JELES-54, March 1, 2024

Teaching Psycholinguistics in English

Chie Nakamura

Waseda University

My experience in teaching at Waseda University

- English degree program, Faculty of Science and Engineering (2019-2023)

- School of International Liberal Studies (SILS) & Graduate School of International Culture and Communication (GSICCS) (2023-now)

My experience in teaching at Waseda University

- English degree program, Faculty of Science and Engineering (2019-2023)
  - Laboratory English A & B, Academic Study Skills A&B
  -> Scientific writing and presentation

- SILS & GSICCS (2023-now)
  - Psycholinguistics, Research Design, Statistics, Seminars

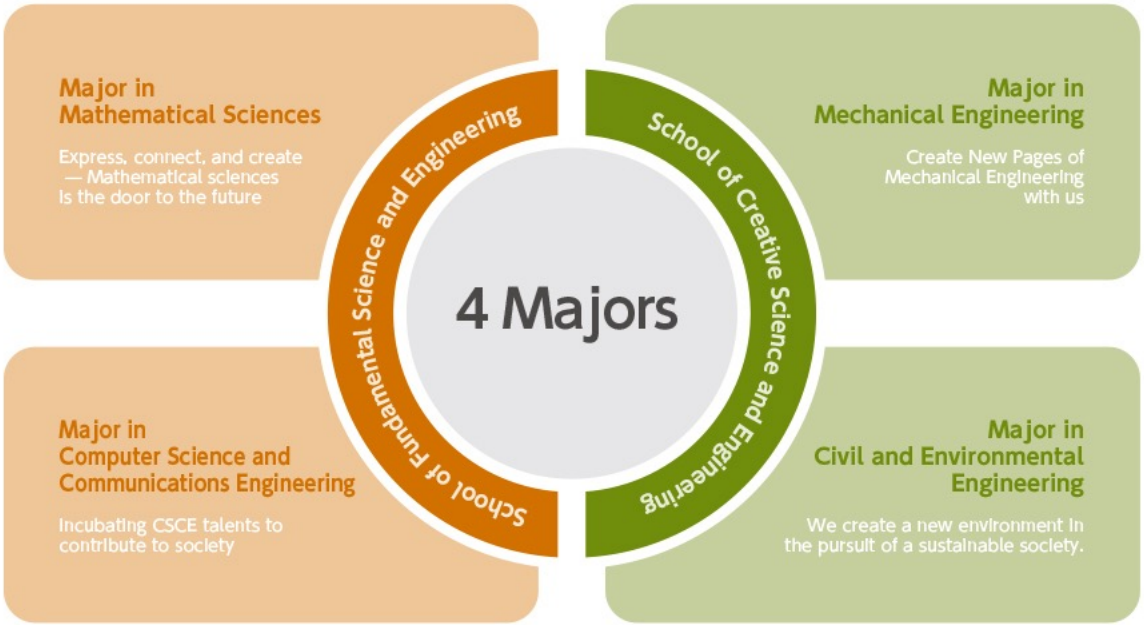
Today's talk

1. Improving the quality of scientific writing through peer review activities using Learning Management System (LMS)

2. Using video content to amplify learning in psycholinguistics

1. Improving the quality of scientific writing through peer review activities using LMS

Waseda's English-based undergraduate program in Science and Engineering



- Student composition

50% International students
50% Japanese students (Returnee or International Baccalaureate high school graduate)

-> Academic English

1. Improving the quality of scientific writing through peer review activities using LMS

Laboratory English A &B: Students design and conduct a simple experiment and write a summary of the results

Course objective of writing assignment: To complete a high-quality scientific paper in English

➔How to incorporate active learning into the process of writing?

➔Peer review activity using Learning Management System

Issues in writing classes

Traditional passive learning style: Students gets feedback from the instructor

→ offers limited opportunities for interaction and collaboration among students

→ Students miss out on opportunities to engage in meaningful discussions, share ideas, and learn from their classmates

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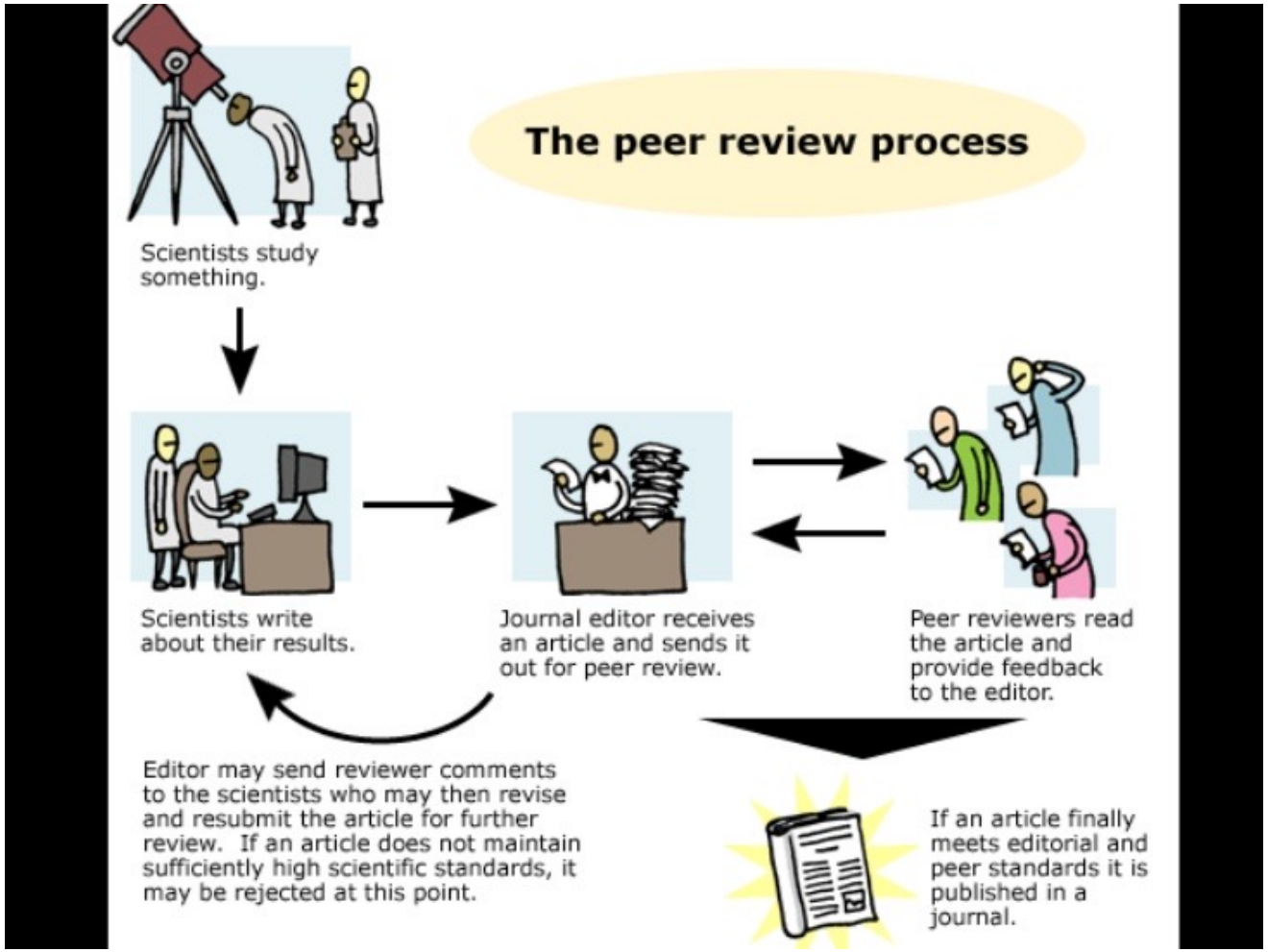
- Active learning style: Students engage with each other's work in a peer-review activity

