# A Critical Evaluation of the Use of Photo Namecards as Teaching Aids in CEP.

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## Abstract

The Communicative English Program (CEP) at Niigata University of International and Information Studies (NUIS) was founded upon principles emphasising the need for high levels of active student participation and the importance of a positive language-learning environment. This paper reports on the degree to which the use of student photo namecards as teaching aids, meets these needs and principles. Integral to this report is the quantitative data obtained from questionnaires completed by 103 freshman CEP students. The data confirms a significant number of students prefer not to have their photographs displayed on the cards but perhaps this is not sufficiently significant to outweigh the students' desire for their CEP instructors to learn and remember their names, nor outweigh other positive aspects associated with using the cards to organise classroom activities.

## 1. Introduction

### 1.1 Outcomes and the Importance of Student Motivation

The English language courses of Japanese universities and colleges vary greatly in their objectives, principles, methodologies and outcomes. With reference to 'outcomes', it should be remembered that this term not only refers to the ultimate level of achievement attained by the students enrolled in each course but additionally, it encompasses a range of smaller, intermittent outcomes which contribute to these ultimate achievements and levels of competence and / or proficiency attained by the students. Such contributing outcomes are not necessarily manifested at the completion of a course. They may materialise during or at the completion of any stage of a course, be it a class or an activity within a class. They might assume the form of a state of mind, a realisation, an awareness or an internalization of language manifested outside of the classroom. They may occur in the minds of language teachers as much as they might occur in the minds of students. The important thing to be aware of is that outcomes are reflective of i) the degree to which a language course achieves its objectives and ii) the degree of learning that takes place during that course.

Relationships between learning outcomes and motivation have been well documented in TESOL related literature. For a detailed overview, refer to Gardner (1985). For a more localised insight into motivational issues pertaining to Japanese students of English, refer to Irie (2003). Succinctly, debate continues as to whether Japanese students are better served by being intrinsically motivated or instrumentally motivated. Irrespective, in the presence or absence of either, it is indisputable that the likelihood of successful learning and the creation of a positive learning environment are increased by the presence of causative and resultative motivation, Ellis (1994:36). Effectively, this means that motivation and success are linked in a reciprocal or cyclic relationship.

Consequently, it has become commonplace for EFL teachers in the classrooms of Japanese universities and colleges to implement methodologies which enhance the development of classroom learning environments concomitant with positive learning experiences. Learner centred classes are becoming increasingly encouraged with an emphasis on high levels of student participation on tasks and other learning activities. In order to contribute to the maintenance of this status quo in the Communicative English Program (CEP) classroom at Niigata University of International and Information Studies (NUIS) and in turn, continue to turn the wheel of causative / resultative motivation, student namecards were introduced as a classroom teaching aid in 2000. Subsequently, student photographs have been displayed on these namecards since the start of the 2005 academic

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year. This paper reports on the ways these photo namecards have been used in the CEP classroom as well as the reactions to their use from CEP instructors and CEP students. It concludes by reporting the findings of a quantitative analysis of the responses from 103 student responses to an 8-item questionnaire addressing issues regarding the changing of conversation partners during class, the importance of CEP instructors remembering students' names and the use of the cards themselves.

## 2. Outlining the CEP Program
### 2.1 The logistics of the CEP classroom

It goes without saying that the classroom logistics of each course differ markedly from institution to institution, thus significantly contributing to define each respective course. Such logistical differences are perhaps just as significant in the defining of courses, as are the program's goals, principles, methodologies and the students and instructors operating within them. The logistical diversity of classrooms from institution to institution is vast, indeed. Often these logistics reflect the importance attributed to English education within an institution, the history and traditions of the institution and the financial status under which the institution is operating.

Whereas the traditions and founding principles of some universities decree that English education assume a prominent focus within their educational prospectus, other universities subvert its importance, demoting it to merely existing as a program listed on their charter. In such instances, the existence of courses bearing the word 'English' in their titles would seem merely construed to satisfy the board of education and the parents of potential students that the institution does, like every other institution in Japan, have an English program. Simply put, most potential students and their parents are poorly informed regarding what constitutes a high quality English program at tertiary education level. It is common knowledge that the overall reputation of universities in Japan are most often gauged in accordance with their history rather than their innovation or attendance to current pedagogical principles, and so well planned English programs often become some of the best kept secrets in the system of Japanese tertiary education. The significance of this contradiction is that it often becomes extremely difficult for the teacher to implement good methodology in English classes that have inherited inappropriately designed or assigned classrooms. Moreover, the task becomes even more challenging when little or no thought has been given to the level of student proficiency prior to the placement of students in classes. When recently given a speaking and listening class in a national university, I was assigned a 200-seat lecture theatre with row upon row of immovable seating, despite the class comprising 25 students, who were of markedly different levels of English proficiency. Again, within this decade, I was also required to teach an introductory English course to a class of 140 students at an Engineering university in the Hokuriku region. On each occasion, the room assignment was non-negotiable and cases of 'do the best you can under the circumstances' prevailed.

