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Contents

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In this month's issue . . .

Welcome to the May/June 2018 issue of *TLT*. During the graduation season in March, many of us teachers experienced many farewells. However, as the new school year started in April, we here at *TLT* hope you have had a wonderful start to the new academic year, and that you have already spent a fulfilling time with your new students and colleagues. As the *TLT* Japanese editor, let me introduce our team of Japanese proofreaders and translators. For every issue, each member is assigned to check a Japanese abstract for the Feature Article and Readers' Forum columns as well as the Foreword. They then send the abstracts to our associate editor, Kazuko Sako, for further checking. After a third check, I send them to the *TLT* editors. Thanks to our teamwork, we can perform this process very promptly and efficiently. We also edit Japanese Feature and Readers' Forum articles. This process, involving reviews by two peer-reviewers, takes longer but we would like to encourage *TLT* members to submit Japanese articles that are beneficial and insightful to *TLT* readers.

In this month's issue, we start with a Feature Article by **Wendy Tada** titled *Understanding Pre-Service Teachers' Familiarity and Interest in Phonics and Potential Implications.* The results of the survey, investigating 86 freshmen at a national university, showed that most participants did not learn phonics before entering university, and admitted they had trouble reading new English words. The journal comments that students submitted revealed participants gained an awareness of their own pronunciation skills and an understanding of the key points of phonics and how it can be taught using songs.

In the Readers' Forum section of this issue, **Dave Young** discusses *Contrastive Models for Turn-Taking in English and Japanese*. With a brief outline of turn-taking mechanics, the author provides contrastive models for turn-taking in English and Japanese. Some recommendations for EFL classroom instruction, and a call for greater sensitivity to this fundamental aspect of communicative competence, are also provided.

We are also experiencing some changes at *TLT*. We would like to show our appreciation to Steve Fukuda for his long and hard work on the Recently Received column of *TLT*. He is leaving to become Book Reviews editor for JALT CUE SIG's journal. Sadly for me, I have to say goodbye to Junko

TLT Editors: Gerry McLellan, Eric Shepherd Martin
TLT Japanese-Language Editor: Toshiko Sugino

Noudomi, a member of the Japanese proofreading team. We thank her very much for her long time of dedicated work for *TLT.*

As always, I would like to thank all the copyediting and proofreading volunteers who constantly work hard to provide high-quality articles to the *TLT* readers. We sincerely hope that you find this issue enjoyable and helpful! Finally and most importantly, please take care of yourself at this busy time of the school year.

—*Toshiko Sugino,* TLT *Japanese Language Editor*

TLTの2018年5/6月号へようこそ。3月の卒業シーズンには多くのお別れを経験しなければなりませんでした。しかし、新学期が始まった4月には、皆様新学期を順調にスタートさせ、新しい生徒や同僚と充実した日々を送っていらっしゃると思います。*TLT*の日本語編集者として、和文校正・翻訳チームを紹介させてください。毎月、メンバーの各々がFeature Articles (FA)やReaders'Forum (RF)やForewordのいずれかの日本語要約をチェックし、迫和子副編集長に送ります。私が3回目のチェックをした後に、TLTの編集長に送ります。チームワークのお蔭で、一連の作業を非常に迅速に効率よく仕上げることができます。我々はまたFAやRFの日本語投稿原稿もチェックします。このチェックの過程は、2人の日本語査読者による査読が入るので、出版に至るまで数か月かかります。TLTの読者にとって大変有益で洞察力が増しますので、会員の皆様に日本語論文を投稿してくださるようお願いいたします。

本号のFeature Articleは、Wendy Tadaの*Understanding Pre-Service Teachers'Familiarity and Interest in Phonics and Potential Implications*です。この論文は、ある国立大学の1年生86名を対象に調査した結果、ほとんどの参加者は大学入学前にフォニックスを習得しておらず、英語の新しい単語を読むのに苦労していることが判明しました。生徒が提出した日誌のコメントから、参加者は自分の発音技術について自覚し、フォニックスの要点と、歌を使ってそれをどのように教えるかを理解したと結論づけることができました。

Readers'Forumでは、Dave Youngが*Contrastive Models for Turn-Taking in English and Japanese*の中で、話者交替の働きについての概要を説明した後に、英語と日本語での話者交替の対照モデルを提示しています。日本の英語学習者に話者交替を教える際にクラス内で推奨されるいくつかの教授法と、話者交替というコミュニケーション能力の重要な一面に対するより細やかな配慮への必要性についても述べられています。

*TLT*の役割担当が代わります。*TLT*のRecently Received columnを長年担当していたSteve FukudaがJALT CUE SIG's JournalのBook Reviews editorの方に移ることになりました。彼の永年の貢献に感謝を述べたいと思います。また、特に私にとって残念なことに、納富淳子さんが日本語和文校正チームを辞められることになりました。長きにわたって真面目にチームに貢献してくださった納富さんにお礼申し上げます。

いつもの事ながら、*TLT*の読者に質の高い論文や情報を提供し続けてくださるcopyeditingやproofreadingのボランティアの皆様に感謝の意を表したいと思います。本号が皆様にとって楽しく有意義なものになりますように。最後に授業が始まってお忙しくなった皆様のご健康をお祈りしたく思います。

—*Toshiko Sugino,* TLT *Japanese Language Editor*

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Understanding Pre-Service Teachers' Familiarity and Interest in Phonics and Potential Implications

Wendy Tada

Hyogo University of Teacher Education

The aim of this study was to better understand pre-service teachers' familiarity with and interest in phonics and how these factors might influence the development of future phonics courses. For this study, 86 first year undergraduate students attending a national university for teacher education completed a survey in 2017. Participants from one class submitted a journal after attending three lessons introducing phonics. The survey results showed that most participants did not learn phonics before entering university, and admitted they had trouble reading new English words. Furthermore, according to the journal comments, participants gained an awareness of their own pronunciation skills, and an understanding of the key points of phonics and how it can be taught using songs.