→ Students must read their peer's work critically and provide constructive feedback

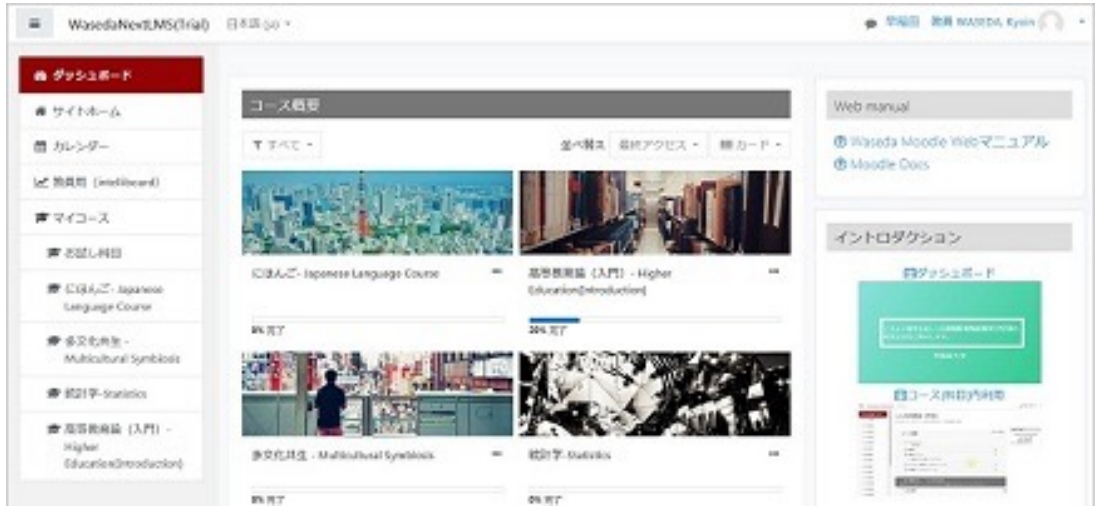
Building a peer review environment in the classroom

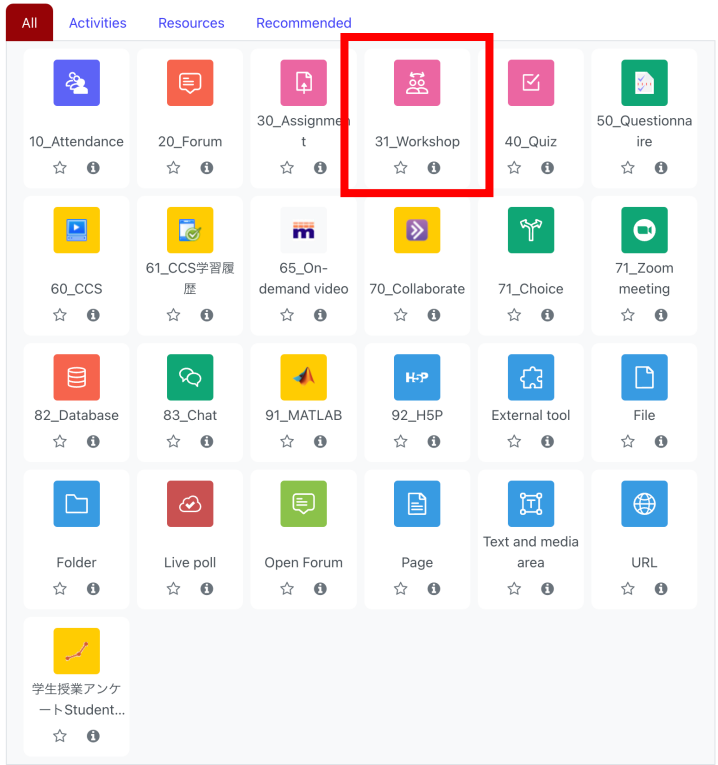


- Peer review: a process used in academic publishing to ensure the quality and integrity of scholarly research
- Designed this activity to simulate the peer-review process
  - Students enrolled in the class are assumed to be “peers”
  - Each student is both a peer and a reviewer

