

# Developing Multimedia English for Tourism E-learning Materials on UNESCO's World Heritage Sites (2) : Tripartite Purposes and Trial Materials\*

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## Abstract

English for Tourism, being a branch of English for Specific Purposes, provides practical information and communicative training for those who are interested in jobs in the tourism industry. The purpose of our research is to develop multimedia CALL materials dealing with UNESCO's World Heritage Sites not only in Japan but also throughout the world so that students can study English related to their interests while also enhancing their knowledge in tourism. This study is supported by Japan Society for the Promotion of Science (No. 23520690: Development of Multimedia E-learning Materials on UNESCO World Heritage Sites and Analyses of the Effectiveness of Blended Learning).

In this paper, we will discuss the needs of our students concerning English for Tourism, the method of our material development, and the effectiveness of our materials obtained from a trial implementation with undergraduate students of the University of Nagasaki, Siebold. As the results of the questionnaire administrated in 2010 showed only 37.37% of students had accurate knowledge about the number of UNESCO World Heritage Sites, it is worthwhile to create study materials for students to acquire the general knowledge about the World Heritage Sites in the world. To gather pictures and video clips for the development of CALL Materials, we have visited several world heritage sites in- and outside of Japan such as Stonehenge, Ayers Rock, Shirakawa-go, and Temples and Shrines in Kyoto. For the implementation of online materials, we use a revised CALL system called QAWAII developed by Oda et.al. (2000). The results of our trial lessons will be reported.

## 1. Introduction

Since English for Tourism, being a branch of English for Specific Purposes, provides practical information and communicative training for those who are interested in jobs in the tourism industry, the introduction of this type of ESP into English classes can motivate students to study English.<sup>1</sup> The purpose of our research is to develop multimedia CALL materials dealing with UNESCO's World Heritage Sites

not only in Japan but also throughout the world so that students can study English related to their interests while also enhancing their knowledge in tourism. Blended learning, the use of both ICT and traditional face-to-face instruction, is more effective than separately using these two types, because the two will complement each other's shortcomings.<sup>2</sup> The employment of CALL materials and text materials dealing with UNESCO's World Heritage Sites for blended learning will not only motivate students, but also encourage domestic-minded Japanese students to turn their interests to the world outside of Japan.

## 2. Current Problems of Japanese College English Education

The problems in college English education in Japan today are tripartite. The first is that students other than English majors tend to lose interest in studying English once they enter university. This is mainly because their purpose of studying English in high school was to pass the university entrance examination. As soon as this purpose has been achieved, their motivation rapidly dwindles. The second problem is that the English competence of high school graduates has lessened due to the "relaxed curriculum" instituted by MEXT (Ministry of Education, Culture, Sports and Technology; MEXT is used hereafter) beginning in 2002. The educational reform in English has already started, as MEXT ordered elementary schools to introduce "English Activities" as required courses for 5<sup>th</sup> and 6<sup>th</sup> graders from the year 2011. Table 1 shows the recent change in English educational policy issued by MEXT. The number of English class hours is increased from 105 hours a year to 140 at junior high schools from 2012. The vocabulary size has also been increased. Table 2 shows the change of vocabulary size specified in Course of Study by MEXT. The number of words to be studied during the three years of study in junior high school has also been increased from 900 to 1200. The new curriculum to be introduced from 2013 in senior high school will force students attending normal high schools to study 3,000 words by graduation. It will take several years until we can expect students with roughly the same English competence as those who were under the old curriculum before the introduction of the relaxed curriculum.

**Table 1. Educational Policy by MEXT**

2002	Introduction of "Relaxed curriculum"
2008	"English Activities" to be included in the class called "Sougougakushu" hours
2010	"English Activities" became compulsory
2012	New Curriculum for junior high school
2013	New Curriculum for senior high school

**Table 2. The Change of Vocabulary Size Specified in Course of Study**

	Relaxed Curriculum		New Curriculum	
Elementary School			500 ~ 600 words**	
Junior High School	900 words		1200 words	
Senior High School	Normal high school	Vocational high school	Normal high school	Vocational high school
	1300 words	900 words	1800 words	1100 words
Total	2200 words	1800 words	3000 words	2300 words