本研究では、フォニックスに関する教育実習生の学習経験と関心、及びこれらの要素が将来のフォニックスコース開発にどのような影響を与えるかをより把握することを目的とした。本研究に関して、2017年にある国立教育大学で86名の1年生の学部生が調査を行いました。また、あるクラスからの参加者が、フォニックスを紹介するレッスンに3回参加した後、日誌を提出しました。その調査結果によると、ほとんどの参加者は大学入学前にフォニックスを習得しておらず、ほとんどの参加者は英語の新しい単語を読むのに問題があると認めました。さらに、その日誌のコメントによると、自分の発音スキル、フォニックスの要点、及び歌をどのように使って教えているかという認識が得られたと結論づけることができました。

Pre-service EFL teachers require both pedagogical content knowledge and practical skills. As Japan makes reforms to English education, university educators must also consider the changes in the interests and experiences of incoming students to provide more effective teacher education. Currently, teachers of English are not specifically required to learn about phonics according to the Educational Personnel Certification Act (MEXT, 2009), because the regulations do not state the specific content of English-related courses. However, some aspects of the Educational Personnel Certification Act are expected to change in 2017, which might improve the content of training courses. It should also be noted that features of phonics are already included in junior high school textbooks, such as the phonemic awareness tasks in *New Horizon English Course 1* (Kasajima et al., 2015, pp. 14-15). Thus, there is a need for pre-service junior high school teachers to have both an understanding of phonics and the ability to teach it. The extent to which elementary and junior high school teachers of English should be required to have a solid understanding of phonics and be able to systematically teach phonics are topics that require more attention. However, teacher trainers need to follow the national guidelines on language education and anticipate future reforms as well as understand changes to pre-service teachers' familiarity with and interest in phonics to provide adequate training.

The Position of Phonics in Japanese National Educational Guidelines

One of the causes of students and teachers not learning phonics is its lack of inclusion in the MEXT-established Japanese national curriculum guidelines. According to the previous Course of Study for Foreign Language Activities document (2010), 5th and 6th grade elementary school students should gain familiarity "with the sounds and rhythms of the foreign language, to learn its differences from the Japanese language" (MEXT, p. 1). Junior high school students should gain familiarity "with the basic characteristics of English sounds such as stress, intonation and pauses and pronounce English sounds correctly" (MEXT, 2011, p.1), and "distinguish letters or symbols and read English correctly" (MEXT, 2011, p. 2). Thus, the term *phonics* was not specifically included in the English Course of Study for elementary school or for junior high school. Features of phonics instruction have been encouraged, but not necessarily in a systematic way. This continues to be the case with the new Elementary School Course of Study (MEXT, 2017a) because it simply encourages "activities to look at letters written in print and pronounce them properly" (p. 141). The new Junior High School Course of Study (MEXT, 2017b) also neglects to highlight the importance of systematic phonics instruction, although "the relationship between pronunciation and spelling" (MEXT, 2017c, p.13) is recommended to be taught. Thus, even though the inclusion of systematic phonics instruction is still

unlikely, there is a growing need to create comprehensive phonics courses for pre-service teachers to ensure the smooth flow of language education between school levels.

Reasons for Including Phonics

The reasons for including phonics in English education are clear. For native English-speaking children, phonics is considered an essential part of early literacy education in Australia, the United States, the United Kingdom, and New Zealand (Lewis & Ellis, 2006). Major studies (National Reading Panel, 2000; Torgersen, Brooks, & Hall, 2006) have shown that literacy development is linked to phonological awareness and particularly phonemic awareness, which are aspects of phonics instruction. Regarding EFL learners, Takeda (2002) has suggested that phonics can be beneficial for L2 English learners, too. Thus, if all students are required to study English in Japan, some students might learn English better with early phonics instruction. By learning phonics students become able to decode text by learning the 44 phonemes of the English language which are represented by 26 letters and letter combinations. The key benefit of learning phonics early on is that "approximately 84% of English words are phonetically regular" (Blevins, 2006, p.8). This means students who learn phonics can learn to quickly read new words that they encounter. Furthermore, English teachers who learn phonics might notice improvements in how accurately and fluently they read texts aloud in their junior high school classes or notice improvements in their ability to do shared picture book reading in elementary school English classes. Thus, both teachers and students can benefit from learning phonics.

In the past, research has focused on the difficulties of including phonics in Japanese EFL lessons (Katanoda & Wada, 2012; Nahatame, 2014), and overlooked the importance of understanding the current levels of pre-service teachers' familiarity with and interest in phonics. Therefore, the purpose of this study was to investigate pre-service teachers' basic familiarity with phonics and their level of interest, as well as highlight any expected problems in phonics course implementation.

Methodology
Research Questions

This study was guided by three research questions:

1. To what extent have first year undergraduate students who are studying to be teachers received phonics instruction before entering university?

2. To what extent are pre-service teachers interested in learning and teaching phonics?

3. What did first year undergraduate students feel they gained from three intensive lessons on phonics? How might those comments help develop phonics courses for pre-service teachers?

