

Visiting On-Campus and Online Multilingual Spaces: Initial Feedback from L2 Learners

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Abstract

Multilingual spaces provided on campus encourage university students to explore the world by exposing them to foreign books and media and by holding communicative events with exchange students. They welcome every student including beginner-level language learners. However, most basic-level students in my previous English courses expressed intimidation visiting such a space for English communication. Meanwhile, among the online L2 learning tools as a multilingual platform, the author has been utilizing Instagram, a familiar social networking site among Japanese youth. In this study, a basic reading course used Instagram to check the global topics related to a textbook in class, followed by two visits to an on-campus community space called the Global Lounge (GL). What changes students showed in their perceptions of English communication through the projects to join on-campus and online multilingual spaces were examined through surveys and students' work. The results indicated that the projects enabled students to familiarize themselves with GL on-campus as well as with English Instagram accounts. They discovered new cultures and new English skills. Future issues may arise in finding ways to support students' sustainable use of both spaces.

Keywords

experiential learning, Instagram, MALL: mobile-assisted language learning, authenticity, multilingual space

Introduction

Multilingual environments are encouraged in higher education in Japan to expose students to their target languages as well as to nurture global competence. Universities set community spaces to provide Japanese students with chances to meet exchange students, learn different languages and cultures, and promote global skills. The Ministry of Education, Culture, Sports, Science, and Technology, Japan (MEXT) has been addressing language education for global skills since 2002, and as a means, experiential learning (Kolb, 1984) is proposed to nurture global competencies (MEXT, 2012). However, there is much room for classroom research to examine what projects for experiential learning can promote global skills. Instagram as a tool for language learning is an increasing research area in multiple regions of the world (e.g., Al-Garawi, 2019; Jiang & Ngien, 2020; Khalitova & Gimalitdinova, 2016). This ethnographic case study introduced projects in two cycles using Instagram and GL: a university-provided multilingual community space. GL at Aichi Shukutoku University is conducted by full-time staff holding events to create a multilingual and multicultural space (AASA, 2022). This study attempts to answer research questions on students' changes when engaging in online and on-campus multilingual spaces mainly through narrative inquiry.

Literature Review

Multilingual Spaces

Creating spaces for multilingual education can be one way that brings multilingualism to schools (Paulsrud et al., 2020). Multilingualism promotes recognizing language diversity in local contexts worldwide (Delavan et al., 2017). Appreciation for diversity can be fostered through school experiences, leading to students' global competence (Bennett, 1993; Sinicrope et al., 2007 as cited in OECD, 2018). A definition of global competence is "a multidimensional capacity" to examine global issues, appreciate different perspectives, interact successfully with others, and take responsible action toward collective well-being (OECD, 2018). In Japan, the Ministry of Education, Culture, Sports, Science, and Technology promotes education to support students to act globally and to take globalization initiatives (Top Global University, MEXT, 2020). Multilingual spaces are also commonly established in Japanese universities (e.g., Kansai University, 2022; KUIS, 2020; Kyushu University, 2022). They hold events that offer intercultural experiences with exchange students (Kansai University, n.d.). At Aichi Shukutoku University, the GL is where students join language events (AASA, 2022). However, not many students seem to visit GL voluntarily. With a basic language proficiency level, students can feel intimidated. Thus, the multilingual space at Kanda Gaigo University states, "It might be hard to enter, but everyone is kind, so please feel free" (KUIS, 2020).

To promote global competence in Japan, research on university students' attitudes toward on-campus multilingual spaces should contribute to English pedagogy.

Experiential Learning

Experiential learning (EL) is defined as a learning process where students learn by doing. Kolb (1984) displays a cycle of EL which consists of: (a) concrete experience, (b) reflective observation, (c) abstract conceptualization, and (d) active experimentation. According to Boston University (2021), each step has the following elements.

1. Reflection, analysis, and synthesis.
2. Opportunities for students to take initiative, make decisions, and be responsible for the results.
3. Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.
4. Experience that includes the possibility to learn from natural consequences, mistakes, and successes. (p. 1)

Essential factors are in choosing suitable experiences, posing problems, setting boundaries, supporting learners, providing resources, ensuring physical and emotional safety, and facilitating the learning process (Boston University, 2021, p.2). The factors would appropriate the training and instructions that Perrett (1995) supports by exposure and experience to use language and the strategies for L2 learning. Ellis (2003) also claims that students' experience of using a target language as an interaction tool in class can encourage their real-world use of the language outside the class. As a result, students perceive that the learning task is authentic.

