2021; Willey et al., 2018). The combination of theory and practice, or two related fields enhance discussion among participants. The recent spread of information and communication technology (hereafter ICT) resulted in easier realization of a team-taught class by instructors physically distant from each other.

This paper proposes a discussion-based team-taught EFL reading course based on the authors' practice in 2021. We extract two points applicable to courses under other circumstances: (1) the contents for EFL reading course at the bridging stage from basic (CEFR A2) reading to intermediate (CEFR B1+). Such a course can assist learners' transition from

"simply understanding what the written FL words literally say" to "exploring multiple interpretations of the FL text by combining one's plurilingual knowledge and experience." We also propose (2) the possibility of conducting dynamic and flexible team taught classes with the help of ICT. This paper first provides the background of the course, the weekly content at each stage, how technology assisted pre- and post- class hour communications, students' term-end feedback, with analysis.

Background

The study is based on the unique teaching practice in the EFL reading course for the 2nd year "Ei-Pro" group in the Faculty of Foreign Studies, Setsunan University, Japan, in the fall semester (September-March) of 2021. Due to the pandemic, the faculty's compulsory 2nd year study-abroad program for the target group students had to be canceled, and their Reading b was set up as a substitute credit course. All the courses in that semester started totally remote, and then shifted to in-person, as the university policy changed, in the middle of the semester.

The paper aims to present the method and effectiveness of a team-taught course by two English-Japanese bilingual teachers (one Japanese native speaker, and one English native speaker) who conducted plurilingual team-teaching sessions nine times out of fifteen weeks. The rest of the course was taught by the Japanese native speaker teacher alone. [The team-teaching was a voluntary choice of the two teachers, though the practice was reported to the dean as the occasion demanded.] Many aspects of the course in question resulted from the teachers' decision-making and students' actions in pursuing the course aim while adapting to the unpredictable changing social circumstances. Looking back, however, the learning path we took with this reading class seems worth revisiting for other students in similar learning stages.

Plurilingual Team Teaching

The two instructors of the course, Saito and Markve, used to work together at the Faculty of Foreign Studies [anticipatory of the Faculty of International Studies which publishes this journal] as EFL teachers in 2004-2007. From 2020 to 2022, Markve joined four of Saito's various morning classes in Japan from United States in the evening via Zoom. Having a successful two week plurilingual team-taught writing workshop with an advanced learners' group in 2020 (Markve & Saito, 2022), we decided to apply the style for a longer span with the 2nd year reading class in question. Our teaching experiences, language abilities, and academic subjects partially overlap, if not compensate (see Table 1).

Table 1

Profile of the Instructors

Saito		Markve
Stylistics Media Technology for TEFL	Subject	Rhetoric/ Technical Communication Socio-linguistics, Cognitive Linguistics
Japanese	L1	English
English Little French, least Maltese	L2	Norwegian, French Japanese
Japan, UK [universities, primary schools, business people]	Taught in/for	Switzerland, Japan, Egypt, UAE, Qatar, US [universities, high schools]
Teacher trainer	Trainer	Teacher trainer

Though both of us had experience in team teaching (hereafter TT) before, neither of us had ever done it in a remote setting before 2020. After every class, with students submitting brief notes on the week's studies, we had an online meeting to review the previous lesson and to plan the next.

The two mainly used English during the class, incorporating their competent knowledge of students' first language to give comparative examples from both languages, or to understand the transfer from L1 to students' English and moreover language comprehension. Students made every effort to ask questions and to present their ideas in English during the class hour, having Japanese as their secondary choice as well. The occasional absence of one of the team teachers gave a realistic meaningful reason for students to talk about their discoveries in English the next time they meet the teacher. This plurilingual approach offered a relaxed atmosphere in which either teacher would understand students and would assist students' progress as advanced language learners.

Target Class

The target class had 18 2nd year English majors, with TOEIC scores over 450 before the new academic year 2021 starts in April. The same group of students had a compulsory reading class in the spring semester of 2021 with another teacher. Most of the students had hoped to study in an English-speaking country in the fall semester of their second year, but limited international transportation prevented it. Instead, the faculty provided them with special language classes tailored for those motivated learners. Along with the credit courses, those students had the privilege of taking daily online personal English conversation lessons conducted by a language service company, through which students could choose overseas instructors and lesson hour available each day.

The aims of the reading course were to learn to read more, faster, and deeper in English as a foreign language. During the 15 weeks, students attended live weekly 90min classes while reading extensively with online and paper books in their own time and at their own pace. Each student aimed and managed to read as much as 80,000 words in total, which was worth 10% of their course credit. They also had a drill book to train for faster timed readings, with quizzes to do outside the class hour, worth another 10% of the course credit. The students' progress on these components were followed up through the semester with both online reports and occasional in-class briefings. By the beginning of the second semester, students had already mastered how to use both extensive and speedy reading materials with the help of careful and caring instructions by our fellow professor who taught them in the previous reading course. Without learners' mastery of the two reading practice styles as firm foundation, the class would not have been able to focus so heavily on reading in depth in the second semester.