Conversely, CEP enjoys the privileges associated with using classrooms that reflect anticipation of the real needs of speaking and listening classes. Class size is restricted to 24 students with the average class size being around 22. The well-illuminated, carpeted rooms are equipped with a TV / video combo, a CD player and large chalkboard on each of two walls. Most importantly, other than the chalkboards, no immovable furniture exists, enhancing the potential for student and instructor movement within the classroom. Accordingly, constraint upon learning activities such as role-play or demonstrative modelling of tasks is minimal. Additionally, it is possible for the instructor to somewhat swiftly redesignate the membership of small groups, thus maximising the number of interlocutors each student will interact with during each class. Since CEP Speaking & Listening classes have duration of just 45 minutes, these logistical issues assume increased levels of importance.

In the freshman CEP program, students are placed in one of six speaking & listening classes in accordance with their results on the CEP placement test. Consequently, there is little disparity in proficiency, between conversation partners on speaking activities.

## 2.2 The objectives of the CEP program

In order to understand the rationale underpinning the use of photo namecards in the CEP classroom, and how they might contribute to the enhancement of active participation and the development of a positive learning environment, it is firstly necessary to appreciate the mission statement and goals upon which CEP was founded. These goals were created after a consensus was reached among major stakeholders at NUIS.

The unabridged CEP mission statement and goals are as follows;

### Mission Statement

CEP is a reliable and valid program of International English that respects Japanese and regional cultural values while contributing to the educational betterment of students and the professional development of instructors at NUIS.

### Goals
### 1. Language Instruction in CEP Concentrates on International English

■ *Objective: CEP concentrates on teaching International English. International English is roughly defined as English which is free from the cultural and linguistic influence of any one particular country, and which could be used to successfully communicate with other educated native or non-native speakers of English in any country of the world. Teaching International English will entail encouraging students to communicate as Japanese speakers of English on issues that are of interest to them. International English welcomes Japanese students to take ownership of the English language as their vehicle for international expression.*

### 2. The Pedagogy of CEP Motivates Japanese Students

■ *Objective: The pedagogy of CEP motivates Japanese students to actively seek out opportunities to communicate confidently with non-Japanese. CEP instruction strives to re-motivate students who associate English with unpleasant classroom or testing experiences in Junior and Senior High School. Strategies and techniques are sought which will foster a positive classroom atmosphere. Methods aimed at helping students gain self-confidence are emphasized.*

### 3. CEP is Based on Valid and Reliable Language Teaching Practices

■ *Objective: Although considerable time in the beginning of the course may be investing in training learners basic academic skills, (e.g. study skills such as regular attendance, active classroom participation, asking questions in class and completing homework assignments on time), CEP is based on sound language teaching practices aimed at raising the overall language ability of the learners. It is vital that students show clear evidence of progression by the end of the academic year.*

### 4. CEP Fosters a Healthy Environment for Learning and Development

■ *Objective: CEP provides an environment where students and instructors receive resources for development and self-improvement. Opportunities for additional language learning, as well as fun activities to strengthen the class dynamics are encouraged for students. CEP Instructors will be given*

*adequate time for research and rest in order to avoid stagnation on one end and burnout on the other.*

### 5. CEP Upholds Clear and Fair Standards

■ *Objective: CEP is an orderly program that upholds clear academic standards. It is designed to be easily administrated and staffed by instructors who may change every few years. Fair and achievable academic standards are decided by the Department of Information Culture for the learners. Special exceptions to these standards will be considered as extraordinary.*