Authenticity

Real-world use of the language, e.g., authentic and meaningful tasks, is essential in language learning (Arnold & Paulus, 2010). Practitioners became aware of Instagram's potential as a language tool which enables authentic language use (Edelman et al., 2022; Purnama, 2017). Tasks that facilitate authentic communication between users include natural consequences on Instagram as the site is open to the public. A significant potential of SNS that practitioners have recognized is in "bridging activities" that develop learner awareness of digital language dialog and further develop the discourse into a wider world of "personally and socially relevant cultural practice" (Thorne & Reinhardt, 2008, in Reinhardt, 2017). Tasks that enhance this awareness would influence students to possess positive attitudes toward using English on Instagram. Though multiple pedagogical studies on authentic input via SNS have been conducted, fewer reports have been issued on the output toward authentic audience (Stockwell, 2014). Meanwhile, authenticity also lies at a community space where people talk and exchange information. In this study, authentic input was designed both online and in person, by a weekly Instagram sharing activity and by visiting and interviewing staff at GL. Authentic output was also designed as the final task to post the photos of the visits on Instagram in English. The study investigates the changes in students' attitudes by engaging in authentic tasks of exploring GL as well as posting their work on Instagram as Mobile-Assisted Language Learning.

Instagram for Mobile-Assisted Language Learning (MALL)

MALL has fertile ground for research "in the emergence of new kinds of literacy practices and new ways of becoming literate and communicating meanings" as social networking sites (SNS) are evolving rapidly (Knobel & Lankshear, 2016, p. 157). However, among the Computer-Assisted Language Learning (CALL) research, less study is published on MALL and student attitudes (Gillespie, 2020). Investigating students' attitudes about using Instagram as an L2 learning tool is essential as the SNS is rapidly gaining popularity, where its users reached a billion world-wide in 2022 (Statista, 2022). In Japan, more than half of the teenage population are Instagram users (Gaiax, 2022). Instagram being a popular online multilingual space is an unmissable feature, as a billion users can become the authentic multilingual audiences. Nevertheless, recent research on Japanese university students' attitudes on SNS revealed that the majority of students do not use English (Edelman et al., 2022). Some researchers have participated in the practices on SNS prior to their study on MALL. Knobel and Lankshear (2016) claim this "insiderliness" (p. 156) enables descriptive insights to the study. The researcher has facilitated Instagram posting activities in Japanese universities since 2018 by creating an educational account as a platform for the students to post the class projects.

Method

Participants

Fourteen students in Aichi Shukutoku University who were registered in a Basic English Reading Course in the Spring semester in 2022 agreed to participate in this study. Their TOEIC score ranged between 245 and 295. After the purpose of the study was explained orally and in a written form, 14 students agreed and signed the consent form. Pseudonyms are applied for all participants, and other personal information was modified.

Procedure

Lessons were held for 90 minutes once a week for 15 weeks in Spring semester, 2022 (See Appendix A for the syllabus). The projects assigned two visits to GL in Week 2 and Week 9, as a pair work outside class hours. Their Project 1 task was to choose a spot at GL and take a photo of it, followed by an interview with the staff about the spot and an oral report in class. Students followed the task sheet with a checklist in asking questions to the staff (Appendix B). In the second visit as Project 2, students took a more specific photo of the same spot, and interviewed more to the staff, such as usage of the spot and its related nations. Whereas, to visit an online multilingual space, weekly Instagram input was instructed as a warm-up activity until the end. Students first browsed the researcher's Instagram account (sciencencu, n.d.) and chose an Instagram post at home, filled out the Instagram worksheet, and shared the content in class. Instagram output was the final task students experienced in Week 14. Students' photos for the projects were first uploaded to the school learning management system (LMS) and presented in class. Finally, they were posted in public on Instagram as the product of the projects. The hashtag, #asumegyoclass was assigned by the researcher as a community space for submission.

