Step 4: Ask, 'If a question only requires a short answer, what can you do to keep the conversation going?' Elicit that asking follow-up questions using 'How…?' and 'Why…?' can be helpful. Ask if students have any more advice for writing effective interview questions.

Step 5: Pass out the Tips for Writing Interview Questions handout (Appendix B) and go through them with the class.

Step 6: Put students into small groups and ask them to choose a new topic or theme for their interview.

Step 7: Pass out three sticky notes to each student and ask them to write an interview question on each note. Give students time to write questions, and circulate to provide support.

Step 8: Ask groups to discuss the questions and choose four that they will use in the interview.

Step 9: Guide the groups in proofreading their chosen questions and improving their open-endedness, using suggestions from the handout as appropriate.

Step 10: Explain that students will be conducting their interviews in the next class.

Step 11: In the next class, tell groups to define each person's role. Some possible roles may include: Interviewer, Camera Person, Canvasser (potential participant greeter), Waiver Person (signature collector for consent form - see Appendix C).

Step 12: Conduct practice interviews within groups to familiarize students with the questions and roles. Groups can also interview each other if they need more practice.

Step 13: Send students out into the campus to conduct interviews. Advise students to send their canvasser to approach interview subjects, rather than going all together. Give students a time by which they should return.

Step 14: In the third class, create a Google Doc for each group before class. Ask groups to review their recordings, take notes, and summarize the interviews. Have students analyze the responses to identify common themes and present their findings to the class.

Variations and Extensions

This project can also be done with audio rather than video recording, or simply taking notes. If recordings are made, they could be used as listening materials for future practice.

Conclusion

This flexible activity can be adapted to nearly any level or teaching context, and requires little preparation. It also gives students a reason to practice authentically outside the classroom and take ownership in their learning by preparing their own questions, boosting their confidence and motivation.

Appendices

The appendices are available from the online version of this article at https://jalt-publications.org/tlt/departments/myshare.

[RESOURCES] *TLT* WIRED


Sarah Deutchman & Edward Escobar

In this column, we discuss the latest developments in ed-tech, as well as tried and tested apps and platforms, and the integration between teaching and technology. We invite readers to submit articles on their areas of interest. Please contact the editors before submitting.

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Deleting Responses From Multiple Google Forms With Google Apps Script

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These days, we can drive cars without knowing how they work. The same goes for Google Workspace and its lineup of apps such as Forms and Sheets. Those who learn the mechanics of cars can modify them to accomplish special tasks for specific purposes. The same can be said for Google Workspace apps. You can learn the mechanics of these apps by learning what is called Google Apps Script (GAS), which is a scripting language based on JavaScript that sits behind a number of

Google Workspace products, such as Google Docs, Google Forms, and Google Sheets" (Roberts, 2021, p. 7). GAS is a great programming language to learn for novices. You do not need to install anything, as the processing is done on Google's servers. You only need a Gmail account, any web browser, and an internet connection. All the data is stored in the cloud. GAS can automate tasks, extend the functionality of Google Apps, and integrate app functions for projects that require multiple app use. AI can also be used to assist you with writing GAS. The GAS in this article was written with the assistance of ChatGPT 3.5 (OpenAI, 2024).

I became more interested in using technology in my teaching due to the pandemic. I was using Google Forms and Google Sheets in my teaching as introduced by Paton (2021), who describes how to integrate Google Forms and Google Sheets. I used Google Forms for quizzes and surveys and Google Sheets to record the results from the Google Forms into more usable configurations, allowing me to track each student's progress in real time and calculate the grades easily at the end of the semester.

As I became comfortable using Google Forms and Google Sheets, I began relying on them for various class assignments, creating many Form files to accomplish my tasks. As a result, I could go almost paperless in my classroom—no more time spent photocopying handouts! However, I was spending a lot of time on repetitive tasks, such as deleting Form responses for reuse in a new class. I felt that by changing from paper handouts to Google Forms, I exchanged one set of repetitive tasks associated with paper handouts (e.g., photocopying handouts) to another set of repetitive tasks associated with Google Forms (e.g., deleting responses). Executing GAS allows me to automate these repetitive tasks. I will explain how to construct the GAS that has allowed me to delete responses from multiple Google Forms simultaneously within a single Google Drive folder.