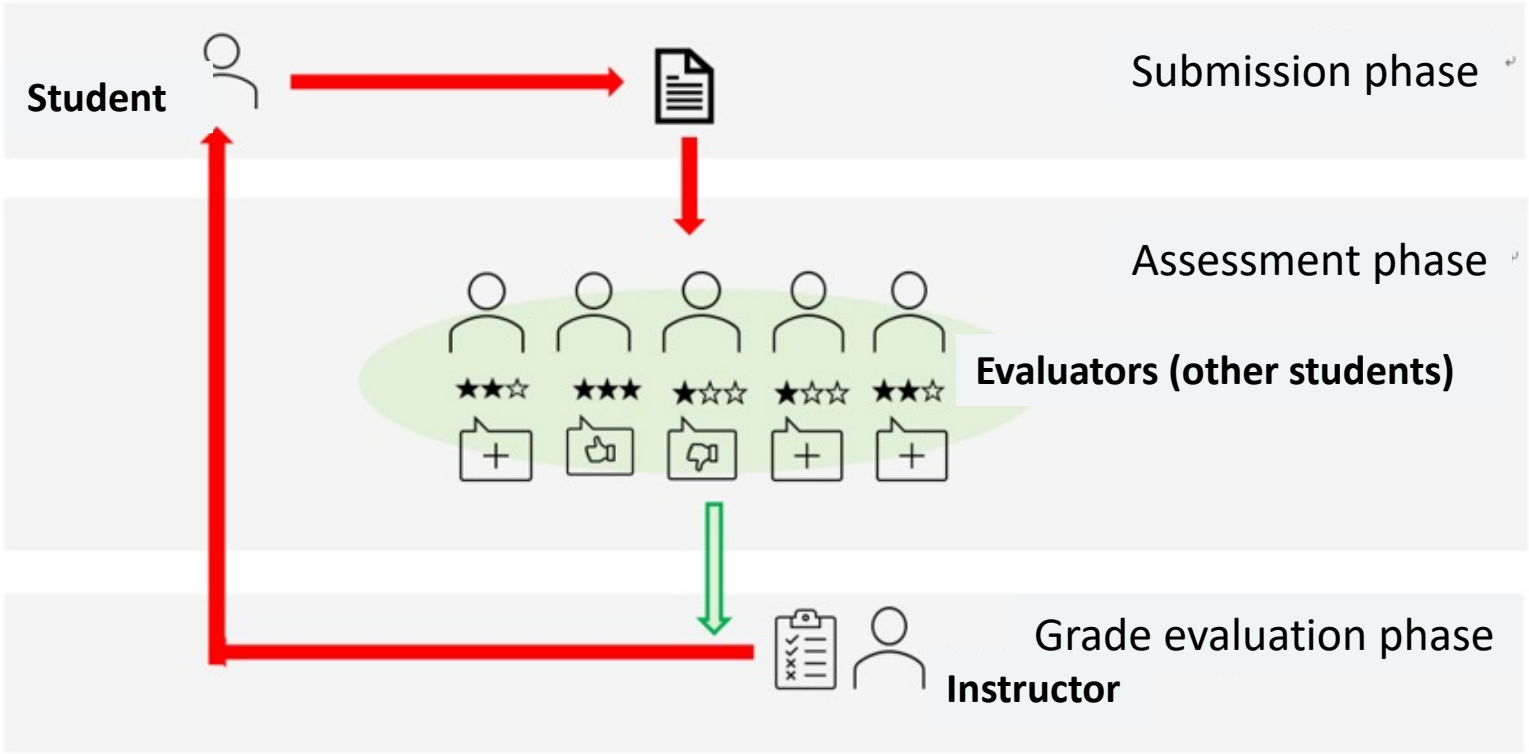
Waseda Moodle

- LMS (Learning Management System)
- Provides multi-device support as well as multi-lingual user interfaces