Data Collection

Data collection was conducted in three parts: three surveys, students' work, and a final questionnaire on visiting the multilingual space. The main design is qualitative case study. Triangulation to relate three kinds of data was conveyed in this research following Brown (2016). Among the surveys, the initial survey in week 1 consisted of needs analysis of students' use of Instagram and use of English. The mid and final surveys were conducted in week 8 and week 14, mostly asking the same questions about students' feedback on changes in the perception and willingness toward English use on Instagram (see Appendix C for the survey questions). Two task sheets were filled in visiting GL, which displayed what spots students chose at GL. A questionnaire on visiting GL was earned in the final lesson. Project photos were collected on LMS as well as on Instagram using a hashtag as the submission site.

Research Questions

RQ1: What do students express about the Instagram posting activity?

RQ2: What do students report to have gained from visiting a multilingual space?

Results

Results from the Surveys

First survey

Students' experience of using Instagram and using English prior to this study was asked in the first survey (N=14). The result revealed that 12 participants were already Instagram users, while 11 among them had the positive experience of posting in Japanese. Two of them had the experience of posting in English. One student did not own an account, but he was using English in other SNS.

Mid and final surveys

The following sections describe the changes students recognized in the mid and final week.

Question 1 (Q1): What is your new favorite English account?

Examples of English accounts students found interesting are listed in Table 1.

Table 1

Languages used in Instagram accounts that students discovered for English learning

Languages	Account names
English	Banksy, Emma Watson, Naomi Osaka
English and Japanese	Otani Shohei, Watanabe Naomi, Rola
Multi-languages	Mina (Twice), Tzuyu (Twice), Sana (Twice)

Table 1 describes that English captions (E) were used by Banksy, Emma Watson, and Naomi Osaka. Bilingual captions (B) were posted by Shohei Otani, Naomi Watanabe, and Rola. Multilingual captions (M) were posted by K-pop idol Twice and the members. Table 2 lists the changes in the number of the accounts students chose classified in the language used in the captions.

Table 2*Number of students who found favorite Instagram accounts with captions in different languages*

Languages of the captions in the accounts	Week1	Week 8	Week 14
Japanese (J)	9	3	4
Bilingual (B): English/ Japanese	3	7	6
English (E)	1	2	2
Multilingual (M)	1	2	2

Table 2 indicates students' exploration of new English accounts which resulted in finding bilingual accounts as well as multilingual accounts. Captions written by a K-pop idol group Twice were in Korean, English, Chinese, and Japanese. However, three students listed only Japanese accounts until the end of the course.

Question 2 (Q2): Have you posted in English on Instagram?

Question 3 (Q3): Do you want to check Instagram in English after this course?

A voluntary English posting activity was reported from one student in week 8. Due to the project, all 14 participants experienced English posting at the end of the course. Table 3 expresses the change in number of students who experienced English posting and their willingness in using English after the course.

Table 3*The Number of Students Who Answered Yes to Q2 and Q3*

Do you have...?	Week1 (N=14)	Week 8 (N=13)	Week 14 (N=14)
English posting experience on Instagram	2	3	14
Willingness for English use after the course	n/a	10	13

Among the students who did not answer yes to their willingness for future English use, three left the answer blank in Week 8, among which two finally answered yes, while one student stated no in Week 14. Note that when the related question was asked in week 15, four students answered no to future posting in English.

Question 4 (Q4): What changes do you find because of Instagram activities?

Question 5 (Q5): Reflections on your Instagram activity

Qualitative data was obtained from the answers for Q4 and Q5. Week 8 survey answers showed students' increase in their interest in English posts on Instagram. Eleven out of 13 students wrote positive comments. Five mentioned a rise in curiosity. A rise in confidence was also reported by three students, saying, "I can read without translation", and "I can grasp the meaning". A student felt a rise in fluency in reading, and another mentioned an increase in English exposure through Instagram. "Koya" wrote that he started checking English accounts every day. Checking English sites outside the class for pleasure was mentioned by "Kumi". On the other hand, "Hana" did not write a comment, and negative comments were from "Naoki" and five others who wrote that reading precisely was hard. From the mid survey, positive comments above suggest students' widened perspectives, and eagerness to use English because of curiosity for the new world. "Miki" noticed that Instagram was a multilingual space, saying, "I was surprised that many people post in English on Instagram". Multiple students wrote they had fun finding "new things" that are posted on Instagram. Hence, "Eri" was motivated to "read English captions to understand what the videos and photos were about".