The third problem is related to a recent trend of Japanese students: domestic-mindedness. This means that young Japanese do not wish to study abroad while college age. Even after graduating from colleges and getting jobs at leading companies, they tend to quit when they are assigned to work at overseas offices or factories. The number of Japanese studying abroad has also been decreasing since 2008. Figure 1 is a graph which shows the transition of the number of Japanese students studying overseas from 1983 to 2009.<sup>3</sup> The number of students studying abroad in 2004 was 82,945, but the number has been gradually dropping since then. In 2009, the number dropped to 59,923, about the same level as in 1996. To cope with this trend, MEXT advocated a measure called “Fostering Global Human Resources Project” to promote more college students and graduate students to experience study abroad.<sup>4</sup> We believe it is necessary to induce students’ intrinsic motivation to step out to see outside of Japan in order to foster students to become global citizens, and one of the effective ways is to gain some knowledge of the great heritage of the world. Therefore, our study materials will contribute to increasing students’ interests in overseas.

Consequently, our development of CALL Materials for English for Tourism on UNESCO's World Heritage Sites will contribute to solving a part of the three problems that Japanese college English education is facing.

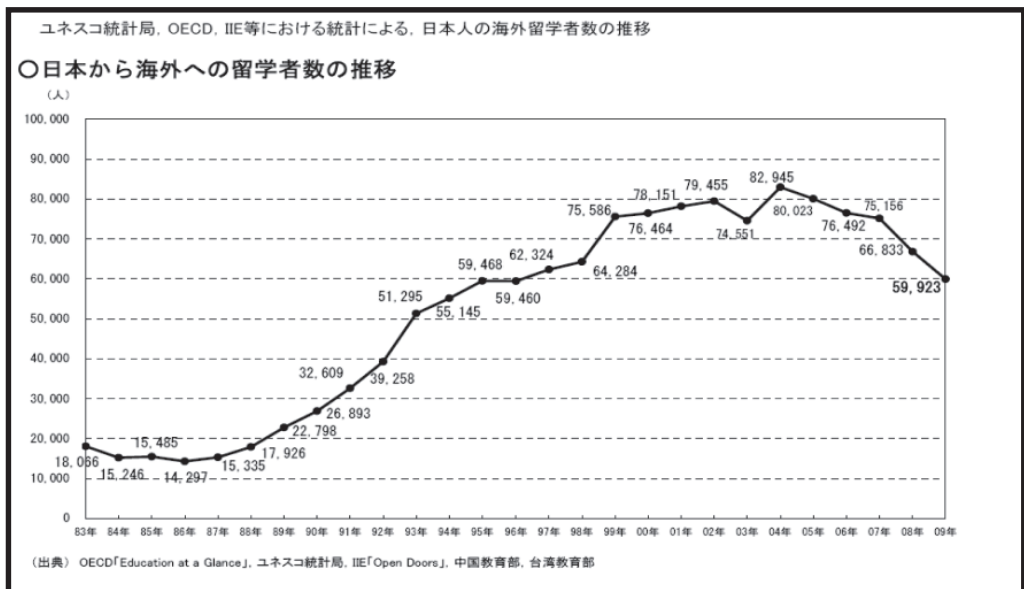


Figure 1. Number of Japanese Studying Abroad

### 3. Material Planning

The previous questionnaire administered to our students in 2011<sup>5</sup> revealed that students do not have accurate knowledge about UNESCO’s World Heritage. Therefore, it is necessary to include a lesson which will give a rough introduction about World Heritage itself. Together with the materials we have gathered, we plan to create materials composed of 15 units to be used in a 15-week semester. Table 3 is the tentative plan. The first unit is the overview, five units deal with world heritage sites in Japan, and eight units are those outside of Japan. Pictures and video clips used for CALL materials were gathered by the members of

our research group and the scripts were also written by us.