“Workshop” function



- Enables mutual evaluation (peer review) for the work submitted by a student

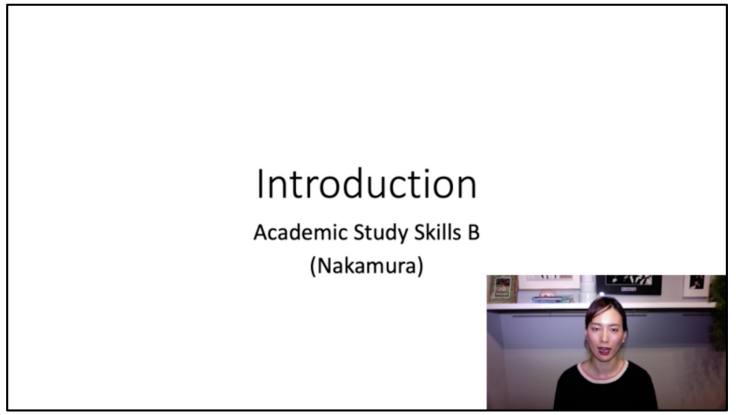
Peer review activity process

1. Divide a paper into 4 sections

How to Write Your First Scientific Paper

- Introduction
- Methods
- Results
- Discussion

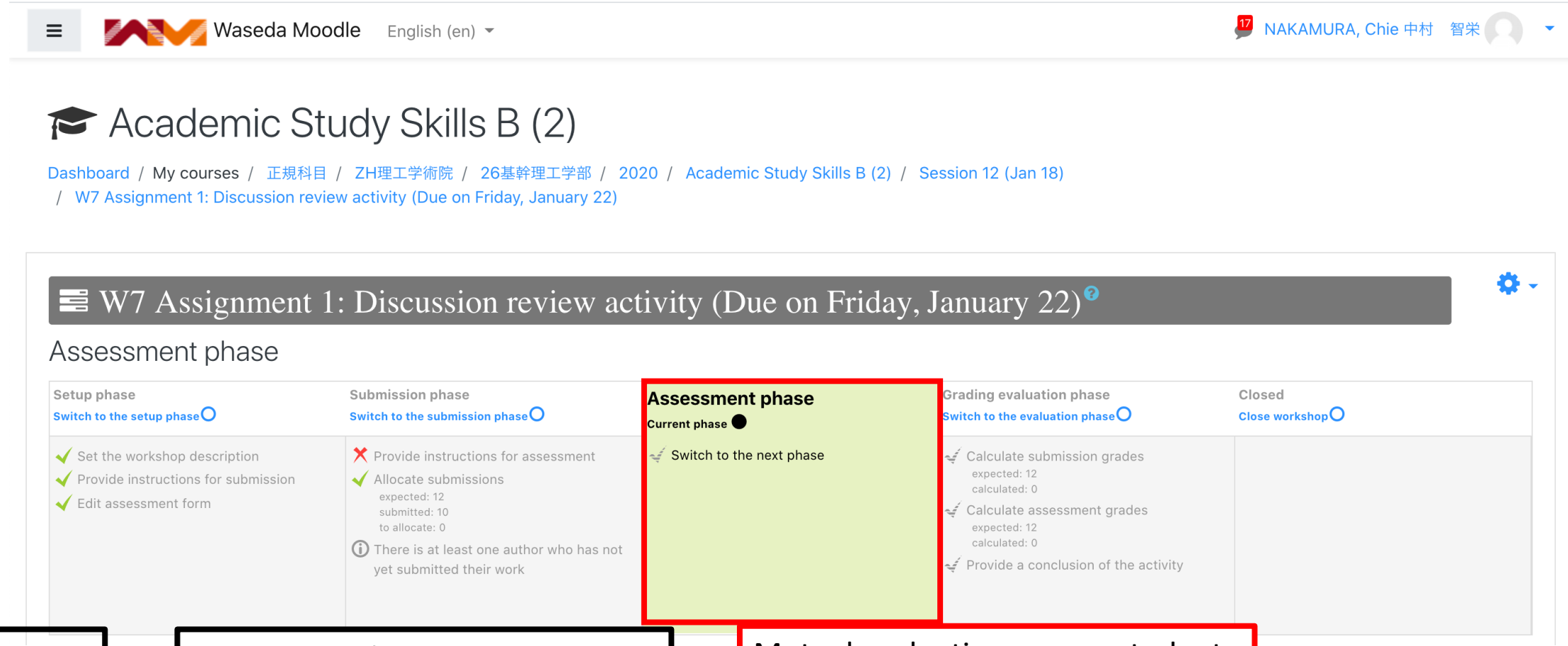
2. Lecture for each section



3. Submission of a first draft of one section

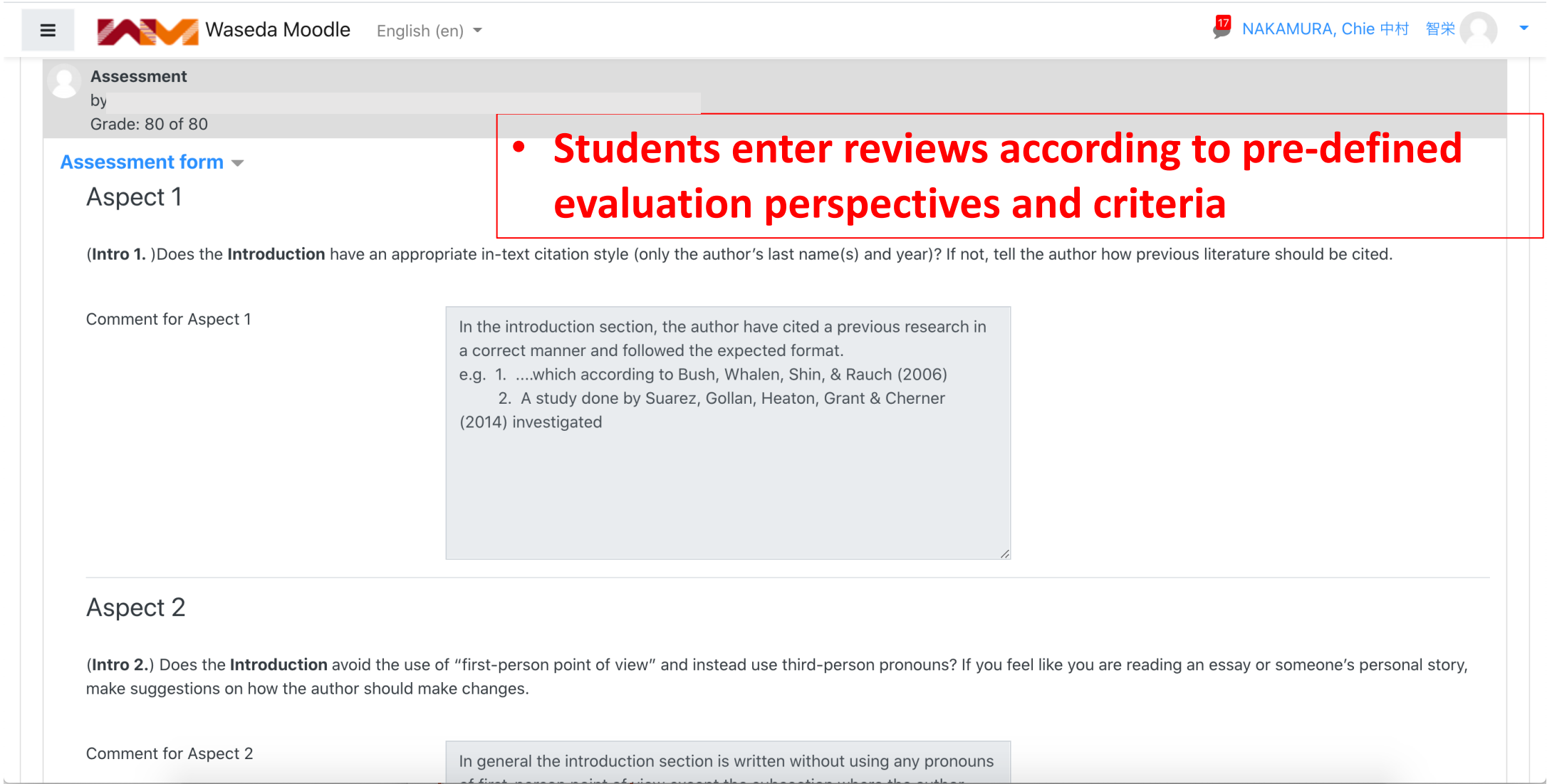
At this stage, students evaluate each other's writing