How to Create and Run GAS

Creating a GAS that involves performing the task of deleting responses from multiple Google Forms saved in a single folder on Google Drive is no different from creating any other new Google app document. I would recommend creating a folder with a few dummy forms so that you are not accidentally erasing results from Form files you do not want to be erased.

To start, we will need to create a new GAS inside Google Drive (drive.google.com), which can be done by selecting "+ New" at the top left corner, selecting "More" at the bottom of the menu, and selecting "Google Apps Script" (see Figure 1). We do not need to create this new script in the folder where all the forms are located. Inside the GAS app, we will see a blank workspace (see Figure 2). The workspace begins with four lines of code. Because we will be using code from this article, let us erase the first 4 lines in the workspace.

Figure 1

Location of Google Apps Script in Google Drive's Create Menu

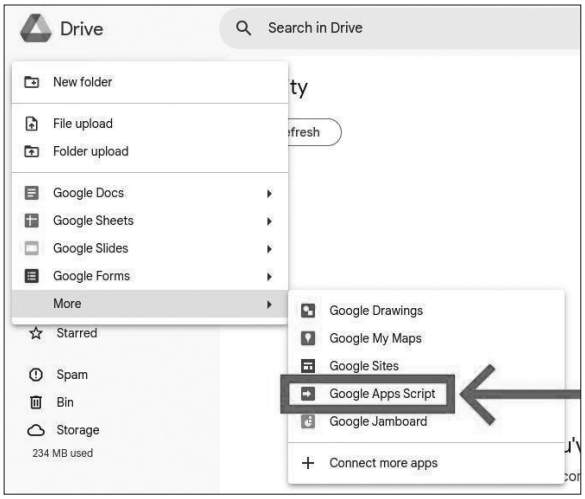

Figure 2

New Google Apps Script Workspace Inside a Web Browser

Every action is represented by a function as seen below. Our function is to erase the form content, so our function is titled *eraseForms*. This should be added to line 1 in the workspace.

```
function eraseForms() {
```

Next, we want to identify which folder in Google Drive has the forms we want to reset. Copy the line below onto the next lines in the workspace.

```
var folder = DriveApp.getFolderBy-
Id('1lsGVBGN0n8-jaOvnW4iyy1E3mPIorsaV');
```

The series of letters and numbers inside the parentheses is the folder's ID. We need to replace that series with your folder's ID, which is found in the

folder's URL. In our example as seen in Figure 3, the folder's URL is https://drive.google.com/drive/u/0/folders/1lsGVBGN0n8-jaOvnW4iyy1E3mPIorsaV?lf-hs=2 so the folder`s ID is '1lsGVBGN0n8-jaOvnW4i-yy1E3mPIorsaV'.

Figure 3

The ID of a Folder in a Google Drive

Next, we want the script to take inventory of all the files in the folder with the following three lines.

```
var files = folder.getFiles();
while (files.hasNext()) {
var file = files.next();
```

Now, we can have the script pinpoint the form files and have all the responses deleted as well as allow new responses to be accepted (with the assumption that accepting responses was turned off). If we do not want responses to be accepted, simply change the word "true" to "false" in the fourth line below.

```
if (file.getMimeType() == "application/
vnd.google- apps.form") {
var form = FormApp.openById(file.get-
Id());
form.deleteAllResponses();
form.setAcceptingResponses(true);
```

The script ends with the actions taken being logged and closing all open braces.

```
Logger.log(file);
}
}
}
```

Make sure to save the script by selecting the save icon (floppy disk) in the top menu. To verify that the script works, select "Run" in the top menu. An execution log should appear at the bottom of the screen with the names of all the Form files in the identified folder (remember that this means all listed forms' responses have been deleted; see Figure 4). From this point, anytime we want to quickly clear all the Form files in the identified folder, double-click on the GAS file and select "Run" from the top menu. There are ways to turn this GAS into a web app, but that is an explanation for another time. You can view a full copy of the script in Figure 5.