**Table 3 Tentative Plan of our Material Development**

Unit	Title	Content
Unit 1	Overview of UNESCO's World Heritage	Definition and general information
Unit 2	Shirakawago & Gokayama	Uniqueness of housing
Unit 3	Italian Houses	Comparison of building materials in Matera and Albelobello
Unit 4	Influence of the Roman Empire	Roman baths in Ponpei and Baths in the U.K.
Unit 5	Hiraizumi & Iwami Silver Mines	Gold and silver mining
Unit 6	Miracle Stones	Stonehenge & Ayers Rock
Unit 7	Maracca, Legend Tree	History of Maracca
Unit 8	Great Kings in Korea	Kandokkun & Hasson
Unit 9	Great Sized Constructions in China	Great Wall of China, Old Castle, and Summer Palace
Unit 10	Shiretoko & Yakushima	Treasure of natural heritage in Japan
Unit 11	Shrines and Temples in Japan	Nara and Kyoto
Unit 12	Museums and Castles in Paris	Louvre and Versailles
Unit 13	Kings and Queens in England	Castles and prisons
Unit 14	A-Bomb in Hiroshima	A-Bomb Dome
Unit 15	Can Nagasaki be Designated?	Churches in Nagasaki

#### 4. Sample CALL Materials and Text Materials

The organization of materials in each unit follows a developing order. This means that students study from the word level (vocabulary building exercises), then move on to the sentence level (dictation and sentence completion exercises), and finally reach the paragraph level (listening comprehension or reading comprehension) so that they can fully understand the materials at the end of the exercises in a unit. Figures 2 to 4 are exercises as seen on the screen for vocabulary building with the QAWAII system.<sup>4</sup> If the hyperlinked underlined segment is clicked, the user can listen to the recorded audio passage. Exercises start from English and Japanese matching. Japanese and English matching follows before English and English matching. In this way, students can understand the meaning of the words prior to the hardest part of English-to-English matching exercises. Figures 5 to 6 are the vocabulary building exercises for the text materials. The words to be learned are the same, but the layouts of the exercises looks quite different as the media used to present them are different. However, the CALL materials exercises will be reviewed through the medium of the text materials, or vice versa, to raise the retention rates of the learners. Figures 7 and 8 are the exercises at the sentence level. In both types, students can listen to the sound recording as many times they wish to complete their answers.



Figure 2. Vocabulary Building (1)

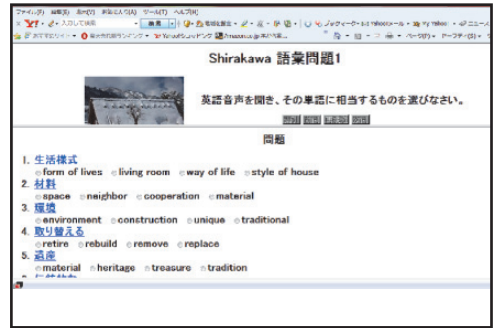


Figure 3. Vocabulary Building (2)



Figure 4. Vocabulary Building (3)



Figure 5. Vocabulary Building (4)

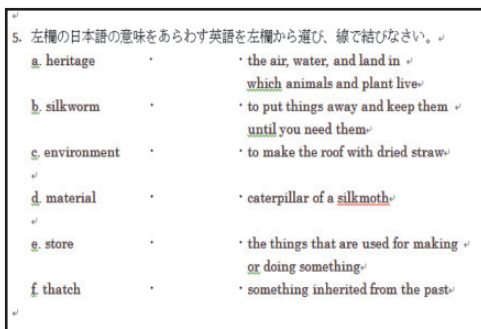


Figure 6. Vocabulary Building (5)