Participants

The survey involved a sample of 86 first year undergraduate students enrolled in a national university for teacher education in Japan in the first semester of 2017. Two-thirds of the participants were female students, and just under 6% of participants were majoring in English. Furthermore, most of the participants were interested in teaching English in elementary schools in the future, and at least half of the them indicated that they were interested in teaching English in junior high schools. Because participants were first year students, many of them were uncertain about which level they were interested in teaching in the future. Thirty-one students from one class also completed journal entries in English about the three phonics lessons taught within the course of this study.

Survey and Reflection Journal

The survey questions focused on participants' previous phonics experience, future interest in teaching phonics, pronunciation and reading ability, and knowledge of key terms. It used a four-point Likert Scale, including responses labeled "agree," "mildly agree," "mildly disagree," and "disagree." Some of the questions were based on those used in a similar study by Yoshida and Chon (2012). Apart from the survey, participants in one class of 31 students submitted a reflection journal in English that was composed outside of lesson time. That class was chosen because the course content included three phonics lessons and included the most students majoring in English, who were expected to be able to write comments in English competently.

Analysis

The results of the survey were calculated into percentages. The comments from the reflection journals were organized into categories to understand the distribution and popularity of journal comment topics regarding the phonics lessons. Revealing and informative comments were selected for inclusion in this paper.

Results and Discussion

The first research question asked to what extent participants had studied phonics before entering university. Only four replied that they had studied phonics in elementary school and only four participants indicated that they had studied phonics in junior high school (see Appendix). Furthermore, only five of the 86 participants indicated that they had studied phonics at a cram school or English conversation school. Many participants had not heard of the word *phonics* before. Therefore, it is not surprising that most participants were unaware of the meaning of *phoneme* in Japanese. However, just under half of all the participants agreed or mildly agreed that they were familiar with the meaning of *syllable* in Japanese. Since learning about syllables is one aspect of phonics, their familiarity with the word *syllable* suggests this aspect of phonics might have been taught to them. This also means that for these pre-service teachers to sufficiently understand phonics enough to confidently teach it, they would need a comprehensive program to develop their core knowledge of phonics along with teaching methods and practical teaching opportunities.

The second research question investigated participants' interest in learning phonics. The survey results show that most participants were interested or mildly interested in learning more about effective writing instruction, and that they clearly showed a desire to develop their pronunciation skills and ability to speak naturally. Additionally, most participants also wanted to improve their ability to read aloud. For pre-service teachers, learning phonics is likely to assist with the development of certain teaching skills. In particular, developed decoding skills are likely to be useful for teaching activities, such as shared reading and *ondoku* (reading aloud) activities.

Furthermore, considering that this survey was carried out before the participants had taken phonics lessons, their comments in their journals are of significance. In the journals, many participants indicated that they were interested in using phonics to either improve their own pronunciation skills or to teach English in the future. Also, roughly one third of the journals had comments that indicated participants felt more interested in learning about phonics. Several participants also indicated that watching a video of a child reading a book and sounding out the phonemes helped them to understand the importance of phonics. Conversely, some participants wrote that their previous English classes did not include the National Reading Panel's (2000) key points related to reading instruction in the U.S. (phonemic awareness, phonics, fluency, comprehension, and vocabulary development), and that they felt concerned or confused as a result. These results suggest that the participants were interested in either learning or teaching phonics in the future to some extent for a range of reasons.

The final research question asked what participants felt they had gained from three lessons on phonics taught by the researcher. These lessons included an introduction to the meaning of phonics and the benefits of learning phonics, easy ways to include phonics in short modules in elementary school or junior high school EFL lessons, and various teaching materials. Most students covered several topics in their submitted journals, which have been summarized in Table 1. The most popular topics included in the journal entries were phonics songs, personal pronunciation skills, key points of phonics, and enjoyable ways to teach phonics.

Table 1. *Distribution of Topics of Journal Comments on Phonics Lessons*

Topics of Journal Comments	Total Number Observed
Key Points of Phonics	14
Benefits of Phonics	5
Importance of Phonics	7
Interest in Phonics	11
Phonics Songs	19
Materials for Teaching Phonics	10
Pronunciation Ability	16
Previous Learning Experiences/ Methods	9
Enjoyable Ways of Teaching Phonics	14
Difficulties Between Japanese and English	4
Phonics Videos (YouTube)	10
Phonics Teaching Methods/ Activities	10

Note. n = 31

Some students clearly grasped some of the key points of phonics according to their journal entries:

I was surprised that the English alphabet is 26 letters, but they represent about 44 phonemes. (Female Student A)

"Hen" . . . in English has three sounds. But "hen" . . . in Japanese has two sounds. (Female Student B)

I learned that phonics is a method for teaching reading and writing by developing phonemic awareness. (Female Student C)

Overall, many participants felt that they had gained an interest in phonics from the lessons on teaching materials. These included useful websites, workbooks, resource books, songs available on YouTube, and handouts provided by the researcher. Many comments focused on the phonics songs which students were required to compare and analyze which were used to introduce a quick method for teaching phonics.

I listened to the songs . . . I thought that this would be easy for children to learn about English pronunciation while having fun. (Female Student D)

I think that it is useful for the children to listen to these songs, but each songs have [*sic*] both good and bad points, so we should choose appropriate songs. (Male Student A)

One concern that was raised from the journal responses was that lessons about phonics could actually lead students to misunderstand the true purpose of teaching phonics. Some students linked phonics to improving pronunciation skills instead of assisting reading and writing skills, which is the main purpose of learning phonics for native English speakers.