Begun as an online course, we conducted the reading class with 18 students and 2 teachers equally remote from each other via Zoom for the first seven weeks. Then, for the remainder of the semester, the class shifted to a hybrid of remote & in-person. When the university announced its "back to in-person" policy reasoning that students would learn more that way, the students did not happily agree. They were quite confident in online group discussion with joint note-taking by then, and making the best use of their morning hours for the daily online conversation lessons. As a compromise, we negotiated and set two transition weeks, in which half of the class attend the lesson on campus while the other half joined from home, to be done in turn, and see how things went. The 2nd year students in 2021 were those who spent their first 18 months at university with solely online lessons. Having become accustomed to attending class from home, it was beyond their expectation that meeting classmates in-person to discuss could be much faster and satisfying with exchanging a vast number of messages verbally and non-verbally. A student noted that even the online lecture part became easier to comprehend when he listened to it with classmates sitting and reacting next to him in the classroom. After experiencing the class in-person, more students willingly attended on campus, while using the online path only when in self-quarantine. It was fortunate that such a shift from being entirely-forced-remote to a hybrid-by-choice setting functioned to boost students' discussion even more in the second half of the semester. All of the 18 successfully completed the course after 15 weeks.

Procedure

Given the materials for timed reading and extensive reading which diligent students can handle on their own outside of the classroom, how can we use the class hour to foster deeper reading strategies? This section shows four stages of the course: awareness raising in the act of

reading; focus on categories; etymology; and figurative speech.

Week 1-4: Awareness Raising on the Act of Reading

For the first three weeks, students were invited to question the action "to read" and practiced talking about reading using meta-language. In groups, they shared their beliefs, and then read related materials in both English and Japanese to develop their ideas. Students discovered that reading is more than just looking at letters and matching them with meanings. In Week 3, we had the first TT session with this class. Markve gave the first remote-micro-lecture in English about cognition and language. Students met our policy, that we go plurilingual, and students and teachers were equally "learners." Week 4 was saved for timed reading and the introduction of a new online extensive reading system. The first four weeks were invested in encouraging students to talk about ideas, appreciating each other's different views (see Table 2).

Table 2

Content of Week 1-4

Week	Discussion topics & lecture content
Week 1	"What's happening in your brain/heart/memory when you read?"
Week 2	"What makes a good/better reader?" "What can you do when you read well in L1 & L2?"
Week 3 (TT)	"Let's share your reading experience in pairs!" "Mini lecture: when you see each word, connections are generated in your mind. The network is different across language and culture. (Cf. "apple" vs *ringo* [= 'apple' in Japanese])"
Week 4	Focus on the new online reading materials and briefing on the timed reading drills.

Week 5-8: Focus on Nouns, Adjectives, Perception and Etymology

The class focused on specific elements of language and perception over the next four weeks (see Table 3). In Week 5 (TT), we spent the whole 90 min. exploring one word, "magic," as a noun and adjective. Students discussed its definition, implications, Japanese translation varieties, extended usages, and others. Students started to use the Whiteboard function in Breakout Rooms (hereafter BR) for collective notetaking during the group discussion. Those who more adept with communication tools helped the others by writing their ideas for them.

Table 3

Content of Week 5-8

Week	Discussion topics, research materials and lecture content
Week 5 (TT)	Explore the word "magic" as a noun and adjective. -Ss discussed its definition, implications, translations, extended uses, etc. -Ss started using Whiteboard in BR collective notetaking.
Week 6 (TT)	Explore color names as nouns and adjectives. -Ss discussed definitions, implications, translations, extended uses, etc.
Week 7	Perception -TED talk by Dr. Asada: how people with color deficiency see the world
Week 8 (TT)	Etymology search with color names. -Ss searched the history of English color names.

The collective note-taking helped teachers as well. The moment we joined each BR, we could grasp how things were going in the group discussion, and we could ask appropriate questions, or offer information according to their interests. On this occasion, Markve introduced the word "Magi" as the origin of the word "magic." Few students knew the word "Magi," but when Saito mentioned that "Gift of the Magi" is the original title of the popular story by O. Henry, known as *Kenja no Okurimono* in Japanese, many nodded and connected the word and the idea of "wisdom." It was an experience of "Finding pathway" with two languages (see Figure 1).

Figure 1

Students' Collective Notes During the Group Discussion in Breakout Rooms

In Week 6 (TT), we explored color names as nouns and adjectives. Students compared color names in English and Japanese as well as their differences in genre. Color names are familiar items in introductory level English classes, and many of the Japanese color names have variations in the form of borrowings from English. What looked simple, basic, and familiar to students turned out to be the entrance to a new world of language.

Figure 2 shows one of the group notes from the Whiteboard. This group found that there are "banana yellow, pineapple yellow, and lemon yellow," and these yellows with specific fruit names give different impressions of texture to listeners and readers. The bottom part shows that lipsticks on the market have wide varieties of red-pink-orange shade. Students also said lipsticks have suggestive poetic names to attract customers. They are not simply "dark red" or "Red 1, Red 2," but "wine red" or "ruby red" which adds preciousness to the color. The same idea applies to "emerald green," "sapphire blue," or "pearl white." More specific color names for lipsticks such as "cherry bomb," "lip blossom," "sweet pea," etc., ring a bell for lipstick users, but not with the non-users.