Figure 4

The Save Icon, Run Button, and the Execution Log

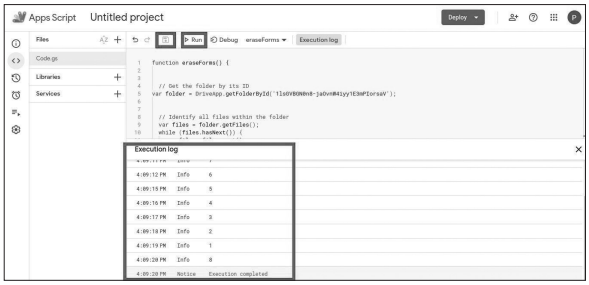

Figure 5

The Code

```
function eraseForms() {
   // Get the folder by its ID
   var folder = DriveApp.getFolderById('1lsGVBGN0n8-jaOvnW4iyy1E3mPIorsaV');
   // Identify all files within the folder
   var files = folder.getFiles();
   while (files.hasNext()) {
      var file = files.next();
      // Check if the file is a Google Form
      if (file.getMimeType() == "application/vnd.google-apps.form") {
         // Allow the script to open the Form files
         var form = FormApp.openById(file.getId());
         // Delete all responses from the Form files
         form.deleteAllResponses();
         // Set the forms to accept new responses
         form.setAcceptingResponses(true);
         // Allow GAS to log the above actions
         Logger.log(file);
      }
   }
}
```

Conclusion

You have just created and executed your first GAS. Congratulations! To continue your coding journey, I suggest that you read Roberts (2021) *Beginner's Guide to Google Apps Script*. This is the book that started me on my coding journey, and I cannot recommend it enough.

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Will Advances in AI Negate the Need to Learn Foreign Languages?

Paul Raine

Despite the worries of some language teaching professionals that advances in AI will completely negate the need to learn foreign languages, this seems unlikely to happen in the near future. In this short essay, I will examine what is required to be an effective communicator in a foreign language and consider whether AI will take the mantle from humans in this endeavour.

In their seminal paper, Canale and Swain (1980) list four core competencies required to use and understand a foreign language:

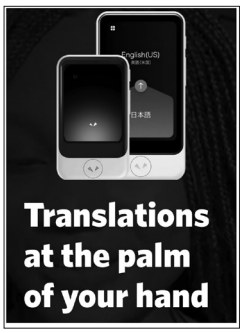
- **grammatical competence**: knowledge of the linguistic code of the target language, including vocabulary, morphology, syntax, semantics, and phonology;
- **sociolinguistic competence:** knowledge of the social rules of language use, including cultural norms, appropriateness in terms of topic, audience, setting, and the relationship between participants;
- **discourse competence**: knowledge of how sentences in discourse are connected to form a cohesive and coherent whole;
- **strategic competence**: knowledge of communication strategies that can be employed to overcome difficulties in communication, including paraphrasing, circumlocution, and gestures.

Using the paid version of ChatGPT in voice mode (OpenAI, 2023), you can now have unnervingly realistic conversations with AI, which include "ums" and "ahhs," references to previous topics, cohesive mechanisms, paraphrasing, changes in topic, varying levels of formality and politeness, follow-up questions, and strategies that encompass almost the full spectrum of Canale and Swain's (1980) communicative competencies. Moreover, ChatGPT can do this in phonologically accurate voices that span over 50 languages, seamlessly code-switching as it goes. This may be jaw-dropping, but it remains doubtful whether technologies like ChatGPT will ever completely negate the need to learn foreign languages, even when such technologies are embedded in the devices we carry with us everywhere.

Universal translator devices have long been imagined by sci-fi writers, from *Star Trek's* Gene Roddenberry to *The Hitchhiker's Guide to the Galaxy's* Douglas Adams. While a true universal translator that instantly and flawlessly translates any language is yet to be invented, pocket translators like the *Pocketalk*[1] (Figure 1) or the *Timekettle X1 AI Interpreter Hub*[2] (Figure 2) are now a reality. These devices allow the user to speak into them and have the onboard AI-powered software translate their utterances into the first language of their interlocutor. Devices like these are increasingly visible in countries such as Japan. For instance, the university where I work is trialling them at the IT support desk, and some Japan Rail (JR) staff have been equipped with them. Kirkpatrick (2020) notes that "these devices represent a significant increase in accuracy and functionality above manual, text-based translation applications such as Google Translate" (p. 15).

Figure 1

The Pocketalk Translator



1 https://www.pocketalk.com
2 https://www.timekettle.co/en-jp/products/x1-ai-interpreter-hub

Figure 2

The Timekettle X1 A1 Interpreter Hub

In addition to carrying such devices, we may soon be wearing them. A few years ago, Google teased us with a video showcasing its new Project Iris smart glasses (see Figure 3), which use augmented reality (AR) and machine translation (MT) to translate and render subtitles for spoken foreign languages right in front of the user's eyes (Google, 2022). Although these glasses eventually failed to materialise (Hollister, 2023) it seems inevitable that devices like these will continue to be developed, and eventually become as ubiquitous as smartphones are today. However, would we really want to rely on them to mediate our multilingual relationships?