It was easy to understand. And I noticed that my English pronunciation was wrong. I was glad to understand the right English pronunciation. (Male Student B)

It is often said that Japanese are speaking English by katakana English, so I practiced my pronunciation this time and realized that my English pronunciation is inadequate. (Female Student E)

Unlike young learners, the participants attended the phonics lessons after they had already mastered their English reading skills. That might be the reason why they considered the phonics lessons to be pronunciation practice. Because the survey also showed that most participants were interested in developing their pronunciation skills at the start of the course, their personal interest in pronunciation skill development might have contributed to their confusion. Overall, the reflection journal responses showed that participants became more aware of their own English-learning experiences and their own pronunciation. Furthermore, almost half of the journal writers were particularly interested in fun ways of teaching phonics using songs.

Limitations of the Study

This study has several limitations. Regarding the survey questions, more specific information on the learners' experiences of learning phonics with examples of different tasks could have been included. For a more comprehensive study on pre-service teachers' familiarity with phonics, a test might be advisable because, according to the results, students might study aspects of phonics without realizing it. A follow-up survey after the phonics lessons also would have been useful to measure any changes in participants' knowledge and interests. However, with those limitations in mind, some conclusions and potential implications can be drawn.

Conclusion

In Japan there have been problems linking oral language skills and literacy skills between school levels, which MEXT (2017c) has recently acknowledged. In the new Course of Study guidelines (2017a, 2017b) MEXT aims to rectify this problem without requiring teachers to systematically teach phonics. However, future teachers of all levels could benefit from learning about phonics in a systematic way. The results of this study suggest most first year undergraduate students studying to be teachers are not familiar with phonics before entering university. Furthermore, most students in this study either mildly agreed or agreed that they had trouble reading new English words. For the participants in this study, a limited number of phonics lessons promoted an awareness of their own pronunciation skills, and some understanding and awareness of phonics teaching methods. If these students lack prior knowledge of phonics before entering university, they will need to gain a solid understanding of effective pedagogy and confidence through extensive phonics training during their university studies. By developing phonics courses, pre-service teachers can more effectively link oral language skills and literacy skills when they start teaching. Considering that English education in Japan is undergoing critical changes, it is essential that more research on phonics training for pre-service teachers is carried out, as well as research on ways to adapt phonics programs for teaching phonics to EFL learners.

Acknowledgments

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ARTICLES

JALT PRAXIS

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Appendix
Survey Results

		I Agree	I Somewhat Agree	I Somewhat Disagree	I Disagree
(1)	将来、小学校で英語を教えたい。	55%	33%	10%	2%
	I want to teach English at elementary school.	(47)	(28)	(9)	(2)
(2)	将来、中学校で英語を教えたい。	15%	36%	30%	19%
	I want to teach English at junior high school.	(13)	(31)	(26)	(16)
(3)	フォニックスを教えられるようになりたい。	17%	35%	34%	14%
	I want to be able to teach phonics.	(15)	(30)	(29)	(12)
(4)	効果的な文字指導をもっと知りたい。	57%	36%	5%	2%
	I want to learn more about effective writing instruction.	(49)	(31)	(4)	(2)
(5)	もっと自然に英語で喋るようになりたい。	91%	9%	0%	0%
	I want to speak English more naturally.	(78)	(8)	(0)	(0)
(6)	自分の英語の発音を向上させたい。	91%	9%	0%	0%
	I want to improve my English pronunciation	(78)	(8)	(0)	(0)
(7)	英語の音読能力を向上させたい。	77%	21%	1%	1%
	I want to improve my reading aloud ability.	(66)	(18)	(1)	(1)
(8)	フォニックスを聞いたことがある。	10.5%	16%	3.5%	70%
	I have heard of phonics before.	(9)	(14)	(3)	(60)
(9)	フォニックスの名前だけ知っている。	4.7%	11.6%	8.1%	75.6%
	I only know the name of phonics.	(4)	(10)	(7)	(65)
(10)	塾か英会話学校で、フォニックスを習ったことがある。	6%	7%	3%	84%
	I have studied phonics at an English conversation school or cram school.	(5)	(6)	(3)	(72)
(11)	小学生の時、フォニックスを習ったことがある。	5%	6%	1%	88%
	I have studied phonics at elementary school.	(4)	(5)	(1)	(76)
(12)	中学生の時、フォニックスを習ったことがある。	5%	7%	7%	81%
	I have studied phonics at junior high school.	(4)	(6)	(6)	(70)
(13)	「音素」の意味を知っている。	0%	6%	16%	78%
	I know the meaning of *phoneme*.	(0)	(5)	(14)	(67)
(14)	「音節」の意味を知っている。	14%	33%	24%	29%
	I know the meaning of *syllable*.	(12)	(28)	(21)	(25)
(15)	新しい単語を覚えるたびに、カタカナで書く。	3%	5%	20%	72%
	I write katakana, every time I remember new words.	(3)	(4)	(17)	(62)
(16)	綴りを覚えるのは得意だと思う。	10.5%	26.7%	38.4%	24.4%
	I think I am good at remembering spelling.	(9)	(23)	(33)	(21)
(17)	分からない単語は読みにくい。	44%	42%	8%	6%
	Words I don't know are difficult to read.	(38)	(36)	(7)	(5)

Contrastive Models for Turn-Taking in English and Japanese

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Turn-taking remains an underemphasized aspect of foreign language instruction. As more is understood about this central component of interactional competence, foreign language teachers will need to consider the best ways to teach students how to take turns speaking and managing the floor in the target language. This paper provides a brief outline of turn-taking mechanics as originally defined by Sacks, Schegloff, & Jefferson (1974) before providing contrastive models for turn-taking in English and Japanese. Some recommendations for classroom instruction targeting turn-taking for EFL students in Japan, as well as a call for greater sensitivity to this fundamental aspect of communicative competence, are also provided.