Waseda Moodle “Workshop”



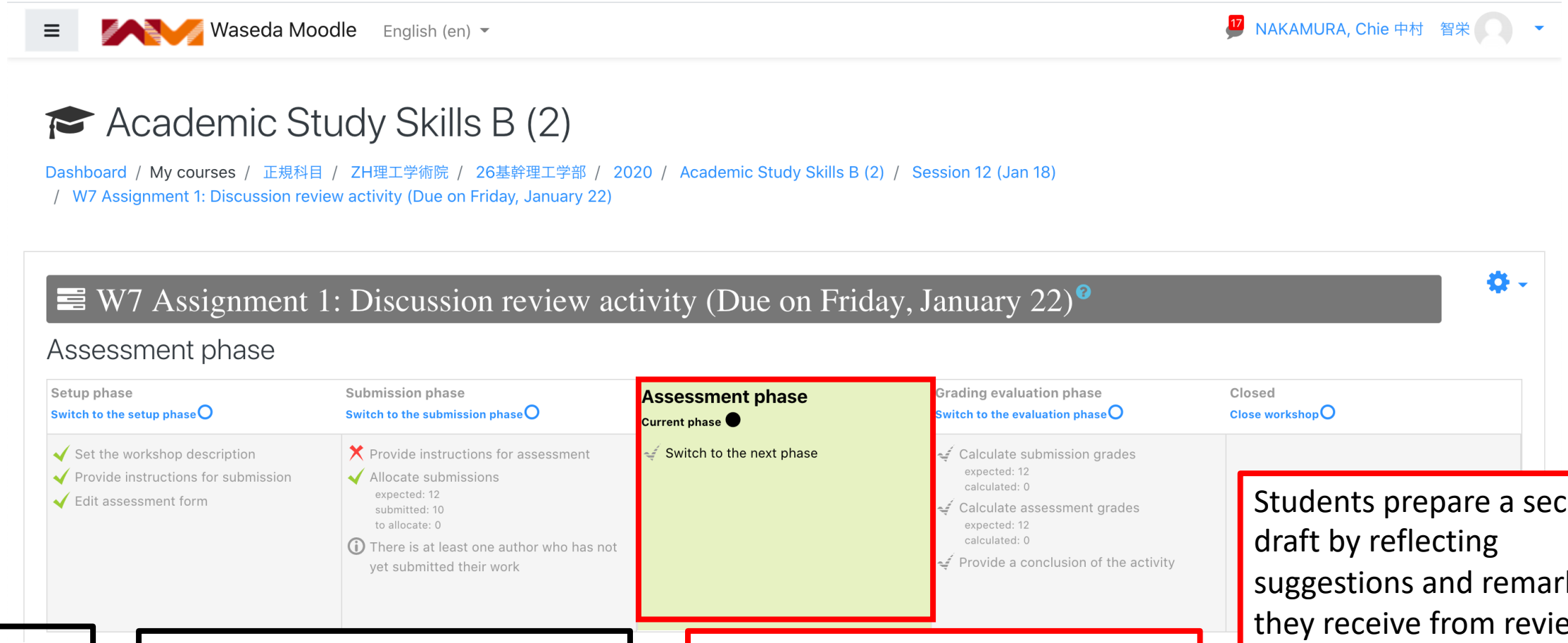
First draft submission → Reviewer and Reviewee pairs are randomly assigned → Mutual evaluation among students (Peer Review)

Evaluation process among students through peer review



- **Students enter reviews according to pre-defined evaluation perspectives and criteria**

Waseda Moodle “Workshop”



First draft submission → Reviewer and Reviewee pairs are randomly assigned → Mutual evaluation among students (Peer Review) → Students prepare a second draft by reflecting suggestions and remarks they receive from reviewers →Teacher evaluates the second draft

Enhancing scientific writing skills through peer-review

- In reviewing other students' writings,

→Students develop skills in critical thinking and communication

→They are also exposed to different perspectives and ideas, which can broaden their understanding

→ These lead to improvement of students' own writing, which is a highly effective learning experience compared to writing alone