*Source: The CEP Training Manual, version 5 (2006)*

When attempting to visualise how CEP instructors might use photo namecards in the CEP speaking and listening classroom the first objective of CEP is also the first that we need to note. Essentially, the first objective recognises that every student has thoughts worthy of expressing. These thoughts pertain directly to each student's interests and/or identity as a young Japanese adult in the small north-western coastal city of Niigata. As most EFL teachers and students know, having something to express does not necessarily equate to having the opportunity to express it. The second objective of CEP addresses the issue of the student's desire or willingness to express their thought once that opportunity has been realised. In this regard, it is hypothesised that whenever strategies and techniques are found to foster student motivation and participation, the pleasure associated with successfully imparting a thought through words will act as a catalyst, stimulating further participation and communication by the student. In similar accordance with the principle of causative and resultative motivation, refer Hermann (1980) and Berwick & Ross (1989), the fourth objective of CEP, contends that whenever students are converting their thoughts to expressions within English conversation with their peers it can equate to the same degree of fun as conversing on their interests in their native language. Furthermore, it encourages each student to build upon their number of friendships and acquaintances by extending the range of classmates to whom they express their thoughts. The fourth objective of CEP contends that the greater the number of conversation partners, the better the dynamics of the classroom.

The fifth objective of CEP notes the need for an orderly program that upholds fair standards. The orientation of 'fair' in this instance pertains to "academic standards" or, in other words, the degree of challenge appropriate to the students' levels. It might also be appropriate to interpret it to mean that each student is provided equal, non-arbitrary or "fair" opportunity to practise his or her communicative skills.

## 3. CEP Student Photo Namecards
### 3.1 Construction of the CEP student Photo Namecards

Since its inception, the CEP coordinator and both instructors of freshman CEP have utilised an index of on-line student photographs. An individual passport-style photograph of each student is sorted into the respective folder for his or her class. Viewing of these on-line photo files remains exclusive to the aforementioned three-teacher CEP team. Additionally, the student photographs for each class are then printed on an A4-sized sheet of photographic paper, which is then stored in the teachers' folder for that class. Again, access to these photographs is exclusive to CEP teachers. The main purpose of these indexes has always been to assist the teachers to become able to identify students by name. The on-line file is created using Macromedia Dreamweaver and Macromedia Fireworks software.

The photographs are shot early in the first week of each semester. Usually, but not always, the students receive advanced notice of this procedure.

As previously stated, since 2005, these student photographs have served the additional purpose of enabling the construction of student photo namecards. The cards can be created by loading the on-line photographs into either a Microsoft Word file or a Microsoft Publisher file. Each card is single-sided and measures about 92 millimetres in width and 56 millimetres in height. The face side contains the student's name, number and photograph. The colour photograph measures about 45 millimetres in width and 35 millimetres in height. Prior to 2005, the cards contained no more than the student's name.

## 3.2 Rationale behind the use of Photo Namecards

The overarching rationale behind CEP instructors creating and using student photo namecards in CEP speaking and listening classes is to assist in fostering a community-based learning atmosphere in the classroom. In this instance, a community-based learning atmosphere refers to classroom dynamics characterised by students who have become quite familiar with most of their classmates, become accustomed to working with them and learning through exchanging information with them. Additionally, it is characterised by similarly positive teacher / student relationships.

By specifically addressing the CEP objectives referred to above, it is intended for these cards to enable CEP instructors to;

i)     more efficiently remember students' names and associate these names with the correct faces

ii)    select small group membership for conversation tasks, in a truly random manner

iii)   efficiently redesignate small group membership, in a truly random manner, several times during each class in order to maximise the number of interlocutors each student communicates with during that class

iv)   allow a face-saving avenue for students who do not get along so well with the students in their group. Essentially, CEP students are creatures of habit. Accordingly, at the outset of each class they infrequently gravitate to the same seat that they self-selected on the first day of class. Whenever that seat proves over time to be within a group of students that they fail to bond well with, the potential for the traumatic experience of being unpopular among those students day after day, class after class becomes high.

v)    select small group membership for each tri-weekly speaking test, in a truly random manner

vi)   select respondents to questions pitched to the class as a whole, in a truly random manner, whenever there is an absence of volunteers willing to raise their hands and answer such questions

vii)  counter any tendency for student reticence by merely having an instrument by which any student could be called upon at any time to respond to a question pitched to the class as a whole

viii) in instances vi) and vii), speed up the class by reducing the delay caused by segue ways associated with shyness and/or politeness related student tendencies. Before the introduction of the student photo namecards, students were often observed to seemingly conform to a protocol of not wanting to raise their hands too quickly, too often, too conspicuously or without some kind of direct provocation or prompting. The presence of the cards would appear to create a new protocol whereby all students are aware that if they do not volunteer an answer, they have a statistical chance of one in about 24 of losing face by being non-arbitrarily called upon to contribute a response at a time when they may not be able to do so satisfactorily. If however, they have previously volunteered a successful response, stimulated of course by the pending trigger of the cards, they are more likely to save face.