外国語教育において、「話者交替」の重要性はまだ十分に注目されていない。相互行為能力の中心的構成要素である話者交替についての理解が深まるにつれ、外国語教育者は目標言語でどのように交替しながら話し、場の進行をすればいいかを教授するための最善の方法を考える必要が出てくるだろう。本論では、Sacks, Schegloff, & Jefferson (1974) によって定義された話者交替の働きについての概要を説明した後に、英語と日本語での話者交替の対照モデルについて述べる。日本の英語学習者に話者交替を教える際にクラス内で推奨されるいくつかの教授法と、話者交替というコミュニケーション能力の重要な一面に対するより細やかな配慮への必要性についても述べる。

Interactional competence (IC) as a pedagogical pursuit is generally credited to Kramsch's (1986) assertion that "language is primarily a *functional* tool, one for communication [...] bound to its situational context" (p. 366) and her ensuing proposal to redirect "the enthusiasm generated by the proficiency movement toward a push for interactional competence" (p. 370). In the three decades since this initial call, IC as a construct has been advanced and applied to both studies of second language acquisition (SLA) and foreign language teaching practices (Barraja-Rohan, 2011; Wong & Waring, 2010). Richard F. Young (2011) expands the pragmatic and context-sensitive aspects of Kramsch's definition of IC to include the criterion that linguistic and interactional resources employed between interlocutors are done so "mutually and reciprocally by all participants in a particular discursive practice. This means that IC is not the knowledge or the possession of an individual person, but is co-constructed by all participants in a discursive

practice, and IC varies with the practice and with the participants" (p. 428). IC is featured prominently in Celce-Murcia's (2007) model of communicative competence, where the author advocates for IC's explicit instruction in foreign language education, noting that the "performance of speech acts and speech act sets can differ in important ways from language to language" (p. 49).

It has been proposed that a critical element of IC is turn-taking, without which there cannot be any interaction (Barraja-Rohan, 2011; Celce-Murcia, 2007; Wong & Waring, 2010). However, turn-taking "is perhaps the least tackled in pedagogical materials and classroom instruction, mostly because it's the least understood" (Wong & Waring, 2010, p. 14). Language learners often have difficulty learning how to take turns effectively in another language (Cook, 1989; Dörnyei & Thurrel, 1994), and Japanese learners of English are no exception (Munby, 2005; D. Young, 2013). Having a better understanding of how speaker changes occur in both Japanese and English can therefore provide useful context for EFL teachers of L1 Japanese students to create activities that bolster turn-taking skills and build interactive competence more generally.

Any discussion of how turns are taken in a given language necessitates a basic understanding of transition relevant places (TRPs), the "conjunction points among grammatical, intonational, and semantic completion points" (Furo, 2001, p. 17). More simply put, TRPs are the moments in which a speaker concludes a speaking turn and the floor becomes open for another person to take. TRPs are projected by linguistic features, which allow fluent listeners to identify when one is approaching and thereby recognize that the floor will soon be open. Accepting that IC is a mutual, reciprocal, and co-constructed, there is also some burden on the speaker to properly project TRPs. All participants in any discourse share responsibility for negotiating TRPs, including projection and recognition, to effectively take turns and manage the floor. Sacks, Schegloff, & Jefferson's (1974) set of rules for how turn changes occur hinges upon negotiating TRPs:

1. At a TRP
   b. If the current speaker (CS) selects a specific next speaker (NS), that NS should take a turn.
   b. If the CS does not select a specific NS, any NS may self-select.
   c. If neither rule (a) nor rule (b) is followed, the CS may extend his/her turn.
2. Rules 1(a)—(c) operate again for the next TRP.

Because these rules can be viewed operationally, the success or failure of a particular rule operation will result in either the beginning of a new turn or else the execution of a subsequent operation. As with wider IC, negotiating TRPs is collaborative, interactional, and context sensitive (Lerner, 2003; Sacks et al., 1974).

Creating Contrastive Turn-Taking Models

The projection of TRPs differ from language to language as a result of contrastive linguistic features between those languages (Thompson & Couper-Kuhlen, 2005; Wong & Waring 2010). English, for example, is a subject-verb-object language and uses *wh*-raising for question formation, whereas Japanese is subject-object-verb and uses post-positional particles to mark questions. The beginning of the turn in English is the most important for projecting the shape of the turn (Thompson & Couper-Kuhlen, 2005; Tanaka, 1999). Take the example of making a polite invitation in English: "*Would you like* to see a movie this weekend?" In this example, the first three words signal to the listener that an invitation or offer is being made and thus the listener has the rest of the turn to begin formulating an appropriate response.