Figure 2

Students' Collective Note On "Yellow and Red" With the Whiteboard Function
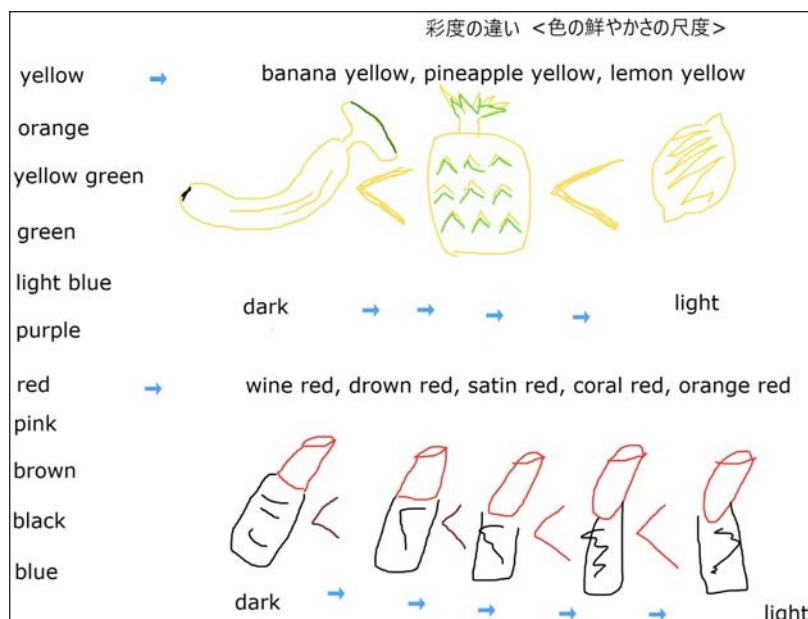
After looking at the diversity of color names in Week 7, we turned to (1) images we associate with colors, and (2) perception and color senses. Vision differences are in most cases innate. We watched a TED talk by Dr. Asada, who specializes in media design and color science, on how color deficient people see the world. Showing how sukiyaki beef is perceived, he explained that raw meat and cooked meat "look" almost the same for some type of color

deficient people (TEDx Talks, 2012). The TED talk taught us that people looking at the same object may not perceive it in the same way, thus color names we use as words may not trigger the same images for everybody. Therefore, the connection of each vocabulary and the object and imageries is not necessarily universal.

In Week 8 (TT), to continue opening our students' minds, we began a deeper exploration of color names – their origins and their evolutions. Colors are seemingly universal and seductively apt for 'literalist' interpretations. Yet their contemporary extensions ("feeling blue"), their 'lifetime' in English ("orange"as a fruit foreign to England), and their history (cf. the etymology of nearly any word) challenge the notion of literalism even with such simple terms.

The Week 8 class started by students choosing a pair of color names for research: orange & blue, green & yellow, white & purple, red & brown, and black & pink. Each pair includes terms with different sorts of semantic histories. Some are straightforward ("red"), some fascinating then contrasting ("*ghel" and "*bhel"= shine), some unsurprising on reflection ("orange"and "purple"). Instructors introduced a couple of reliable online dictionaries, such as *Merriam-Webster Dictionary* and *Online Etymology Dictionary*. Beyond using traditional dictionaries, we directed students to investigate their word in etymology dictionaries, and find their word's PIE root, such as *ghel- for "yellow." Etymological dictionaries enrich our understandings of individual lexemes and moreover empower students by revealing semantic shifts throughout language evolution and offering an opportunity to look inside a culture's mind and our own, witnessing historical semantic/rhetorical moves which we, consequently and importantly, employ on a daily basis.

Teachers visited each BR to assist students' search and discussion. After completing their group work, students summarized their search and reported in English with their collective notes on the Whiteboard. The two teachers gave different comments and interpretations separately, noting that even though dictionaries show results based on academic research, they are still only one of the hypotheses and not the definitive answer. Both students and teachers did not know the detailed content of each group presentation, which made the act of report truly meaningful in class. It was also this week that students started using the Chat function of Zoom, in order to post their comments and questions without distracting other speakers in the audio channel. Students took both individual notes, which were often mainly in Japanese, and collective notes mainly in English during their group discussion (see Figure 3).