In Week 14, as the overall reflection, the majority expressed that they had fun checking English Instagram sites. The reasons were the new and unfamiliar photos offered them time to discover multiple cultures as Eri answered, "foreign sensitivity is different and fun". Koya became "fluent in reading easy English captions". Miki learned "how to grasp the content", and they gained a strategy to "distinguish easy sentences from long and difficult sentences". They also gained "confidence" in reading English, which encouraged them to access English posts outside the class. "Dai" appreciated students' interaction time in class such as in weekly Instagram sharing because they could be good friends to support in the activities. Other comments show their awareness of different cultures. Above all, nine students started accessing English accounts for fun outside the classroom because they were curious of new discoveries they encountered. Toi used the word, cultures, and explained that "a variety of unfamiliar cultures were there on Instagram". Nina became aware of improving the reading skills because she "started reading English without using a translation function". Concurrently, students also found it difficult to deal with abbreviations, and expressing their messages. "Ryo" wrote, "It was hard to make my post on Instagram easy to understand by people around the world in English." Two other students explained the hardship of understanding the captions. As a natural

consequence of posting on Instagram, receiving an English comment and replying to it in English was reported by Soji.

Question 6 (Q6): What was difficult regarding English?

Students listed factors they struggle with in English: nuance, vocabulary, comprehension, long sentences, similar spelling words, different order of words from Japanese language, words with various meanings. Four students regarded English Instagram as still difficult to understand. Naoki wrote, “the project did not increase my chance to use English”. As such, they were aware of the hardships and weaknesses while they repeatedly checked English Instagram sites, as well as they were aware of their gained strategies answered in Q5. Rin’s answer to Q6 represents the changes of attitudes in the majority of students toward English. “Long sentences are hard, but easy sentences are interesting”. Multiple students noticed their capability of English while reading easy sentences. “Captions were mostly in easy words on Instagram, so I could read it,” said Eri. Another student learned to apply the top-down reading strategy instructed in this course and said, “Instagram photos helped me grasp the abstract”. Dai was struggling with basic comprehension in reading a textbook, but he finally said, “I started trying to comprehend English postings with my skills”. Overall, students seemed aware that their reading skills were insufficient in several aspects, but they learned that they could read easy English.

Questionnaire on visiting the Global Lounge

The reflections of students’ visits to GL were mainly obtained as quantitative data as shown in Table 4. Students’ reflections on the projects to visit GL and changes of willingness to use English were answered as qualitative data in a written form. All questions were numbered sequentially from mid survey to the questionnaire. Data was from 13 students since a student did not submit the answers.

Table 4

The Number of Students Who Answered Yes/ No to the Questions (N=13)

Questions	Yes	No
7. Did you know GL before the project?	8	5
8. Have you visited GL other than for the project?	4	9
9. Would you like to keep visiting GL in future	13	0
10. Did you enjoy visiting GL in the project	13	0
11. Did you enjoy posting your favorite spots on Instagram	13	0
12. Do you want to post in English after the course?	9	4
13. Did you gain willingness in using English?	13	0

Table 4 indicates that the project offered a chance to visit GL for the first time for two-thirds of the students. Their answers suggested the first experience resulted in a positive perspective of the space. In addition, all of them enjoyed both the visit and the posting activities.

The twelfth question was asked twice in week 14 (Table 3) and in week 15 (Table 4). The number of positive answers in English postings on Instagram changed within a week.

Question 14: Can you think of some good/ bad points about visiting GL as a class project?

Examples of positive comments

Mostly, students were positive about being assigned to visit GL. They mentioned they would not have had a chance to visit if not for the tasks. The four comments below show that the visiting experience lessened the barrier of the place as they noticed a welcoming and interesting atmosphere.

“It was good to visit a place we cannot easily visit if not for a class project. I began to feel curious”.

“I thought GL has nothing to do with me, but I found that it is a welcoming place thanks to the project”.

“If not for this kind of project, I would have graduated without experiencing GL”.

“I used to feel a barrier against entering GL, but no more”.