Figure 3

Google's Project Iris Augmented Reality Smart Glasses

I recently spoke with a 30-something Japanese female friend who was lamenting her last failed relationship with a foreigner because "I can't speak English well, and he couldn't speak Japanese at all," adding that "the relationship failed because we had to rely on technology to communicate." Pocket translation devices can be intrusive and clunky, and whispering sweet nothings into one and having it translate and robotically recite your sentiments to your significant other could certainly be a barrier to romance. However, the voices are becoming less robotic (e.g., voices developed by ElevenLabs[3] or Synthesia[4]), and the devices are becoming less clunky and intrusive. In situations that do not normally involve the intricate nuances of romantic relationships, such as asking a member of JR staff which is the correct platform for Shinjuku, pocket translators could work just fine.

Therefore, will advances in AI negate the need to learn foreign languages? Almost certainly not. There are still plenty of reasons to actually learn a foreign language (where *learn* means to be able to use and understand it in a variety of situations in an unassisted way). We regale our students with these reasons in introductory English classes, often stating: "You'll broaden your horizons," "You'll bolster your employability," "You'll think differently," "You'll make new friends and influence people," or "You'll see the world in all its Sapir-Whorfian glory" (Sapir, 1929; Carroll, 1956). Those with strong enough instrumental, integrative, or intrinsic motivation (Gardner & Lambert, 1972; Noels et al., 2000) will always be compelled to learn foreign languages, especially a foreign language such as English, which serves as the de facto global lingua franca (Crystal, 2003; Jenkins, 2006). Also, let's face it, being able to speak a foreign language is much cooler than relying on technology to translate for us. It is also, apparently, more romantic and almost certainly necessary to maintain any non-superficial human relationship.

Translation devices will, however, diminish the urgency with which foreign languages are learned due to the reduced risk of communication breakdowns (granted, they may introduce other breakdowns). These devices will be sufficient in a variety of situations—both business and personal—where multilingual communication is essential. However, they will likely never match the capabilities of human interpreters, translators, or speakers of foreign languages. Humans have a wide range of expressive and communicative techniques, alongside cultural, situational, and emotional understanding, that a unidimensional translation device cannot hope to match. That is, at least not until AI is fully embodied and conscious, which remains firmly in the realm of science fiction.

Addendum

On May 13th, 2024, a few days after this article was submitted for copy editing, OpenAI released GPT-4o, which they describe as "a step towards much more natural human-computer interaction—

3 https://elevenlabs.io
4 https://www.synthesia.io/avatars

it accepts as input any combination of text, audio, and image and generates any combination of text, audio, and image outputs" (OpenAI, 2024, para. 1). Although I believe that the assertions in this article—that advances in AI will not negate foreign language learning—still hold, this release shows just how quickly AI technologies are developing. By the time this article is published, there will likely be even more advanced models, with even more human-like capabilities.

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[JALT PRAXIS] YOUNGER LEARNERS


Martin Sedaghat & Emily MacFarlane

The Younger Learners column provides language teachers of children and teenagers with advice and guidance for making the most of their classes. Teachers with an interest in this field are also encouraged to submit articles and ideas to the editors at the address below. We also welcome questions about teaching, and will endeavour to answer them in this column.

Email: jaltpubs.tlt.yl@jalt.org

"Where's my Magic Wand?": Listening Matching Tasks Mediated by Roleplay with Very Young Learners

Pretend play is a powerful tool for learning and can be catered to learners of different levels, even true beginners, through teacher mediation. Very young language learners (aged 2-7) engage mostly with speaking and listening skills, focus on one aspect of a task, have high motivation and less awareness of how language works (Pinter, 2012). Drama can provide children with an authentic environment and multi-sensory contextual cues that may accommodate and leverage these learners' characteristics for language learning (Bland, 2015). Make-believe, also called pretend play or imaginary play, while less formal than drama, has similar characteristics and may provide similar benefits. It has even been argued that activities like make-believe play a central role in linguistic and social development (Cook, 2000).

To illustrate, my learners are eager to play shopkeeper. When a desk becomes a shop and they stock it with food to purchase, my role as a shopper is clear and they readily guess at what I'm trying to buy, even if I only speak in English. The interaction is so obvious it could be completed with physical