In each of the cases ii) through vi) above, selections are made by shuffling the cards and drawing one or more cards from the deck, announcing the name(s) of the students and displaying the selected card(s) to the class in evidence that the draw was made in a fair manner.

## 4. Reactions to the Use of CEP Student Photo Namecards

### 4.1 Reactions of CEP Instructors

The reaction of all three past and present CEP instructors to the use of CEP student photo namecards has been positive. Each of the two instructors to have used the cards with and without photos has unequivocally stated that the photo namecards have enabled him or her to learn the names of the 130 or so students in the first year program more quickly. The instructor who has used only the photo version of the cards also expressed support for the inclusion of the photos.

Naturally, however, faces change and the particular transformation of students' images throughout first semester results in some difficulty in identifying some students from their photographs. Ideally, CEP instructors would be availed to cards displaying current photographs but issues of practicality dictate that the photographs be shot and cards constructed once per semester. Since almost all students enter NUIS within months of graduating from high school, first semester for these freshman students is subject to a time where many of them experiment greatly with their appearance. When one considers that Japanese high school students spend so much of their time wearing their high school uniforms, their first year of study at NUIS coincides with that time of their lives where these young people are suddenly required to select their own clothes for each time they venture outside the family home. Moreover, such newly found independence often sees the students undertaking part-time jobs. With their newfound wealth comes an array of constantly changing outfits, accessories and hairstyles. Although subject to individual difference, it commonly appears that the student photo namecards prove highly reliable to CEP instructors up to around the midpoint of that semester. Consequently, it becomes a significantly advantageous for CEP instructors to become familiar with as many student names and faces before that point of the semester is reached. All CEP instructors are in agreement that the student photo namecards generally prove more reliable during second semester. In any case, it is logical to conclude that the photographs although not foolproof, maintain to be more advantageous in learning student names than if the cards are void of photographs.

To some degree, CEP instructors vary in the frequency and technique that they have used the student photo namecards. Although all three instructors to have used the cards to date agreed in principle that the system adheres to the intended purposes quite well, the frequency of their use became somewhat subject to waves of popularity and unpopularity. In lieu of shuffling the cards in order to change student seating arrangements all instructors admitted to, at times, reverting to the strategy of nominating students sitting adjacent to, or behind each other and directing a straight swapping of seats for the next activity. One previous instructor, more often than not, favoured this strategy due to its expediency. In such instances, precious seconds of potential student speaking time may be gained, but the trade-off becomes one whereby only a minority of students will be changing groups for the ensuing activity. Clearly, there is also the issue of flouting the principle of randomness and the CEP goal of fairness, if the concept of fairness in this instance is interpreted to mean non-discriminatory.

### 4.2 Reactions of CEP Students

Toward the end of the second semester of 2005, all first-year CEP students were asked to respond to an eight-item questionnaire pertaining to the changing of conversation partners during class, the importance of CEP instructors remembering students' names and the use of the cards themselves. Due to inclement weather on the day, 23 absentees reduced the number of respondents to 103. Each item on the questionnaire was formulated in English, translated to Japanese then back translated to English. The single page questionnaire distributed to each student contained both languages and the students given the option to respond in either language. The questionnaire is as follows.

## Questionnaire

Name:_____     CEP:    2A  2B  2C  2D  2E  2F

（性別）男　／　女

1. During speaking practice, I like moving to other tables in order to speak with other students.
   会話の練習中に、自分と別の机に座っている他のクラスメートと会話練習ができるように、席を移動することが好きだ。
   ☐ Strongly Agree　　☐ Somewhat Agree　☐ It Doesn't Matter　☐ Somewhat Disagree
   ☐ Strongly Disagree

2. Moving to other tables in order to speak with other students, helps to improve my speaking ability.
   会話の練習中に、自分と別の机に座っている他のクラスメートと会話練習ができるように、席を移動することは自分自身の会話力を伸ばすことに役立っている。
   ☐ Strongly Agree　　☐ Somewhat Agree　☐ It Doesn't Matter　☐ Somewhat Disagree
   ☐ Strongly Disagree