A student described what they provide at GL as a good point, saying, “I can experience foreign books, card games, and TV that I do not know in my daily life”. Another student evaluated the tasks in visiting GL as supportive for the following oral presentation. “The photos I took at GL made it easy to explain the spot at the presentation”.

Examples of negative comments

Two students noticed several issues. Adjusting the visiting schedule with the partner outside the class was hard for a student, saying, “Arranging time with my partner to make a pair visit was troublesome”. Another student noticed the need to be brave enough to visit the space, saying, “I still hesitate to enter GL. I need some courage”. In summary, the project to visit GL somewhat reduced students’ hesitation in joining a multilingual space on campus.

Question 15: Did you gain willingness to use English? Why/ Why not?

Reasons for the changes in the willingness to use English were reported. Main aspects among the reflections were a decrease in the feeling of hesitation by three students. Two learned that they could use English more roughly and easily. Details of reducing hesitation on English use were also described, such as, they could talk with simple English, and they learned that formal learning was not the only way to study. Three mentioned the experience in this course supported them in gaining confidence and becoming fond of using English. A student felt that they could connect with various people in the world by joining the projects. As a result, students' eagerness to use English is elevated.

Results from the Products of the Projects

Students' photos of the spots at GL uploaded on LMS were compared between the first and the second visit. Though the second task was to take a more focused photo of the first spot, photos on LMS demonstrated that only one student fulfilled the task. After the oral presentation of the second photos on LMS, however, five of them learned their task. The task was orally explained by the researcher using the second task sheet. Figure 1 shows a successful set of photos by Eri uploaded on LMS prior to posting on Instagram. The second photo focused on one book among the books in the first photo. Figure 2 is the two screenshots of Toi's Instagram posts which she revised after the oral presentation that highlighted the southern Pacific areas in the world map. Toi went back to GL to take another photo and completed the task on Instagram.

Figure 1

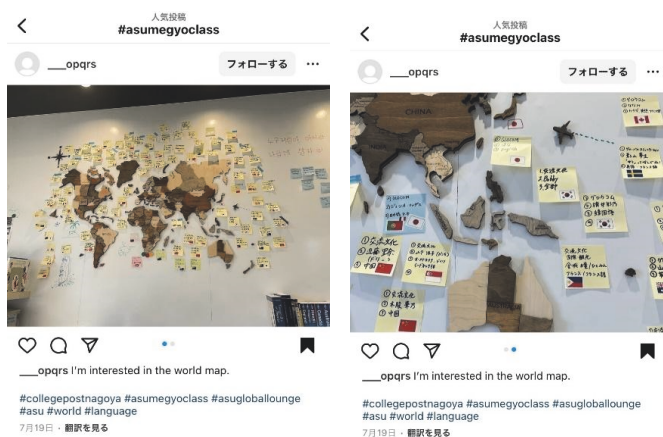
Successful Set of Photos from The First Visit (Left), and from The Second Visit (Right)



The photos display that Eri clearly understood the tasks in this project. First, she chose to shoot a multilingual bookshelf. In the second visit, she chose a book from the shelf, and took a photo for the second task.

Figure 2

A set of Photos Posted on Instagram with an English Caption and Hashtags



Though Toi's set of photos met the requirements after revision, the caption did not reflect the information students filled in the second task sheet. Four other students also revised the second photos and finally completed the task on Instagram. Figure 3 displays the caption made by Miki which had a complete set of information, i.e., related nations and languages students filled in on the task sheet.

Figure 3

Caption which Included All the Required Information



In summary, two issues became distinct. First, only one student could fulfill the task on what to include in the caption. Second, several students expressed their concern regarding their Instagram account. They hesitated to post their class work on their community space where their audience is their friends. The researcher had faced the same issue in the previous courses, thus, instructed the students to create a sub-account for classroom use. This is possible since Instagram allows users to deal with multiple accounts. An account name in Figure 2 suggests it is a sub account. Moreover, deleting the posts after remaining them for three months for grading was allowed. Many students deleted after following my request to remain uploaded for three months, while six of them have not deleted their English posts (as of December 2022).

Discussion

Experiential learning activities were examined to model how the universities can utilize a multilingual space combined with SNS use for language learning in developing global competence. These learning activities supported the participants in our study to identify the limitations and possibilities of using on-campus and online multilingual spaces in bringing multilingualism to schools, which Paulsrud et al. (2020) suggest. The following sections discuss two research questions.