Furo (2001) notes that floor changes in English often occur before TRPs, because next speakers (NS) are able to anticipate the current speaker's (CS) intent and begin speaking before the former turn is complete; this results in simultaneous or overlapping speech. However, in Japanese, turn-endings are critical for turn projection (Thompson & Couper-Kuhlen, 2005; Tanaka, 1999). For example, this polite invitation in Japanese has the same meaning as the one above in English: *Shumatsu ni eiga wo mimasen ka*? The invitational aspect does not come until the very end of the utterance through the conjugation of the sentence-final verb and question particle *ka*. Furo notes that floor changes in Japanese most often occur at or after TRPs, as NSs must wait until the CS's turn is complete or nearly complete before he or she can begin formulating an appropriate response. As a result, pauses between speakers are a common feature in Japanese discourse (Furo, 2001; Kitamura, 2001).
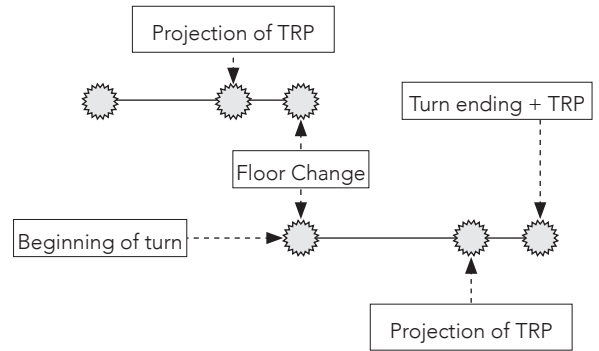
Figure 1. A model for TRP projection and floor changes in Japanese.
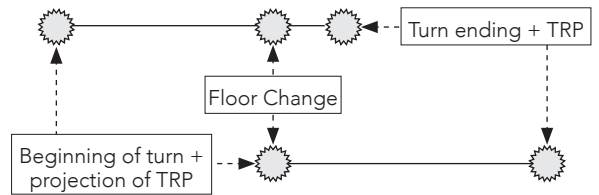
Figure 2. A model for TRP projection and floor changes in English.

As Figure 1 above reflects, TRPs in Japanese often occur simultaneously with floor changes, both of which are immediately preceded by the TRP's projection. On the other hand, in Figure 2 the projection of TRPs in English occurs far earlier, nearer, or at the beginning of a speaking turn—allowing floor changes to precede the TRP itself and thereby resulting in more overlapping speech. It is important to note at this point that the brief periods of silence common in Japanese have been observed among L1 Japanese learners of English discoursing in the target language (Harumi, 2001; D. Young, 2013; 2015), which may be due to L1 transference, English proficiency deficits, or a combination of both. Improving such learners' IC should therefore include both awareness raising strategies and explicit instruction for taking turns in the target language.

Because IC is mutual, reciprocal, and co-constructed, problems negotiating TPRs for Japanese learners of English can arise from a CS's inability to properly signal that the floor is open, potential NSs' inability to recognize that the floor is open, or a combination of both. Harumi (2001) posits that silence between speaking turns among L1 Japanese learners of English may occur when a possible NS

has difficulty claiming a speaking turn or is simply not allocated one. NSs must monitor for possible - not actual - completion in order to join the discussion in a timely way, which can be very difficult for learners (Wong & Waring, 2010). On the other hand, possible NSs in discourse between learners may mistake the silence following a completed turn as simply "thinking time," resulting in the speaker's need to recall a lexical item or plan out a grammatical construction (D. Young, 2013). Regardless of the cause in any given context, turn-taking is a collaborative process. Pedagogical solutions must therefore attempt to close the IC gap from both sides—that of the CS and the potential NSs.

There are a number of approaches teachers can take to improve their students' turn-taking abilities. Barraja-Rohan (2011) proposes using CA as a diagnostic tool to identify the causes of interactional complications as well as a pedagogical one to help raise students' awareness of their floor management and help create relevant activities. Using such an approach, Kern (2009) found success in teaching interruption techniques to help Japanese EFL learners orient to an English floor, while D. Young (2014) noted similar success in using manipulatives to scaffold turn-taking phrases in the form of adjacency pairs, as well as to raise awareness of how floor changes operate around TRPs. Kellas (2012) was able to raise students' awareness of the collaborative aspect of floor management through a "fish bowl" turn-mapping activity.

Conclusion

As IC as a pedagogical pursuit continues to gain momentum, it will be more and more important for foreign language teachers to understand the differences between turn-taking in not only the target language, but also their students' L1s. Based on this understanding, activities that exploit the collaborative nature of turn-taking can help improve learners' overall IC. Furthermore, such activities should aim to raise awareness of turn-taking mechanics and equip students with tools to negotiate TRPs in the target language. However, in a conversation analysis of turn-taking practices (both before and after explicit instruction on and awareness raising of turn-taking practices) the results revealed that despite such instruction, learners remained oriented to a Japanese style of floor management (D. Young, 2015). The learners in this study were able to utilize adjacency pairs to negotiate TRPs in English, but no simultaneous or overlapping speech was ever observed. Rather, pauses remained between speakers in keeping with the Japanese style of floor management described above. This is not to say that

Japanese learners of English can never orient to an English style of floor management, but rather that teachers should understand that such reorientation remains a difficult transition for students to make. In the interim, providing students with linguistic tools for managing the floor and providing extensive practice attending to TRP projection should be considered worthwhile goals for the classroom.

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[JALT PRAXIS] TLT INTERVIEWS

Torrin Shimono & James Nobis

TLT *Interviews brings you direct insights from leaders in the field of language learning, teaching, and education—and you are invited to be an interviewer! If you have a pertinent issue you would like to explore and have access to an expert or specialist, please make a submission of 2,000 words or less.*

Email: interviews@jalt-publications.org

Welcome to the May/June edition of TLT Interviews! For this issue we are happy to bring you two separate conversations, one on teacher development and the other on artificial intelligence in the classroom. Our first interview is with Gabriel Díaz-Maggioli. Dr. Díaz-Maggioli is Director of the LUDUS Center, the professional development node of the Catholic University of Uruguay. He was interviewed by Matthew Turner, a Teacher Development SIG officer, and co-creator of The TEFLology Podcast. Matthew asked questions to Gabriel about his research interests of Continuing Professional Development (CPD), Teacher Education, and the Teaching of Teachers (ToT).