3. Moving to other tables in order to speak with other students makes the class more fun.
   会話の練習中に、自分と別の机に座っている他のクラスメートと会話練習ができるように、席を移動することはこの授業をより楽しいものにしている。
   ☐ Strongly Agree　　☐ Somewhat Agree　☐ It Doesn't Matter　☐ Somewhat Disagree
   ☐ Strongly Disagree

4. Do you like the photo on your name card?
   あなたのフォトネームカードに写っているあなたの写真が好きですか？
   　　　☐ はい
   　　　☐ 気にしたことがない
   　　　☐ いいえ

5. I look better in real life than my namecard photo.
   実際の自分の方が写真よりも良い。（ハンサムだ。／綺麗だ。）
   ☐ Strongly Agree　　☐ Somewhat Agree　☐ It Doesn't Matter　☐ Somewhat Disagree
   ☐ Strongly Disagree

6. Do you ever turn your namecard upside down? If so, why?
   机の上のフォトネームカードを裏返しにしたことがありますか？　ある場合はその理由を書いて下さい。
   _____
   _____

7. Can you think of a better way to rotate conversation partners than using the photo namecards?
   会話の練習相手を変えるのにフォトネームカードを使っていますが、他に良い方法があればその方法を下に書いてください。
   _____
   _____

8. I want my CEP teacher to remember my name as early as possible.

　私はCEP担当教員にできるだけ早い時期に私の名前を覚えてもらいたい。

☐ Strongly Agree　☐ Somewhat Agree　☐ It Doesn't Matter　☐ Somewhat Disagree
☐ Strongly Disagree

The quantitative data procured from the five 5-point Likert-scale items are tabulated in table 1 below.

| | 1. Like moving to ... speak with other students | 2. Moving helps to improve my speaking ability | 3. Moving makes the class more fun. | 5. I look better in real life than in my photo card. | 8. I want my teacher to remember my name ASAP. |
|---|---|---|---|---|---|
| Strongly Agree | 4 | 14 | 10 | 3 | 34 |
| Somewhat Agree | 34 | 62 | 35 | 13 | 45 |
| It Doesn't Matter | 38 | 20 | 37 | 70 | 23 |
| Somewhat Disagree | 22 | 7 | 16 | 10 | 1 |
| Strongly Disagree | 5 | 0 | 5 | 7 | 0 |
| | **103** | **103** | **103** | **103** | **103** |

*Table 1: Responses to questions bearing a Likert-scale format.*

The sequence of questioning was designed to first elicit some general opinions about changing conversation partners. These issues are addressed in questions one through three. It was intended that these questions be responded to before the concept of student photo namecards was introduced. Subsequently, questions four through six pertain to the cards themselves and question seven invited suggestions for a viable alternative to the card system. The positioning of the final question was also intentional in order for it to not influence student responses to the changing of conversation group membership or the student photo namecard system, itself.

As indicated in table 1, there is a general air of indifference among the students as to whether or not changing group membership is liked or considered to be fun. The responses to both questions 1 and 3 conform to standard bell curve distributions with the most common response to both questions being, "It doesn't matter". The significance of these responses lies in the potential for these questions to elicit possible symptoms of anxiety among students. Of the three distinctive forms of anxiety outlined by Scovel (1978), it is 'state anxiety' that is of potential issue here. Defined by Spielberger (1983) as "apprehension that is experienced at a particular moment in time as a response to a definite situation", the situation whereby student photographs come in to view of other students seems worthy of consideration.

Four students strongly disagreed with the statements of both question 1 and question 3, whilst a single student strongly disagreed with one but not the other of these two questions. Interestingly, three of these students were placed in the second most advanced class, CEP 2B, and the other three from the second least advanced, CEP 2E. Since two of these girls from CEP 2E are best friends and not obviously introverted, it could be assumed that they simply prefer to remain with their best friend throughout the lesson. Generally, the responses would appear to present no more evidence than should be expected to support the hypothesis that redesignating group membership leads to significant levels of student anxiety.

In terms of strong agreement with 'I like moving ...' and '... moving makes the class more fun', more support can be found among the male students. All four students who strongly agreed that they liked moving to other tables in order to speak with other students, were male. Of the ten students who claimed that moving to other tables in order to speak with other students makes the class more fun, eight were male and two female. It should be remembered that the male CEP students outnumber female students at a ratio of 2:1. There was no significance in any of the responses between classes for either of these questions.