RQ1: What do students express about the Instagram posting activity?

The first survey revealed a similar SNS background Japanese students displayed to what Edelman et al. (2022) had reported. Instagram itself was familiar to the majority of the students, while English use on Instagram was unfamiliar to most of them. The potential of SNS being an online multilingual space was not known among the participants, except for two who had used English on the site already. Hence, the result demonstrated the value of this study which analyzes students' attitude change in using English on Instagram in class.

The surveys revealed multiple changes in students' attitudes toward English use on the SNS. First, Miki became aware of the English communities on Instagram. Miki was a distinguished learner who noticed an English community on Instagram, who learned a new English skill, the top-down strategies to grasp the content, and who could complete the second task shown in Figure 3.

Second, most students discovered their favorite English Instagram accounts during the course. Finding a favorite account proved to be a personally and socially relevant practice which bridges activities inside and outside the class as practitioners have already recognized as the potential of SNS (Thorne and Reinhardt, 2008). Some common features of the accounts that students found for fun were posts by celebrities popular in Japan in bilingual languages, Japanese and English, e.g., Shohei Ohtani and Rola (see Table 1). Their global lifestyles seemed to attract the students. Though using English only, Naomi Osaka, was also popular among the students. Her topics had a wide range from tennis, fashion, food, to a picture book. Meanwhile, another attractive account posted by a popular K-pop group, Twice, included more than three languages as the members were from Korea, Japan, and Taiwan. Finding a multilingual account was a natural consequence in experiential learning (Boston University, 2021) while exploring a new English account in the weekly Instagram sharing activity. As a result, students participated in a multilingual community on Instagram.

Third, students started to use Instagram in English outside the class. Weekly searching activity in class for English accounts on Instagram seemed to support students' interaction in English. Authentic English use assured by Ellis (2003) due to classroom interaction was realized by Dai who valued weekly Instagram sharing as a supportive activity toward real-world English use. After joining two experiential learning projects, all participants experienced authentic English output on Instagram. In other words, the Japanese students employed in language learning while engaging in authentic tasks as Arnold and Paulus (2010) claim essential. Above all, they enjoyed the activity. A new English skill acquisition was a noteworthy change in students including Miki who utilized the top-down strategy learned in class to their Instagram caption reading to understand the overview.

The overall reflection of the course revealed students' more relaxed perspectives on English use and on Instagram, which indicated a development in global competence (OECD, 2018). Through reflective observation (Kolb, 1984) which is embedded in the surveys, students became aware of their improvement in language learning such as increase in fluency. The rise in the global competence as Bennett (1993) recommends to provide through school experience was identified in this study since students widened their perspectives on English learning styles and felt less burden in accessing English captions. Their rise in curiosity about foreign landscapes and incidents as well as discovery of favorite accounts in multiple languages also suggest their growth in the appreciation of diversity. Hence, they began to be willing to read English captions to know the details of the English posts. More appreciation of different perspectives and diverse people were expressed as students conceptualized the foreign posts by using the terms such as new cultures and different sensitivities. Finally, Soji's experience of exchanging direct messages on Instagram revealed Instagram as a space for both input and output. Meanwhile, the fluctuation of the answers to the related question as Q3 in the final survey and Q13 in the questionnaire on GL implies remaining hesitation to English posting. Answers to Q13 suggested the hardship of English output as was commented by four students. The difficulty expressing their messages in English as the main cause of four students' rejection of the idea to post in English on Instagram is a research topic for further study. The possibility of changing their willingness remains as they enjoyed the activity. To summarize, the projects could provide an initial step for output toward an authentic audience similar to what Stockwell (2015) studied.

RQ2: What do students report to have gained from visiting a multilingual space?