Figure 3

Student's Collective Note Mainly in English (Left) and Individual Note in Japanese (Right)
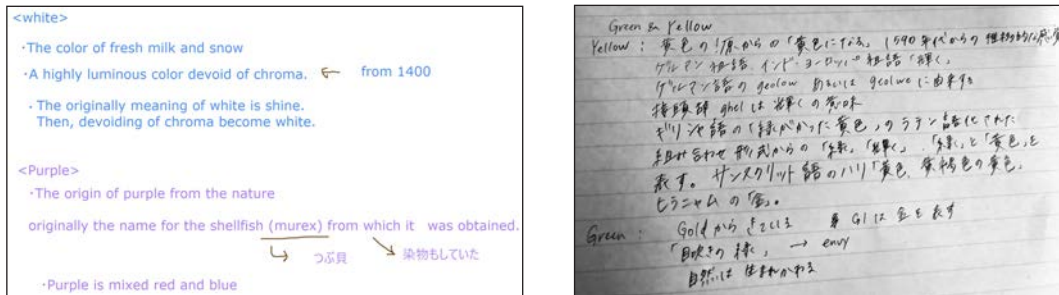
In Week 8, we turned to basic, seemingly literal words to reveal the role of everyday cognition and culture in semantics. We engaged students in the medium and dispelled notions of "correct" answers and "standard" language. For more details of the lesson with color names and dictionary research, please see our next paper.

Week 9-13: Focus on Verbs and Sound

We spent another productive four weeks with a focus on verbs and the sound aspect of words (see Table 3). Week 9 class introduced the concept of the weight of meanings potentially carried by each verb. For example, the verb "cut" evokes the tool, the object to be cut, the agent of the action, manner of the action, and others. When the new meaning stems from the factual cutting action, it can be metaphorically "stop something which had been continuing" or "reduce in size." The three-letter verb "c-u-t" is actually not as tiny in power as it looks.

The sound aspect of language was merely a part of a chat between the teacher and a student who misheard the word "cut" with something similar, in Week 9 class. At the request of some students who showed keen interest in the topic, it became the topic of the following TT Week 10. Similarities in sound and spellings can influence readers' imagination while reading. Comparison of minimal pairs and onomatopoeia in two languages developed into fruitful discussion with discoveries. Students learned that the differences in sound properties of English and Japanese languages relate to their different ratio of onomatopoeia and homonyms.

Table 3

Content of Week 9-13

Week	Content
Week 9	Explore a VERB ("cut") -What is involved automatically when we see/use the word "cut" ?
Week 10 (TT)	Focus on sound and culture -minimal pairs … interests in sound properties -onomatopoeia in English and Japanese
Week 11 (TT)	Focus on VERB: light vs heavy/rich - "say" vs "mention, talk, discuss…" - "go" vs "escape"
Week 12	Focus on VERB "escape": the big cognitive map day -Ss come with possible events occurring before and after the "escape"
Week 13 (TT)	Review of Week 12 Seasonal discussion topic: Christmas

In Week 11 (TT), we restarted the discussion on verbs with different weights: with the general "say" versus specific "mention, talk, discuss"; and light and speedy "go" versus a heavy and rich story carrier "escape." Students' dictionary search skills helped them to explore meanings more freely than before, as their individual lecture notes indicate. Some students were heavy language-based note-takers, like the one on the left (see Figure 4). Others were visual-based note-takers like the one on the right. The latter is showing a comparison and definition of the verbs "mention" and "discuss." The student drew the Microsoft Teams posting system as an example. What he meant with this drawing alone is that "When somebody posts a line with a new topic, it is the act of *mentioning*, until somebody else responds. Once multiple people interact, the same action turns to *discuss*." This is how students continued their discussion after class.

In Week 12, students gathered with example sentences to represent the potential incidents in and around the verb "escape." The teacher drew a long timeline on the physical room wall whiteboard, which was almost as long as half the width of the CALL lab we were using. In the middle of the timeline, a sentence "Kevin escaped from the jail." was placed. And then, with many whiteboard markers in different colors, students were invited to add what could have happened before and after the action to "escape" by the fictional character, Kevin. Students produced sentences and drawings to develop the story of the escapee and various elements of the episode that teachers had not provided (see Figure 5).

Figure 4

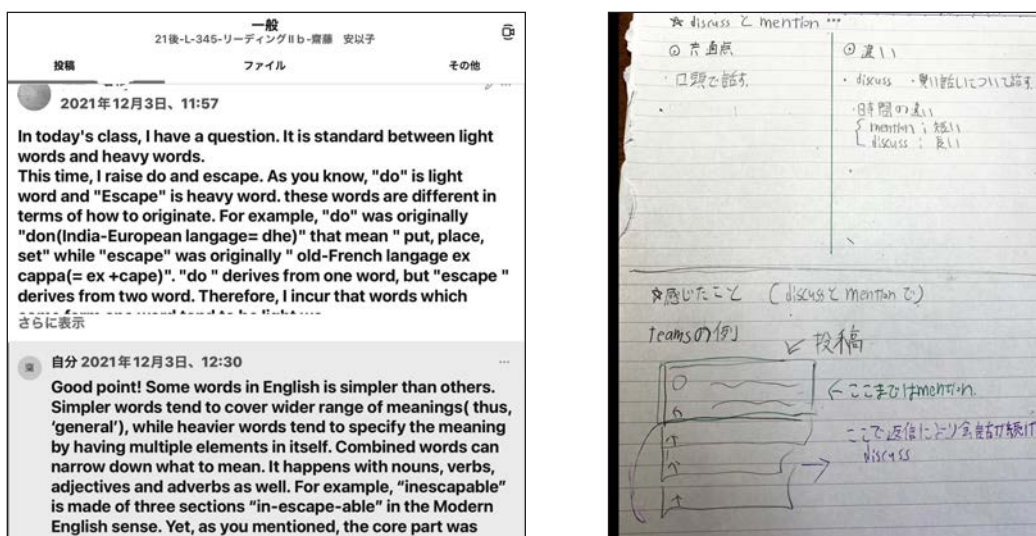*A Heavily Language-based Note（Left）vs A Heavily Visual-based Note（Right）by Students*

Figure 5

A Story In and Around the Verb "ESCAPE"（in chronological order）

Kevin breaks the law. [a drawing of a knife with dripping blood]

Somebody found Kevin with a knife and a stabbed person on the floor.