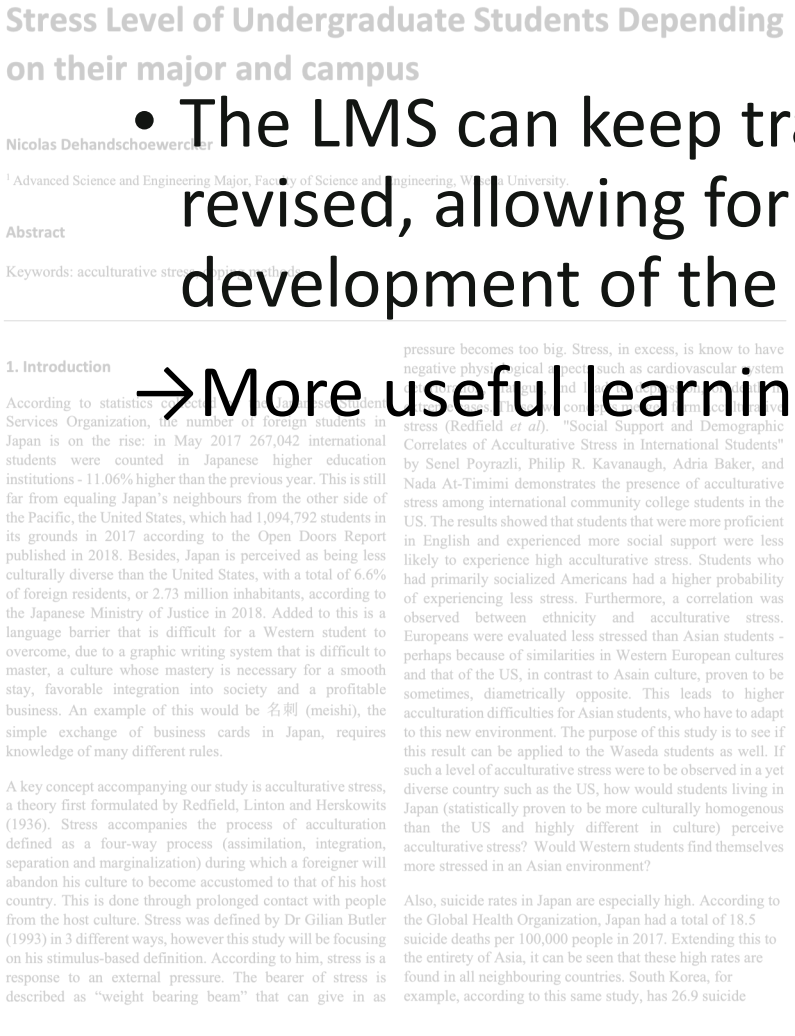
Enhancing scientific writing skills through peer-review

- The peer review process assists in improving the quality of student work before it reaches the faculty for feedback

The process of peer review between students helps to identify and correct minor spelling errors and logical inconsistencies in their work

→ As a result, instructor can provide feedback and comments at a more advanced or sophisticated level, focusing on higher-order aspects of the writing such as content, argumentation, and structure, rather than basic errors

Benefits of peer review using LMS


Stress Level of Undergraduate Students Depending on their major and campus

Nicolas Dehandschoewercker

[1] Advanced Science and Engineering Major, Faculty of Science and Engineering, Waseda University

Abstract

Keywords: acculturative stress, [illegible]

1. Introduction

According to statistics [illegible] Services Organization, the number of foreign students in Japan is on the rise: in May 2017 267,042 international students were counted in Japanese higher education institutions - 11.06% higher than the previous year. This is still far from equaling Japan's neighbours from the other side of the Pacific, the United States, which had 1,094,792 students in its grounds in 2017 according to the Open Doors Report published in 2018. Besides, Japan is perceived as being less culturally diverse than the United States, with a total of 6.6% of foreign residents, or 2.73 million inhabitants, according to the Japanese Ministry of Justice in 2018. Added to this is a language barrier that is difficult for a Western student to overcome, due to a graphic writing system that is difficult to master, a culture whose mastery is necessary for a smooth stay, favorable integration into society and a profitable business. An example of this would be 名刺 (meishi), the simple exchange of business cards in Japan, requires knowledge of many different rules.

A key concept accompanying our study is acculturative stress, a theory first formulated by Redfield, Linton and Herskowits (1936). Stress accompanies the process of acculturation defined as a four-way process (assimilation, integration, separation and marginalization) during which a foreigner will abandon his culture to become accustomed to that of his host country. This is done through prolonged contact with people from the host culture. Stress was defined by Dr Gilian Butler (1993) in 3 different ways, however this study will be focusing on his stimulus-based definition. According to him, stress is a response to an external pressure. The bearer of stress is described as "weight bearing beam" that can give in as pressure becomes too big. Stress, in excess, is know to have negative physiological [illegible] such as cardiovascular system [illegible] stress (Redfield *et al*). "Social Support and Demographic Correlates of Acculturative Stress in International Students" by Senel Poyrazli, Philip R. Kavanaugh, Adria Baker, and Nada At-Timimi demonstrates the presence of acculturative stress among international community college students in the US. The results showed that students that were more proficient in English and experienced more social support were less likely to experience high acculturative stress. Students who had primarily socialized Americans had a higher probability of experiencing less stress. Furthermore, a correlation was observed between ethnicity and acculturative stress. Europeans were evaluated less stressed than Asian students - perhaps because of similarities in Western European cultures and that of the US, in contrast to Asain culture, proven to be sometimes, diametrically opposite. This leads to higher acculturation difficulties for Asian students, who have to adapt to this new environment. The purpose of this study is to see if this result can be applied to the Waseda students as well. If such a level of acculturative stress were to be observed in a yet diverse country such as the US, how would students living in Japan (statistically proven to be more culturally homogenous than the US and highly different in culture) perceive acculturative stress? Would Western students find themselves more stressed in an Asian environment?

Also, suicide rates in Japan are especially high. According to the Global Health Organization, Japan had a total of 18.5 suicide deaths per 100,000 people in 2017. Extending this to the entirety of Asia, it can be seen that these high rates are found in all neighbouring countries. South Korea, for example, according to this same study, has 26.9 suicide