The results indicated an enjoyment and a reduced hesitation in students' joining the multilingual space due to the experience to visit GL. Students' participation in GL realized the purpose of the space to bring multilingualism to school as Paulsrud (2020) introduced. Intimidation against a multilingual space by basic-level students was evident at first but assigning two tasks with specific instruction proved supportive for them to feel welcomed at their visit. The second task seemed to urge students' reflection of their work, as it required more specific tasks. Students' revision work in the second photo after uploading on LMS reveals that they learned from mistakes and successes as the fruit of experiential learning described by Boston University (2021). The importance of providing time to review their work in class prior to posting was suggested. Learning from success in posting as experiential learning was also observed among the students, resulting in being confident in English use. The positive attitude to English posting was proved by six students since they have not deleted their English posts on Instagram.

One finding from the questionnaire on GL was the common hesitation as mentioned by KUIS (2020) in visiting GL. The assignment to visit as a class project forced them to take action to interview the staff at GL. Though students began with hesitation, ensuring physical and emotional safety while engaging in the experiential learning (Boston University, 2021) seemed accomplished in this project as most students showed more relaxed and grateful attitudes after visiting GL. The following section discusses an attempt to analyze the project based on Boston University (2021) key factors of experiential learning.

First, students' "concrete experience" in visiting both online and on-campus multilingual spaces proved suitable because of their positive feedback. Second, "posting problems" in this project which was to introduce a favorite spot at GL seemed less intimidating as students could complete the task with joy. Third, the researcher prepared the list of tasks to "set boundaries" which somewhat supported the students to "take action" such as posting on Instagram as instructed with resources such as task sheets and sample posts on Instagram. However, students' mistakes of taking a second photo suggested a necessity for improvement in instruction. In "facilitating the learning process" between oral presentation and posting on Instagram, five students successfully revised their mistakes in the second photos. To ensure students' safety, students' visits were always in pairs or as a group work. For further research, supportive training and instruction which is necessary as Perrett (1995) states is suggested. By utilizing the researcher's "insiderliness" (Knobel & Lankshear, 2016) on Instagram, more meticulous solutions can be offered in future in addition to the usage of a sub-account and the assignment that allows deleting the posts after a certain period of time. Specifically, an additional investigation on students is necessary on the effect of posting a class work on Instagram where students have already established their personal community.

Conclusion

This study analyzed students' changes in the attitudes toward authentic English use when an experiential learning was facilitated in multilingual spaces both online and on-campus. The findings prove a valuable possibility of the project for raising awareness of the current multilingual world within students' reach when basic-level learners use English in a more relaxed way. As a proof of confidence gained from the authentic output on Instagram, several students remain their English posts on Instagram even after the assigned period. The analysis also contributes to better facilitating the class projects to improve students' authentic use of English outside the class both on-campus and online. A noteworthy activity in the projects is students' exploration of personally relevant multilingual accounts on Instagram. Thus, the projects led to students' discovery of new reading skills and different cultures. Authentic exchange also occurred when a student corresponded with an Instagram audience via direct mail. All in all, this initial feedback from students indicates a potential of Instagram as an effective multilingual space. Thus, the findings propose implementing such experiential learning projects for encouraging and relieving the basic-level L2 learners to start developing their global competences at multilingual spaces both on-campus and online.

The findings have implications as well. A limitation in this study is a small number of participants. Future research may want to increase the number of classes for this lesson study. Several questions for further study are related to supportive steps in facilitating this experiential learning project. How to utilize Instagram in class while respecting students' personal community is a question. How to assist with hardship of English caption writing on Instagram is another question. Therefore, subsequent study on sustainable use of multilingual spaces in L2 classes should contribute to the learning of further supportive stages in the projects.

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Appendices

Appendix A: Course Syllabus

Week	Content	Outside the Class Activity
1	Introduction	Needs Analysis
2	Textbook Reading on Education 1: top-down	Project 1: Visiting GL 1
3	Textbook Reading on Education 2: bottom-up	
4	Textbook Reading on Sociology 1: top-down	First Photo Uploaded on LMS
5	Textbook Reading on Sociology 2: bottom-up Project 1 presentation	
6	Textbook Reading on Science 1: top-down	
7	Textbook Reading on Science 2: bottom-up	
8	Mid-term Review Test	Mid-term Survey
9	Reading on marketing 1: top-down	Project 2: Visiting GL 2
10	Reading on marketing 2: bottom-up	
11	Reading on TV and Film Studies 1: top-down	
12	Reading on TV and Film Studies 2: bottom-up	Second Photo Uploaded on LMS
13	Project 2 Presentation Caption writing	Consent on SNS Use Consent on Research Participation
14	Textbook review for the Final Test Instruction on Instagram Posting	Instagram Posting Final Survey
15	Final Test and Feedback	Questionnaire on GL