Kevin was sentenced guilty at the court.

Danger / breathtaking

He was in prison. / He was taken to prison.

Kevin makes a plan / plans how to escape from prison. [a drawing of cuffs]

The guard forgot to lock the door.

Kevin escaped from the jail. / run away / disappear [a drawing of a police car]

Police chase Kevin.

Find someone who helps him.

Hide / safe/ relieved

To be chasten [sic "chased"]/ to be caught/ arrested

He runs away again!

He spends happy life

Kevin changes his name. /alias

After many years, police gives up chasing him.

A student's drawing of a knife invited questions to dwell on, such as "Did anyone actually witness Kevin stabbing the victim with that knife? Or has he been found holding the blood-dripping knife, and ran away when the witness came?" Through collaboration, students

disclosed the enormous information that one verb can bring to the readers' imagination. The activity became a memorable one for the class that students enjoyed reporting to another teacher in Week 11 in detail; many recalling it as their favorite activity in the term-end report.

Week 14-15: Story-telling and Figurative Speech

From the very start of the semester, the authors wanted students to not only learn useful skills for research and analysis, but also to put them into practice with an authentic literary work by the end of the course. The work we chose was "A Retrieved Reformation" (1903) by O. Henry. The skillful story teller's work includes examples of figurative speech and the notion of "escape," the action verb on which we spent good time before winter break to expand our imagination and connect our network of notions. It was also short enough to deal with in two sessions, with both retold and original text and dramatic recordings available for free online (see Table 4). By Week 14 and 15, students were ready to apply their newly acquired research and discussion skills to a novel text. We used a simplified version for speedy entry into the first half of the story, and used the original version for our discussion stage.

In Week 14 (TT), students first heard Markve's introduction lecture on figurative speech, metaphor, exaggerations, and lies as well. University students are well-capable of figurative speech and metaphoric expressions in their first language, yet somehow, they tend to forget it and always take words literally while reading EFL texts. Given straightforward English texts for educational purposes and examinations, students consistently face English materials with simple literal meanings alone. Such an imbalanced exposure to English texts sometimes misleads students about languages, such as "English is always clearcut and holds no ambiguity whereas Japanese language is unclear and ambiguous." As many language users know, English can be unclear, ambiguous, and can convey messages by leaving something unsaid.

After listening to the dramatic VOA recording of the story (Learning English, 2016), the class looked at the original text to investigate the section of a letter written by the main character named Jimmy, the legendary safe cracker. He wrote it after he met a woman when he moved to a new place under an alias. Students were asked if the character literally means that he is giving up his "old business" for good. Students looked puzzled at the idea of doubting what words "mean," but slowly came to connect pieces in earlier parts of the story where he lies to the face of others, and knowledge they have about criminals in other detective stories (see Figure 6).

Table 4

Content of Week 14 – 15

Week	Content
Week 14 (TT)	When language does not always mean literally (1) - mini-lecture on figurative speech, metaphor, irony, and "lies" in a story -Ss listen to the dramatic recording of a Voice of America version of O. Henry's short story, "A Retrieved Reformation" up to the middle of the story. -Ts challenge Ss to find ironies and "lies" in the text of a letter Jimmy wrote to his old friend. Ss discuss and present their ideas with reasons. -Homework: to read "A Retrieved Reformation" in the original version from the beginning till the end to find examples of figurative speech.
Week 15 (TT)	When language does not always mean literally (2) -Ss present their discoveries of possible metaphors and figurative speech in the authentic English short story. -Exploring the story to find the writer's skillful use of language

Figure 6

Task: "Read the Letter and Answer. Do You Believe What He Says In It? Why, or Why Not?"

> (1)Dear Old Friend:
>
> I want you to meet me at Sullivan's place next week, on the evening of the 10th. (2)I want to give you my tools. I know you'll be glad to have them. You couldn't buy them for a thousand dollars. I finished with the old business—a year ago. I have a nice shop. I'm living a better life, and I'm going to marry (3)the best girl on earth two weeks from now. It's the only life—(4)I wouldn't ever again touch another man's money. After I marry, I'm going to go further west, where I'll never see anyone who knew me in my old life. I tell you, she's a wonderful girl. She trusts me.
>
>   Your old friend, Jimmy.

Ss' reasons for "No, I don't believe what he says."

(1) Not specifying the name. Isn't it because it is a letter between criminals?

(2) He is still proud of his tools for the crime…

(3) "The best girl on earth?" How can he tell?