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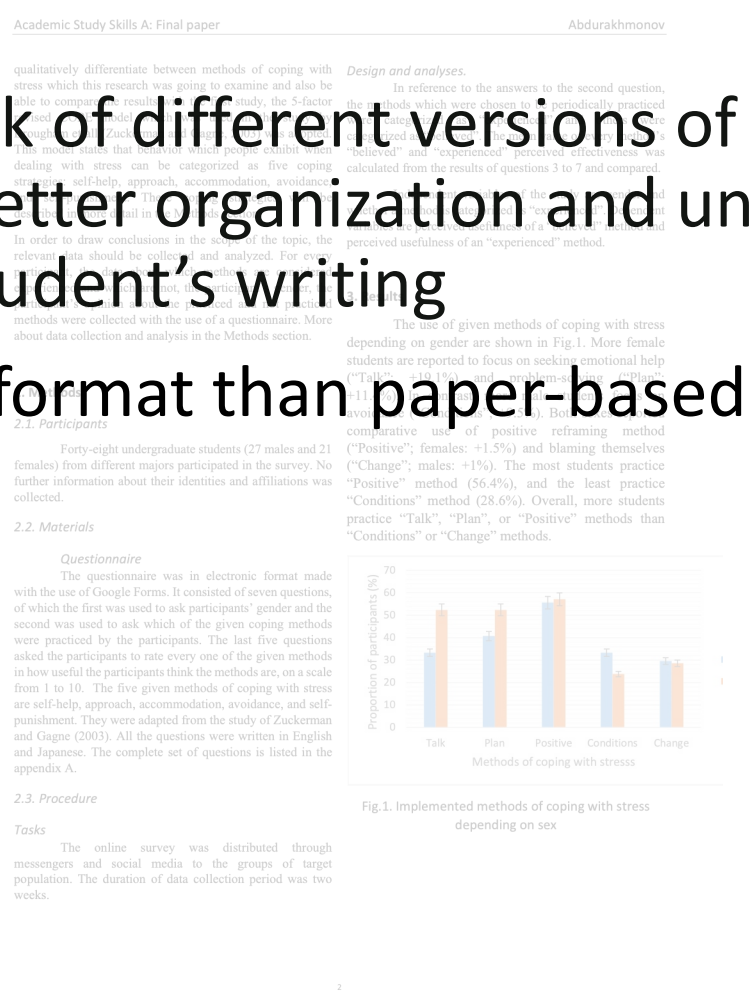
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qualitatively differentiate between methods of coping with stress which this research was going to examine and also be able to compare the results of this study, the S-factor [illegible] the most often [illegible] dealing with stress can be categorized as five coping strategies: self-help, approach, accommodation, avoidance and [illegible] In order to draw conclusions in the scope of the topic, the relevant data should be collected and analyzed. For ex[illegible] methods were collected with the use of a questionnaire. More about data collection and analysis in the Methods section.

2.1. Participants

Forty-eight undergraduate students (27 males and 21 females) from different majors participated in the survey. No further information about their identities and affiliations was collected.

2.2. Materials

Questionnaire

The questionnaire was in electronic format made with the use of Google Forms. It consisted of seven questions, of which the first was used to ask participants' gender and the second was used to ask which of the given coping methods were practiced by the participants. The last five questions asked the participants to rate every one of the given methods in how useful the participants think the methods are, on a scale from 1 to 10. The five given methods of coping with stress are self-help, approach, accommodation, avoidance, and self-punishment. They were adapted from the study of Zuckerman and Gagne (2003). All the questions were written in English and Japanese. The complete set of questions is listed in the appendix A.

2.3. Procedure

Tasks

The online survey was distributed through messengers and social media to the groups of target population. The duration of data collection period was two weeks.

Design and analyses.

In reference to the answers to the second question, the [illegible] which were chosen to [illegible] periodically practiced [illegible] believed" and "experienced" perceived effectiveness was calculated from the results of questions 3 to 7 and compared [illegible] perceived usefulness of an "experienced" method.

The use of given methods of coping with stress depending on gender are shown in Fig.1. More female students are reported to focus on seeking emotional help ("Talk"; +19.1%) and problem-solving ("Plan"; +11.1%) [illegible] ("Positive"; +1.1%). Both [illegible] comparative use of positive reframing method ("Positive"; females: +1.5%) and blaming themselves ("Change"; males: +1%). The most students practice "Positive" method (56.4%), and the least practice "Conditions" method (28.6%). Overall, more students practice "Talk", "Plan", or "Positive" methods than "Conditions" or "Change" methods.

Fig.1. Implemented methods of coping with stress depending on sex

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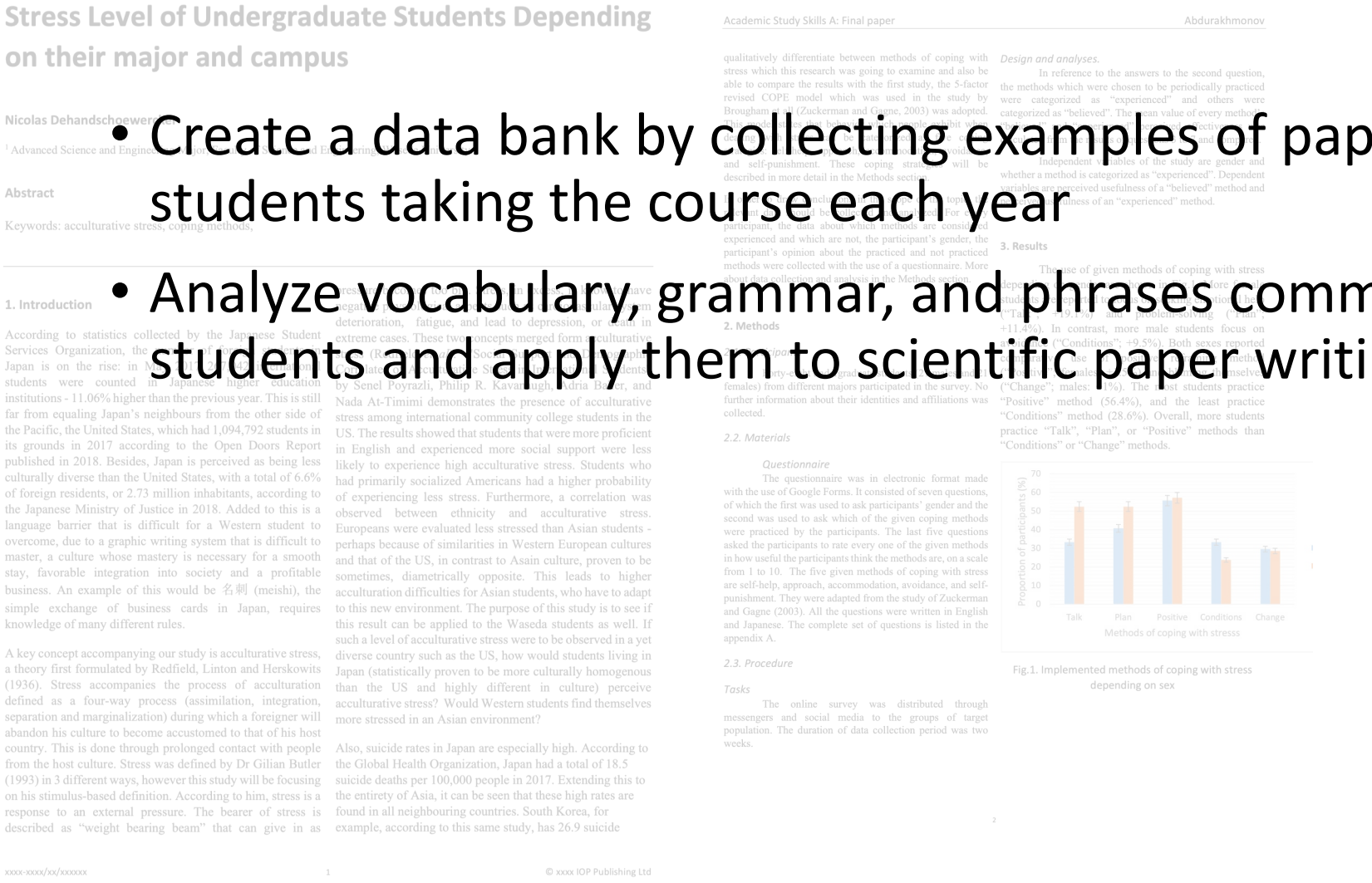
- The LMS can keep track of different versions of a document as it is revised, allowing for better organization and understanding of the development of the student's writing