Conversely, the statistical data from question 2 appears to indicate some degree of support among students for the notion that changing group membership helps to improve oral proficiency. Sixty-two of the 103 (60.2%) respondents 'somewhat agreed' with the notion and a further 14 (13.6%) strongly agreed. No student strongly disagreed with the notion. There were no significant differences in the distribution of responses to question 2 in terms of gender or class level.

Somewhat revealing was the comparison of responses across questions 4 and 5. Thirty of the 35 (85.7%) female students stated in question 4 that they did not like their photograph. The Japanese wording of the question makes the distinction that it is not the concept of the photograph but the actual single resulting image that they are discontent with. Twenty-four (35.3%) of male students also claimed that they did not like their photograph. This is significant when we compare this data with the responses garnered from question 5. Clearly, the vast majority of students (68%) did not seem to think that their photograph inaccurately portrayed their real appearance. This was over five times more popular than the second most popular response. Furthermore, the least popular response was that which claimed strong agreement with the statement that the student looks better in real life than in his / her photograph.

Arguably, the most revealing interpretation of the combination of responses to questions 4 and 5 is the 38 students (36.9%) who responded 'No' to question 4 and 'It doesn't matter' to question 5. In other words, these students responded that they did not like their photograph but claimed indifference as to whether or not that mattered to them. This leaves only 16 (15.5%) of the 103 students to claim that they did not like their photograph and it to some degree mattered to them.

In the interests of data reliability, students were given the option of responding to question 6 in either English or Japanese. As to whether they ever turned their student photo namecards upside down, the responses were sorted into three broad categories. The categories were; i) those who did not always turn over their cards or did so for no significant reason relating to affect, ii) those who turned their cards over claiming reasons related to picture related embarrassment and iii) those who frequently turned their cards over for other or non-specific reasons. This ratio of this broad breakdown equates to 43:56:4. Of the 43 students with the less affective responses, 27 claimed outright to never turn their cards over. Five more claimed to do so merely because they were copying other students or conforming to the majority action. One further student went so far as to state that she did not care to turn her card over at first but felt embarrassed to not conform with the other students' actions in her group. The remainder of these 43 students were indifferent to the action or only occasionally did so.

Fifty-six students claimed to almost always turn over their student photo namecards because they were embarrassed, disliked it being seen by other students or thought their appearance had significantly changed since the photo was taken. Of the remaining four students, one gave little detail, one felt her picture was staring back at her, one claimed it distracted him from speaking and one did not want his student number to reveal that he was repeating the course. Although it was more common for students to turn their cards face down, instructors never blatantly instructed them to do so or not to do so. Throughout the semester, no student ever displayed signs of obvious distress or openly challenged the system. All indications are that although more students prefer not to display their photos, it is not a major issue of discontent. Certainly, as with most activities such as being videotaped, the initial apprehension is most often forgotten once the participants become engaged in the activity at hand.

Question 7 offered the students the opportunity to propose an alternative to the student photo namecard system. Seventeen of the 103 students (16.5%) requested namecards be used without photographs. If this is significant then it must be also considered in the light of 25 students (24.3%) responding that the photo namecard system was OK or best. Succinctly, no other suggested options, were viable once time constraints or general logistical issues were considered. These suggestions mainly constituted ideas like junken pon (rock, scissors, paper),

random selection, drawing lots or extreme suggestions such as groups formed in accordance with blood type.

The final question revealed significant support for the desire to have teachers remember the names of students. Thirty-four students (33.0%) showed strong support in this regard, 45 (43.7%) somewhat agreed to its importance, 23 (22.3%) were indifferent and one lone student somewhat disagreed, (refer table 1).

## 5. Conclusion

The quantitative data at hand seems to support two conflicting preferences. With 76.7% of students considering it important for CEP instructors to remember their names, we find ourselves somewhat at odds with the 52.4% of students who claim they do not like the photograph that was taken of them. Since 73.8% of students also claimed that changing groups to some degree helps to improve their oral proficiency, logic determines that we continue to use some form of namecard system. The only decision, which remains, is whether to do so with or without student photographs printed on them. In order for CEP instructors to efficiently learn and remember their students' names, it appears that photographs will remain as an inclusion on the cards unless significant objection is raised by students. With this in mind, it needs to be stated that no student has to date come forward with such points of objection or exercised their option to relay a similar message via the monthly class representative / course coordinator meeting system, which is in place at NUIS.

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