(4) He kept cracking safes even after he was released from prison. I don't believe he can ever quit.

Students came to the final class on Week 15 (TT) with their hypotheses. Among them were metaphorical expressions ("step into the sunlight"), examples of personifications ("Is my room still waiting for me?"), and one student went further to the area of stylistics. She focused

on the word choice in the following extract (underline by the authors):

> The Elmore bank had <u>a new safe.</u> Mr. Adams was very proud of it, and he wanted everyone to see it. It was <u>as large as a small room</u>, and it had <u>a very special door</u>. The door was controlled by a clock. Using the clock, the banker planned the time when the door should open. At other time no one, not even the banker himself, could open it. He explained about it to Mr. Spencer. Mr. Spencer seemed interested but he did not seem to understand very easily. <u>The two children, May and Agatha, enjoyed seeing the shining heavy door, with all its special parts.</u>

One of the two children in this scene accidentally traps the other in the new safe. According to the student, the description of the safe in the preceding scene cited above must be reflecting excited young children's point of view, as in the size metaphor "as large as a small room" and the exaggeration of brightness of metal in the word "shining." In addition, a general term "parts" and twice used "special" sound childish compared to vocabularies used in other parts of the story. It was an impressive achievement of the student to focus on the style of the language and presented her idea with examples to support the interpretation.

The four stages of discussions over language prepared students to figure out which part of the text may not mean literally, explaining their ideas to other readers, and appreciating different interpretations without fear of making mistakes. Not all the students agreed with other students' hypothesis, yet they enjoyed following other readers' course of reasoning to understand each other.

Technologies Which Supported Pre- / Post- Lesson Communication

While all the TT classes were given live with the help of Zoom, pre and post lesson communication were supported by another online system. Students shared their notes on a class team in Microsoft Teams. Students took a photo of their unedited notes, and/or the Whiteboard screenshot, and posted them every week. Names and time were automatically recorded, and anyone registered in the class could respond with a "like" button (👍) and comments. When a shared note of group discussion was posted by one of the group members, the rest of the members were encouraged to tap a favorable reaction button to confirm submission and to show gratitude. The "sharing note culture" afforded opportunities to see other students' notes, an event which was rare during the most online courses. For teachers, it revealed how everyone was (mis)understanding the class content.

The same online system was also useful to keep track of the weekly discussion topics, reference site information, and sharing chat files of the day. The English native speaker

teacher lecturing at a natural ("yet "L2 aware") speed with controlled vocabularies, students still needed to concentrate on listening rather than taking notes. Thus, the other teacher typed in key phrases in the chat zone to assist students' comprehension. While auto speech-to-text functions would produce thorough transcriptions, the teacher's "live subtitle" of key points could demonstrate efficient note-taking while listening to EFL lectures, which students aimed to master.

Students' Reflection

In the reflection on the course, students wrote that two teachers' spontaneous interaction with each other in the class hour made good learning materials for students. These interactions were sometimes genuine questions about the lecture topic, or requests to clarify, or asking for the spelling or to repeat, all of which could happen in real-life study abroad experience. The communication variety became naturally wider by the existence of two teachers in the class.

Some case studies on team teaching report tension in the class due to the teachers' different educational beliefs and expectations (Fan & Lo, 2016), recommending to agree on roles in class beforehand. Fortunately, the authors' experience was not the case. Team teaching is not the term to define a specific teaching style but a description of having multiple teachers in one class. With regard to having more participants, naturally there is more possible development of discourse in class. Plurilingual classes will allow even more diversity than monolingual classes. What helps "team" teaching is the aptitude to accept the uncertainty and diversity of the participants', both teachers' and students', course of actions, (some may call it negative capability) and trust in the "teammate" who shares the goal.

Students recall their favorite topics, from the one we spent more time on than any other (exploring the verb "escape"), to a minor one (onomatopoeia). Half of the class noted that they discussed quite a lot for meaningful purpose in this reading class. A couple of them said that it was the learners who built up the course. (See Appendix for extracts of students' reflective comments.)

Students also showed eagerness to take initiatives of learning in the next occasions, for example to select vocabulary of their interest to do research on. Many report that they recognize their changes in EFL reading, that they care more about words in context than before. Reading is no longer for checking meanings. Now they read, think, and wonder if words mean as they appear. Even terms which look basic and simple as color names have different meanings depending on the historical period and culture. It may mean even more differently in figurative speech.

Conclusion

The reflection by students indicates that the reading class in fall 2021 successfully introduced students that they can read in English as their foreign language beyond literal comprehension check. Guided exploration without worrying about the right answer was achieved through this discussion-based class.

Thanks to the foundation of timed reading exercise and extensive reading customs, the students in this reading class achieved to practice three aspects of reading; speed, quantity and depth. Through the live discussion with teachers and classmates, learners developed their research and thinking skills to apply on the actual literature by the end of the semester. Just as we provide vocabulary and grammar learning materials and lessons for learners in the basic decoding stage, it is worth offering time to practice research skills and plenty of opportunities to grow to be fluent comprehensive readers to think and talk about reading in depth. Team-taught discussion-based reading course with focus on language cognition can bridge a basic level reading to intermediate and higher through exploring the edges of language use. Such a course turns an exciting adventure with fellow growing readers.