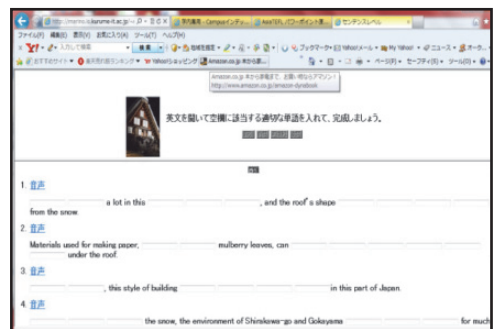


Figure 7. Partial Dictation

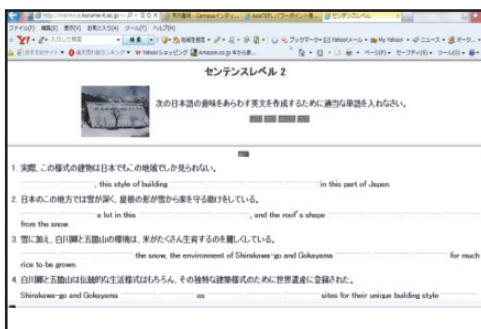


Figure 8. Composition



Figure 9. Listening Comprehension

The last part of the study materials are listening comprehension. Figure 9 is the frame of the CALL materials. Since students have already acquired vocabulary and important expressions through the previous exercises, it should be relatively easy for them to select the correct answers. To raise the motivation of studying, we believe that it is very important for students to feel some kind of accomplishment or success feeling by getting a high percentage of correct answers because we all feel better to get a better score than a bad score in the test (source?). Consequently, the aim of the blended learning of our materials is not only to test how much students have learned but to raise their motivation of their English study by generating the confidence that they have acquired something through their efforts.

### 5. Trial Lessons and the Results of Questionnaire

In June, 2012, we conducted trial lessons using the materials we have created. Hensley used the CALL material of “Shirakawago and Gokayama” in his sophomore students of the Department of Information and Media classes. These classes are classified as non-English major students (hereafter the students in these two classes will be referred to a NEF students). Yamauchi used the text materials of “Shirakawago and Gokayama” in her class of freshman students of the Department of International Relations and Cross-Cultural Communication. Her students are classed as English focused majors (hereafter the student in this class will be referred to as EF students). After the lessons, all the students answered the questions in the same questionnaire shown in Appendix. The results of the two types of classes are compared in sections in Figures 10 to 13. Tables 4 and 5 show the students’ opinions about the improvement of the materials.