Appendix B: Task Sheets for Project 1 and 2

Project 1: A Mission to Global Lounge1-1 🧑🧑🧑🧑🧑🧑🧑🧑🧑🧑

Check list: 終わったら☑に✓

- 1. SA にあいさつ 🗣️ Say Hi to SA.
- 2. 語学テーブルに座る 🪑 Take a seat at the language table.
- 3. 英語で短〜く自己紹介🗣️ Introduce yourself briefly in English.
- 4. 部屋を見まわし、お気に入りスポットを見つけよう 🗺️ Find a favorite spot at GL.
- 5. どんなスポットなのか SA に聞こう (日本語 ok, memo 欄に記入) 🗣️ Ask SA what the spot is for.
- 6. S p o t の写真を撮ろう。後でインスタグラムに投稿するので、撮影に写る人があれば、許可を得よう 📷 Take a photo of the spot.
- 7. S A にサインをもらい、お礼を言おう 🙏 Ask SA for a signature in the table above.
- 8. 次のクラスで写真を紹介 📷🗣️ Introduce your photo in the next lesson.
- 9. 英語で簡単な説明を入れて、7-8 週目に TEAM に投稿 📷🗣️ Add a short English description and upload the photo on LMS.

Memo 🗒️ : どんなスポットだったかメモしておこう Take notes of the description of the spot.

訪問日時を記入 Date of visit

Mission Complete!! 任務完了やったー!

MegYo

Project 2: A Mission to Global Lounge 2 🧑🧑🧑🧑🧑🧑🧑🧑🧑🧑

Check List:

- 1. SA さんにあいさつ Say Hi to SA.
- 2. 前回選んだスポットに行く Go back to your favorite spot.
- 3. より詳しい写真を撮る Take more detailed photos of the spot.
例) ボードゲームの中身、テレビの映像の内容 ex) Inside the board game box, a program on the TV screen
- 4. 3. で撮影した詳細部分について SA さんに教えてもらう (下の表に記入) Interview SA and learn the details of the spot (and write a note in the box below).

Nation 国	
Language 言語	
How to enjoy 利用方法・時間	
Amazing points 面白いところ	
others その他	

5. グローバルラウンジの 3. のスポットを紹介する文章を考えよう。

Spot 紹介文

6. SA さんにお礼を言って、上の表にサインをもらおう。

7. 次週の授業で写真と説明を紹介しよう。

Second Mission Complete ! 🧑🏫 🧑🏫 🧑🏫

Appendix C

First Survey Questions

Q1: Do you own an Instagram account?

Q2: Have you posted on Instagram in Japanese?

Q3: Have you posted on Instagram in English?

Mid and Final Survey Questions

Q1: What is your new favorite English account? 新しく好きになった英語のアカウント名または # はなに？

Q2: Have you posted on Instagram in English? インスタグラムに英語で投稿したことがありますか？

Q3: Do you want to check Instagram in English after this course? Why? 将来もインスタグラムの英語アカウントを閲覧したいですか。なぜでしょう。

Q4: Do you feel any changes of your curiosity on foreign countries because of weekly Instagram activity? 毎週のインスタグラム活動で海外についての関心は変化しましたか。

Q5: Reflection on your Instagram activity. (What is difficult? What is interesting? etc.) 英語でのインスタグラム閲覧の感想 (どこが難しい、何が面白いなど)

Q6: What is still difficult regarding English? 英語の難しい点はなにでしょう。

Q7: What are the merits of using English? 英語を使うことのメリットはなにでしょう。

Appendix D

Questions in the questionnaire on GL visits

Quantitative data

Q8: Did you know GL before the project?

Q9: Have you visited GL other than for the project?

Q10: Would you like to keep visiting GL in future?

Q11: Did you enjoy visiting GL in the project?

Q12: Did you enjoy posting your favorite spots on Instagram?

Q13: Do you want to post in English after the course?

Qualitative data

Q14: Can you think of some good/ bad points about visiting GL as a class project?

Q15: Did you gain willingness to use English? Why/ Why not?