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Appendix

Reflection Comments by Students

［Original in Japanese. English Translation by the Authors］

先生同士で意見をすり合わせていたことが印象的でした。違う視点からの考えを目の当たりにしたので、授業を受けているというより参加しているという感覚に近かった

I was impressed that the teachers were negotiating / sharing their opinions with each other. I saw ideas from different perspectives, and it made me feel I was participating in the class rather than taking it.

2人の先生が英語で話している場面を実際に聞くことができモチベーションが上がった。

I was at the actual scene that the two teachers were discussing in English, which strongly motivated me to learn more.

先生同士が（その日のトピックについて英語で）話していることを聞いて理解するときが多くあって力がついたと思います。内容が濃い…大学生感のある内容の授業でした。

I often understood more about the topic through listening to the teachers talking in English to each other about the topic of the day, It was a good way to improve my English. The content of the class was rich…I really felt I was learning in the university.

最も印象に残っているのが、"escape" について考えた授業で、"escape" の最もよく知られている日本語訳である "逃げる" 以外の意味を知るために、"escape" が使われた英文を探してくるというのが自分の知識を深めることに役立った。みんなで出した意味をもとにして、ケビンのお話をいろんなパターンで考えたのが、楽しみながら自分のモノにできたと感じている。

The most memorable lesson was the one in which we discussed the verb "escape". I was able to extend my knowledge by searching for English example sentences including the word "escape", and find out the meanings other than "*nigeru* = to run away" which is the most well-known Japanese translation of "escape". Based on the meanings we all came up with, we explored various patterns for Kevin's story. I enjoyed it and I felt I made it my own.

漫画で使われるオノマトペについてディスカッションした際、日本語と英語との違いについての議論はすごく面白かった。

When we discussed onomatopoeia used in Manga, the argument over the language differences ［which influences the onomatopoeia］ was quite amusing.

手紙から嘘か本心かを読み取る授業では、普段普通に読むときよりも読みながら考えることが多くあって深く読むことができていると感じました。
Reading the letter part of the story to find if it is a lie or the writer's true heart, I carefully thought various aspects while reading the text. I felt I was reading deeper than usual.

一つの単語から連想できる事柄を考えるのが面白かった。
I enjoyed extending the scope of ideas from a single word.

この授業は話し合いが主体となって授業が進む
This class is discussion-centered.

グループ討論する機会も、先生が一人一人発言できる機会を与えて、全員で授業を作り上げていくことが実感でき良かった
During the group discussions, teachers provided every one of us could present our ideas. It was good to feel that everyone contributed to build up the class.

単語の意味から考えられることをみんなで議論して考える…詳しく考える授業…毎週の授業がとても楽しかったし、自分自身とてもアクティブに授業に参加できた
Starting from a word, all of us participated in discussion to think,… and think harder during class … I thoroughly enjoyed the class every week, and I could fairly actively involved in the class.

ひとつの単語についてクラス全体でここまで深く考え、さまざまな意見交換を行うといったReadingはとても新鮮で楽しかった。
It was a new and enjoyable experience that the whole class was absorbed in thought this far over one word and exchanged ideas in a reading class.

文章を深く読むことについて焦点を当てた授業でしたが、ただ知識を詰め込むのではなく、自分たちの経験から考察することが多かった…ディスカッションする時間を多く、仲も深まり面白い授業でした。
The focus of the course was to read deeper. It wasn't just stuffing in massive knowledge, but we spend time to think based on our experiences … and discussed a lot, through which we became good friends. I enjoyed this class.

充実した話し合いができた
We had productive discussions in class.

言いたいことを英語でどう説明しようか悩んでいるときに、マークビ先生が答えやすいようにアシストしてくださったので話しやすかった。また、シンプルな質疑応答ではなく、ではこれはどう？というような、より深い理解に繋がる会話を繋げてくださったのも良かった。今まで英文を読むだけというイメージだったリーディングの授業が、いい意味でガラッと変わりました、これからの本や文章を読むときの意識も変わるように感じます。オンラインや対面など行き来したり様々な不便があった半年間でしたが、皆で授業を楽しく作ることが出来て良かったです。

When I was wondering how to explain my idea in English, Dr. Markve assisted me, so it became easier to speak. It was also good that he linked our conversation to further deeper one by asking "How about this?" It wasn't like a simple question & answer session. The reading class I used to know was just reading English sentences, but this class has completely changed it, in a positive way. I feel that it has changed my mindset on reading. I am glad that we were able to enjoy creating the class together, even though it was a six-month period with various inconveniences such as shifting from online to face-to-face.

授業を受けて一番に変わったのは類義語に対する考え方…escapeでもget awayやleak out 等が…今までの私だとどれも同じだと…なんとなく使っていたが、ニュアンスやaspectが違うものがあると知った。

My attitude to synonyms has changed the most after taking this class. I used to see words like *escape*, *get away*, *leak out*, etc. as items of the same meanings, and didn't pay much attention to their differences. Yet now I know that there are differences in their nuances and aspects.