→More useful learning format than paper-based media

Possible future directions



Stress Level of Undergraduate Students Depending on their major and campus

Nicolas Dehandschoewerker

[1] Advanced Science and Engineering, Waseda University, Tokyo, Japan

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qualitatively differentiate between methods of coping with stress which this research was going to examine and also be able to compare the results with the first study, the 5-factor revised COPE model which was used in the study by Brougham [illegible] (Zuckerman and Gagne, 2003) was adopted. [illegible] and self-punishment. These coping strategies will be described in more detail in the Methods section.

[illegible] participant, the data about which methods are considered experienced and which are not, the participant's gender, the participant's opinion about the practiced and not practiced methods were collected with the use of a questionnaire. More about data collection and analysis in the Methods section.

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In reference to the answers to the second question, the methods which were chosen to be periodically practiced were categorized as "experienced" and others were categorized as "believed". The [illegible] Independent variables of the study are gender and whether a method is categorized as "experienced". Dependent [illegible] perceived usefulness of a "believed" method and [illegible] fulness of an "experienced" method.

3. Results

[illegible] use of given methods of coping with stress [illegible] ("Talk"; +19.1%) and problem-solving ("Plan"; +11.4%). In contrast, more male students focus on [illegible] ("Conditions"; +9.5%). Both sexes reported [illegible] ("Change"; males -1%). The most students practice "Positive" method (56.4%), and the least practice "Conditions" method (28.6%). Overall, more students practice "Talk", "Plan", or "Positive" methods than "Conditions" or "Change" methods.

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2

- Create a data bank by collecting examples of papers written by students taking the course each year
- Analyze vocabulary, grammar, and phrases commonly used by students and apply them to scientific paper writing instruction

2. Using video content to amplify learning

School of International Liberal Studies (SILS) and Graduate School of International Culture and Communication Studies (GSICCS)

- English-taught degree program

30% - International students from 50 nations worldwide

Japanese students are required to study abroad for 1 year

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Introduction to Psycholinguistics – Over 100 students

-> How do I keep them engaged during a 100 minutes class?

Video as a learning tool

- Videos help us illustrate examples to help develop students' understanding

- High quality YouTube videos are effective educational tools:
  - They are created by experts, through a careful planning, skilled production, and engaging content which require time & cost
  - Why not leverage these resources to expose students to diverse viewpoints and cutting-edge research that are not covered in traditional course materials?

Example

- Steven Pinker: Linguistics as a Window to Understand the Brain @39:17 minutes

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

Teachers are positive about video

- A survey found that teachers are positive about the use of video in the classroom because;
  - It stimulates classroom discussion
  - It reinforces lecture and reading
  - It provides a common base of knowledge among students

Corporation for Public Broadcasting

Parvian et al. (2023)

Fernando (2023)

Students’ perspective

- Research shows that students who are exposed to regular integration of media instruction

  - Outperform non-exposed peers on tests
  - Score higher on writing assignments
  - Are more active in class discussions
  - Apply more varied and creative approaches to problem solving
  - Use more figurative language

Teachers college Columbia (1992)
Parvian et al. (2023)
Fernando (2023)

How and when to use video

- Videos can be used in a variety of ways to enhance any lesson plan or subject
- In teaching students with diverse English backgrounds, I use videos in my psycholinguistics course to;

  - Connect the video to content of the topic
  - Show short clips to introduce or reinforce discussion
  - Give students active assignments to encourage attention and post discussion

High Amplitude Sucking Procedure

Infants increase or decrease "sucking behavior" in response to speech sounds

It tells whether the infant consider the stimuli as new sound or familiar sound, and this helps examining how experimental stimuli are processed in baby's brain.

LSCP lab UNIVERSITY OF MARYLAND

Oct/07/2023 15:56:26

Thank you!

Video URLs

Steven Pinker

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

Baby's experiment in hearing different phonemes

https://www.youtube.com/watch?v=WvM5bqUsbu8&t=4s