An Interview with Gabriel Díaz-Maggioli

Matthew Turner: *What got you interested in teacher development as a research discipline?*

Gabriel Díaz-Maggioli: It was mostly from having worked for many years in a country where there were very few resources and where being a language teacher was not considered a profession. It was mostly a quest to support my colleagues and myself in procuring new ways of doing things. Also, living somewhere where there were no graduate programs in education, how would we grow as a nation if we didn't do research and get into more professionally sound practices?

So to what extent is a country's political upheaval and the situation of teachers as workers intertwined?

Teachers are principally political workers because we espouse certain ideologies of teaching which sometimes may or may not be in-line with commonly held political views of the country or the majority of the population. Nevertheless, teachers are always there at the forefront of either answering the questions or posing the questions and making change happen. I see myself as a cultural worker, acting as a broker between students' particular learning needs and the society in which they will work. I help them to read the profession within the political context or our society, while allowing them to develop personally. As teachers, we are always reading the context and making decisions on behalf of our students. As teacher educators, we are not just responsible for the teachers we train or educate, but are ultimately responsible for the opportunities that their students, who are invisible to us, are going to have in the future.

During your plenary speech you talked about CPD issues in institutions. To what extent could CPD be problematic?

In any other profession, there is absolutely no question that employers need to invest in their profession in order to get better. In education, I see a reticence on the part of many school systems, governments, and school owners who don't see this as an investment in the future of their institutions. However, in our profession, everything comes in cycles. There was a cycle of professional development (PD) in the 1990s and we're now having another cycle. So why is it raising interest now? I have to confess that our profession is also a huge industry, with materials being produced for a world where teachers aren't properly qualified, so I think the industry is now moving towards PD. Is it because people are convinced that teachers deserve this, or is it because it is an economically-wise move? Teachers are trained to use the materials of new paradigms, and support is withdrawn once there is a critical mass of teachers who can do it. What I advocate is completely different: I advocate for teachers to work in communities of like-minded individuals, learning together and from one another.

How about teachers who want to do CPD within their institutions?

I often ask people, "Would managers hire someone who asks what PD opportunities and budget they have, and says they are going to be away three times yearly because they are presenting at conferences?" The answer is no. However, a teacher who is concerned about their own PD or pursues PD is an invaluable asset to any institution. So why are teachers not perceived as assets but rather perceived as problems? On the level of individual institutions, more awareness raising needs to be done.

How can teachers be kept motivated to engage in CPD when working for institutions that impose pedagogical restrictions or offer limited contracts for example?

That is where the roles of professional associations become paramount. They provide forums to continue growing and to voice professional concerns. You immediately develop personal bonds with different colleagues, so there is an element of personal development there, too. Professional associations need to gain a rightful place in discussions of professionalism because they are generally run by volunteers. So we need to professionalize the association as well.

In your plenary speech you showed the Teacher's Choice Framework, could you explain that?

It is the intersection of two variables—one concerning knowledge and the other with awareness. By crossing the two variables, we can see how aware a professional is of their own knowledge and how up-to-date or outdated their knowledge is. This creates four quadrants, and as a professional, I'm in all four quadrants. However, PD will be contingent upon particular learning needs. For example, many teachers around the world become teacher educators because they are great classroom teachers but are unprepared for their new role and are thus novices. So, they are aware that their knowledge base for the new job is faulty and will need particular forms of PD to be able to do their job well. However, what happens most of the time is that institutions look at what's available with PD opportunities being offered in a decontextualized manner, with decisions being made top-down by managers, and teachers seldom asked what they need. I have just finished writing a white paper with Silvana Richardson on this framework, and she made an observation that we are all for the teacher, but how about the institution? Institutions also have development plans, so there are two layers—a layer that is designed for the teacher to fulfil the goals of the institution, and one that is selected and built on choice. That is the one that the teacher can pursue to satisfy personal professional development needs. For this, huge resources are not needed. There are lots of resources online, and once they are well-selected, then you can access them and have your own system. If people are then allowed time to meet and work together and be compensated for it, they will be fully invested.

You talked about a code of practice for using Web 2.0 materials.

Yes, there has to be some control given by peers and curation by peers for peer refereeing. For example, if you have a good blog or podcast, have peers comment and review it. As teachers, we deserve quality materials. If you buy an electronic item that has been poorly designed, you wouldn't buy it. Why should teachers also consume information that is not of quality?

Should we as teachers be reflecting on what we use and be critical of online resources?

Not every society is a society that fosters reflection, particularly when countries have been through protracted periods of dictatorship or totalitarianism. Reflection is not something that comes to you second nature. Reflection is like learning to swim—you learn to swim if there is a body of water nearby, and similarly, you reflect if there is a reflective culture around you. I come from a region where people are suspicious of reflection, so, one of the things I do is I teach my students to reflect by giving them rhetorical organisation tasks. You first describe the event, then you analyse it, and in analysing it, you gauge the impact on yourself and on your students. Then the last thing is a commitment to the future and asking about what you're going to do with it. So, it is not just speculation, but you are going to grow in the future. This is what ties reflection together.

Some make the transition from being a teacher to a ToT. What are some the reasons behind educators wishing to take such a step?

Sometimes you wish to take it; sometimes someone wishes for you to take it. There are many different situations, but what I have found is many teacher educators get there because they are people who have a passion for improving the field of education. If you're enhancing the education of new teachers, you are a forward-looking person in that sense. There are also those who get tired of students, and there are others who have been very successful language teachers and because of an institutional situation, are made heads of internal teacher training.