一つの単語から…特に英語や単語の歴史をたどるのが面白かった

It was amusing to focus on one word, and especially to follow the history of each vocabulary.

環境が違うと別の意味になったりするような単語をもっと知りたいと感じました。

I want to learn more about vocabularies whose meanings vary depending on the context/ environment.

色の成り立ちを調べた授業では心理学的な内容と歴史を学べました。成り立ちや意味には背景があって今までは単語の日本語の意味を覚えるだけでしたが、本質の部分を知ることで長文を読んで単語を見たときに意識するようになった。

On the day we researched the origins of color names, I learned about the psychological content and history of color names. The origins and meanings have a background. Before this class, I had only memorized the Japanese translation of English words. Now that I know the essential parts, I am more aware of the background of words I see in texts.

今回は先生が提案した動詞などについて行なったが、自分が好きな動詞や一番英語で用いられると考える単語などについて調べてみても良いと思う。

This term, we did research on the verb that teachers proposed to the class. Next time we do research like this, how about students choosing our favorite verbs, or what we think the most frequently used words in English? It will be fun!

今まで、単語や表現を覚えるときにただ機械的に、A＝Bだ、としていたが、なぜその単語や表現がそのような意味で使われているのか、なぜ他ではニュアンスが異なるのかなど詳しく知りたいと思うようになった、また、その得た知識を実践するために、よりたくさんの本を読みたいと思うようになった。

I used to assume that "English word A = Japanese word B" when learning new words and expressions, but now I want to know more about why that word or expression is used in such a way and why the nuance is different in other cases, etc. I also want to read more books to put the knowledge I have gained into practice.

今まで英単語と日本語を直結して暗記するような形で覚えていたため、本を読んでいて「単語は知っているのによくわからない」と感じることが多々あった。今回の授業で単語の背景にはそれを母語とする人々の文化や心理、そしてその単語が生まれる歴史的背景などとても複雑だと学び、英単語＝日本語訳と考えるのではなくイメージを膨らませることが大事だと感じた。

I had been memorizing English words as a direct set with Japanese translations. And when I read English books, I often felt that I knew the words but did not understand what the text was saying. In this class, I learned that the background of a word is very complex, including the culture, psychology, and the historical background of the words. It is essential to imagine how it has been developed, rather than turning English words into Japanese translations.

Readingという行為のみでこんなにも奥深く、一人一人違う考えを持つ

How profoundly different ideas each of us has on the act of reading alone!

今までは、内容を読むだけで終わったり、知らない単語の意味を調べて理解するだけで終わっていました。しかし、この授業を受けるうちに、文の前後関係に注目しながら、この単語からはどのようなことが連想できるのか考える機会が増えました

Until now, I used to end up just reading the content or looking up the meanings of unfamiliar words and understanding them. But while learning in this class, I have more opportunities to think what I can associate with the words, and to pay attention to the context.

今まで私は一つの英単語に対して、一つの意味で理解していることが多かった。しかしひとつの単語にたくさんの意味が含まれており、簡単に自分の馴染みのある意味で考えるのではなく、他の意味を考える必要がある…以前よりも意味について考えることが楽しくなりました。

Until now I usually learned an English word in terms of a single meaning. But one word contains many meanings. Instead of simply taking it with the meaning I am familiar with, I need to consider other possible meanings... I enjoy thinking about meanings of words more than before.

英文を読むときに、いくつかの解釈の仕方を考えるようになった。前までは和訳ばかりに拘っていて意味がわからなかったらすぐに和訳をみていたが、授業を受けて習った単語（特にescape）が出てきた文章だと筆者がこの単語を使った意図は何かを考えるようになった。

After taking this course, I now take time to think about several ways of interpretation when reading English text. I used to look up the Japanese translation when I didn't understand the meaning, but now I think about what the author's intention is when I see a word（especially "escape"）that I learned in class.

今まで英語で文章を読むときは、自分が覚えている単語の意味で簡単に解釈を行なっていたけど、授業を受けるうちに、ひとつひとつの表現に対してそれが本当はどのような意味を含んでいるのかを深く考えるようになりました。

In the past, I simply interpreted English text according to the meaning of each word I had memorized. But taking this course, I began to think more deeply about what each expression really means.
…………………………………………………………………………

Abstract

This paper proposes a discussion-based team-taught EFL reading course based on the authors' practice in 2021. From the actual course which went through unexpected social changes at the time of pandemic, we extract two points applicable to courses under other circumstances: (1) the contents for EFL reading course at the bridging stage from basic (CEFR A2) reading to intermediate (CEFR B1+). Such a course can assist learners' transition from "simply understanding what the written FL words literary say" to "exploring multiple interpretations of the FL text by combining one's plurilingual knowledge and experience." And (2) the possibility to conduct dynamic and flexible team taught classes with the help of information & communication technologies.

Keywords: *EFL, reading, plurilingual approach, discussion-based, team teaching*

(Aiko Saito, Setsunan University; Stephen Markve, Central Methodist University)