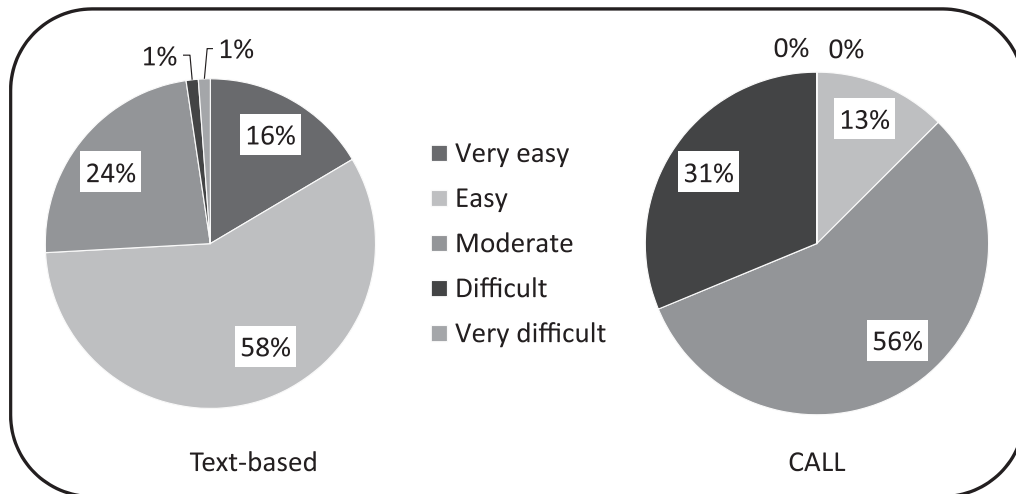


Figure 10. Answers about the Level of the Materials

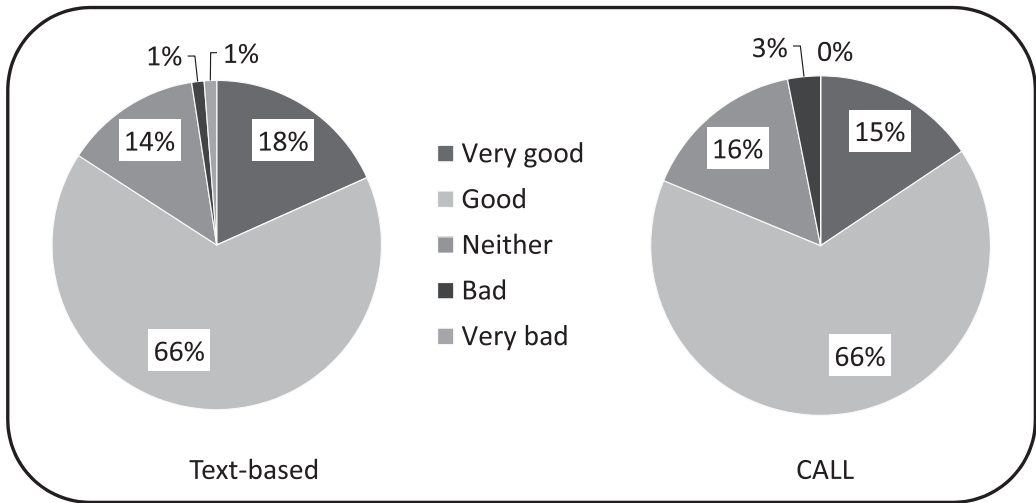


Figure 11. Answers about the Sequence of the Study Materials

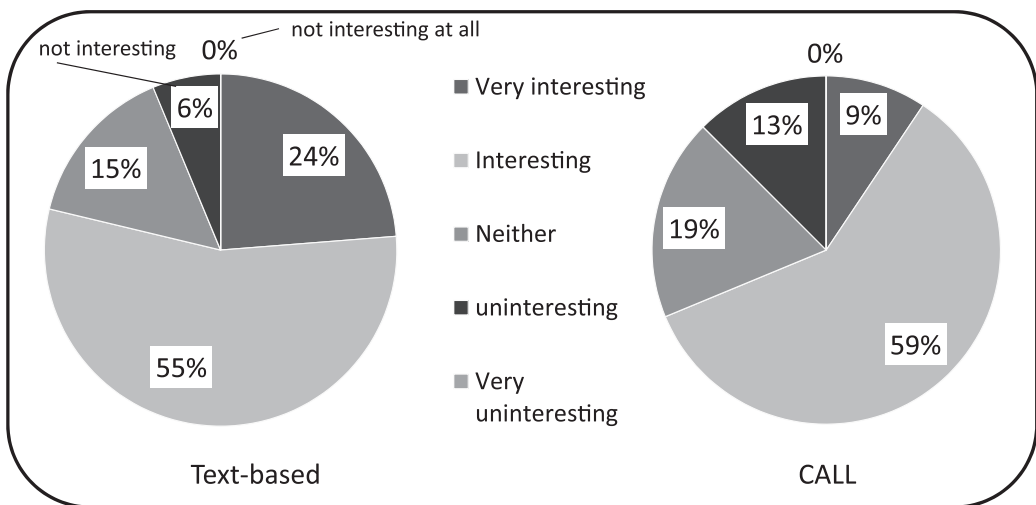


Figure 12. Answers about their Interests

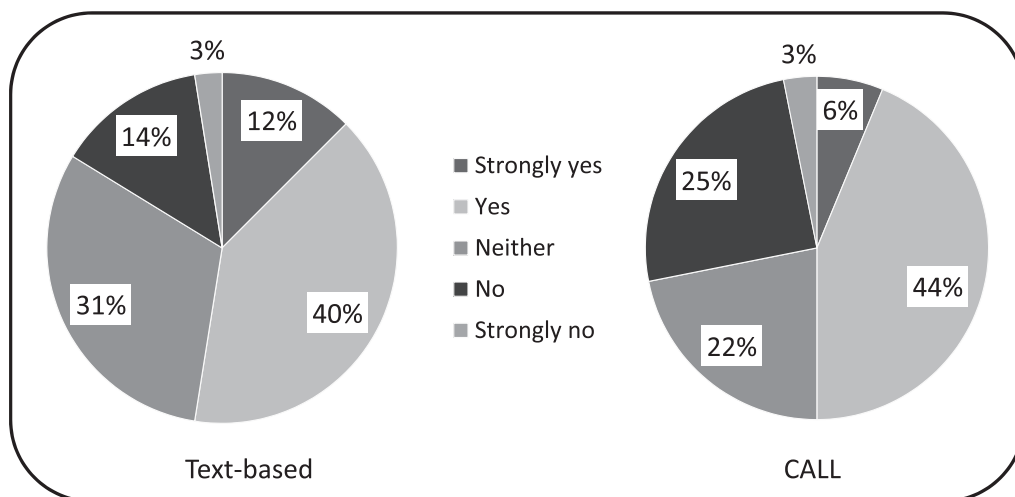


Figure 13. Answers about their Further Study

Table 4. EF Students' Opinions for the Text-based Materials

How can we improve this study material?	
1. Make it easier	2
2. Make it shorter	10
3. make it more difficult	19
4. Make it longer	10
5. Use more pictures	49
6. Use movie clips	11
7. Make it as a listening material	10
8. Read listening section more slowly	3
9. Read listening section faster	6
10. Others	
Use more familiar historical topics	
Use heritage overseas heritage sites	
Use more difficult vocabulary	

Table 5. NEF Students' Opinions for the CALL Materials

How can we improve this study material?	
1. Make it easier	2
2. Make it shorter	8
3. make it more difficult	1
4. Make it longer	1
5. Use more pictures	12
6. Use movie clips	4
7. Make it as a listening material	5
8. Read listening section more slowly	2
9. Read listening section faster	6
10. Others	
Allow students to adjust the speed of the listening	
Shoe the questions and play the audio simultaneously	
Make the CALL materials accessibly by mobile phone	

The largest difference in answers between the NEF students and EF students was seen in Figure 10. No students in the NEF class answered “very easy,” and only 13% of them chose “easy”. Nearly one-third (31%) of them thought the material difficult, but no students chose “very difficult.” On the other hand, 16% of EF students felt that the materials were “very easy,” and 58% of them answered “easy.” The combined percentage of the students who chose “difficult,” and “very difficult” was only 2%. Such difference may indicate the difference in the English proficiency level between NEF students and EF students.

The progressive order of exercises was very well received. More than 80% of students liked the study order, as 84% of EF students chose “very good” or “good”, and 81% of NEF students chose “very good” or “good”. Most students also liked the materials, as only 6 % of EF students answered “uninteresting,” and 13% of NEF students answered “uninteresting.” No one of either type of student chose “very uninteresting.”

The results of Figure 13 show the answers for different questions. The EF students were asked whether they would like to study the same materials with CALL as they studied with text materials at this trial lesson. However, the NEF students were asked whether they would like to study the materials with traditional text materials. Since about a half of the students selected “strongly yes” or “yes,” the use of two types of study materials for the same content seems appropriate for our students.



Tables 4 and 5 show the comments and advice from students for the improvements of the materials. Reflecting the different results in Figure 10, 19 EF students suggested that the level of materials should be more difficult. However, this was not the case in the NEF class, as students found the level of the materials a bit challenging. Additionally, about 25% of the NEF students responded that shorter materials may be better. This would further seem to support the notion that our idea of having materials at different levels is sound. Conversely, some of the students marked that they would like longer texts. All-in-all, there seems to be ample support for the argument for having two levels.

Both types of students wanted to see more pictures as they study using these materials. This seems to indicate that students these days prefer having visuals to assist their study. The trial materials only used some pictures and text; we plan to add video clips to the CALL materials. Therefore, their request to see more pictures should be satisfied in our revised version.

## 6. Discussion and Tentative Conclusion

Our materials on world heritage sites seem to work well to motivate students' study of English, as they responded well to the trial materials. We are quite sure students will learn about the greatness of UNESCO's World Heritage Sites after studying our materials and will conquer their domestic mindedness and turn their interests to outside of Japan, as they take interests in the content of our materials.

Here are our tentative conclusions:

1. Materials dealing with world heritage sites seem to work well to motivate students' study of English.
2. Progressive order of exercises is well received.
3. Creating two levels of materials is necessary for students with different English abilities.
4. Students want to have visuals and sounds together with English texts.
5. Students should enjoy studying English with our Multimedia CALL materials for English for Tourism on World Heritage Sites.

By using these conclusions as a roadmap, we feel that we can revamp and enhance our materials, both text-based and CALL, in order to better engage students and encourage motivation. By flushing out two separate levels of materials in each medium, we hope to provide interesting world heritage content at a level which is both comprehensible and challenging in order to facilitate language acquisition. Furthermore, by expanding on the amount of photographs and adding video clips to the CALL media, we aim to help both EF and NEF students retain their interest throughout the program of study.

Thus far, the kind of content and media being produced by our research group does not exist. We hope that, when finished, these materials will fill this gap and help students both learn English and become interested in travel and, hopefully, studying abroad while simultaneously doing the work of educating them about the importance of world heritage, especially as it pertains to tourism.

\*Part of this paper is based on our presentation at the 2012 KATE International Conference at Soomyong Women's College, Seoul, Korea, on July 7, 2012, and also at the 10<sup>th</sup> AsiaTEFL Conference at Leela Kempinski Hotel, Dehli, India on October 4, 2012.

\*\*Students at elementary schools are not tested to check their acquisition.

**Notes:**

1. Yamauchi, H., Oda, M., Kawamata, T. & Henlesy, J. (2011). Developing Multimedia English for Tourism E-learning Materials on UNESCO World Heritage Sites (1): Research Background and Questionnaire Results. *Journal of the Faculty of Global Communication No. 12*, University of Nagasaki, pp. 337-349.
2. Yamauchi, H., Oda, M., & Kawamata, T. (2010). Retention by Learning in On/Off Lines: Material Development for Blended Learning in English for Tourism.” *Proceedings of the 2010 JASI & JSIS Joint Conference* , pp.189-192. The effectiveness of blended learning are discussed and also visualized.
3. The data is from MEXT Webpage.[http://www.mext.go.jp/b\\_menu/houdou/24/01/icsFiles/afiefieldfile/2012/02/02/1315686\\_01.pdf](http://www.mext.go.jp/b_menu/houdou/24/01/icsFiles/afiefieldfile/2012/02/02/1315686_01.pdf). Retrieved on September 25,2012.
4. MEXT announced their “Fostering Global Human Resources Projects” on April 23, 2012.
5. Yamauchi, H., Oda, M., Kawamata, T. & Henlesy, J. (2011), p. 342-344
6. Yamauchi, H., Oda, M. & Kawamata, T. (2010). Retention by Learning in On/Off Lines: Material Development for Blended Learning in English for Tourism.” *Proceedings of the 2010 JASI & JSIS Joint Conference* , p.191. The CALL system used for this study is QAWAII, and the mechanism of the system is explained with figures shown to the screen of the learners. .

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- Yamauchi, H. & Oda, M. (2008). The effectiveness of blended learning: CALL and paper-based materials. *The JACET Kyushu-Okinawa Chapter Annual Review of English Learning and Teaching No. 13*, p. 71-82.
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Yamauchi, H., Yasunamai, S., & Araki, T. (2011). ESP and ICT. LET Kyushu-Okinawa Bulletin No. 11.  
The LET Kyushu-Okinawa Chapter, p. 35-52.

## Appendix

白川郷と五箇山のテキスト教材（CALL 教材）についてのアンケート

1. この教材の難易度はどうでしたか？
  - a. 大変やさしい
  - b. やさしい
  - c. ちょうどよい
  - d. 難しい
  - e. 大変難しい
  
2. この教材が語彙学習からリスニング、ライティング、リーディングへと展開する学習方法は  
どうですか？
  - a. 大変良い
  - b. よい
  - c. どちらでもない
  - d. よくない
  - e. 大変よくない
  
3. このような世界遺産（外国の世界遺産なども）を題材にした英語教材に興味がありますか？
  - a. 大変興味がある
  - b. 興味がある
  - c. どちらでもない
  - d. 興味がない
  - e. 全く興味はない
  
4. この教材と内容が同じ教材をCALL教室のパソコン（紙ベースの教材）で学習することが  
できるとすれば、学習してみたいと思いますか？
  - a. とてもそう思う
  - b. そう思う
  - c. どちらでもない
  - d. あまり思わない
  - e. 全く思わない
  
5. このような教材をどのようにすれば、もっとあなたは学習したくなると思いますか。下の選  
択肢の中から選んでください。
  - a. もっと平易な英文にする
  - b. もっと短い英文にする
  - c. もっと難しい英文にする
  - d. もっと長い英文にする
  - e. もっと写真がたくさんある教材がよい
  - f. 写真だけでなく、映像が見れる教材がよい
  - g. 最後はリーディング教材ではなく、リスニング教材とした方がよい
  - h. 英語はもっとゆっくり読んでほしい
  - i. 英語はもっと早く読んでほしい
  - j. (その他、あなたがより勉強したくなる学習教材はどのような教材か、自由に書いてください。)