Roles of ToT include mediating teachers' knowledge and scaffolding ongoing learning. How can ToT get the best out of their students and cultivate adaptive teachers?

To me, everything is about building community. If we understand our profession as the coming together of people who like teaching English, that makes us a very specific community of practice. If we understand teacher education as the welcoming into the community of practice of new members,

then by definition, teacher educators need to shift their practices from a focus on theories of teaching to a host of activities aimed at welcoming new members into the community. Therefore, my role is not a teaching role or directly transmitting a said body of knowledge. It is a matter of helping a person's enculturation into the community and helping them gain more participation space. In this view, learning is perceived as being able to participate—with the more you participate, the more you learn. Once you have learnt, you start developing. The ToT is there to mediate and to provide the tools necessary for that new educator to be able to get a grasp on their job. ToT helps with scaffolding, too. When you scaffold, you don't simply find things for the other person—you give them information, support, resources, or tools that will allow them to independently do what they cannot do independently yet. You are doing an intervention today, so that the person can become the teacher they are going to be tomorrow.

And what is the role of ToT in bringing research to trainee teachers?

As a teacher educator, you need to keep abreast of research development. However, you also embody a certain perspective and are going to do readings of research that is within your area of interest. That's another political element because in giving my students access to that theory, I may be underplaying the influence of other theories. One role as a teacher educator is to present all the options you are aware of and not skew or leave anything out. Another role is to translate or do summaries of the research and test learners on their understanding through having them write and make use of their summaries. This is pure scaffolding in action. I start from what the students know of a topic, which is generally folk theories, and then present the main tenets of the research. They then read the article, and finally, summarize and apply it.

Finally, the core question that we should keep asking ourselves is how can we continue to best serve our learners. How can educators maintain this focus?

It is not easy, but I think having your own personal learning network (PLN) is the answer. I have a PLN on Facebook, and we are all like-minded individuals who obsess about sociocultural learning theory, and all university professors who are doing teacher education along those lines. We run ideas through each other, share manuscripts that we've written for criticism, and this way we keep engaged and learn a lot from other people and come up with new ideas.

Thank you very much.

Thank you, I'm very glad to be here in Japan for JALT, and I hope the dialogue that starts today will continue.

Further Reading

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For our second interview, we share a discussion with Nick Saville. Dr. Saville is Director of Research & Thought Leadership in Cambridge Assessment, English (University of Cambridge) and Secretary-General of ALTE. He has a PhD in Language Assessment, and before moving to Cambridge, he worked in Italy and in Tokyo. He is co-author of the volume **Learning Oriented Assessment** *(Jones & Saville, 2016). He was interviewed by Aeric Wong, the Management Course English Program Coordinator at Konan University's School of Management. He has a Masters from Temple University Japan and is currently a doctoral candidate.*

An Interview with Dr. Nick Saville

Aeric Wong: *What led you to your work in Artificial Intelligence (AI) and machine learning?*

Nick Saville: Well, about 10 years ago, I became interested in automated assessment of learners' writing. This led me into the world of AI. Over the past decade, I have been working on a number of projects to assess not only writing, but also speech using automated systems that incorporate AI.

When I first got involved, not many people were talking about it outside the specialist areas of computer science and machine learning. Nowadays, everywhere you look, whether on the TV or when you open a newspaper, somebody is talking about AI. People are talking about how it can solve numerous problems, but there is also concern about the potential problems it may create. In thinking about these issues, the whole question of ethics

also comes into the discussion. If we are socially-minded, we should be predicting the impacts of technology and thinking about how we adjust society and not simply let the economic impetus of the technology impact negatively on a whole load of people. I hope that, in our field at least, we will be thinking about the impact on people like teachers and learners.

Did you have any specific research questions in mind that you were trying to answer?

We were trying to understand what learner language is like and what distinguishes the language of learners at different stages of their developing proficiency. Through using learner data, we can figure out how to train a tool to be able to use the same information to automatically assign people to proficiency categories or levels. So, if we can understand what it is that characterizes a proficiency level, we can train a machine to do it and, therefore, use an automated rating system alongside humans in order to rate samples of writing. We can also do the same for speech, although it is a bit trickier due to the nature of speech data.

Automated rating systems are important because they can help increase the reliability of assessment by enabling a "virtuous combination" between machines and humans. It also becomes possible to provide better and timelier feedback. Rather than simply saying, "You are (CEFR level) B1," the feedback can be more diagnostic and targeted, such as "You are B1, and this is what your language looks like. These are the features that make it B1, and here are some things you could do to improve." Write and Improve (a free, CEFR-based online writing assessment) is an example of this line of thinking (<writeandimprove.com>).

The Common European Framework of Reference for languages (CEFR) is used at many universities in Japan. However, some argue that a majority of language learners fall within levels A1-A2 and, therefore, the CEFR is not sensitive enough to discriminate between these learners.

That's correct. However, the six CEFR levels are not designed as finely-grained stepping stones on the proficiency continuum. The CEFR is designed for identifying appropriate learning goals and developing them into the smaller steps that can take you through the level or band. It is usual for publishers to have two course books to take you through each of the B bands because within that, they will be setting the smaller steps that will be measured as progress points against a more finely developed

scale. So, this is what's needed and being able to relate back to the CEFR, "Well, you're B1-" or "you're B1+" is quite helpful because this breaks you out of your local context into an internationally validated framework of reference.

For technology like Write and Improve (i.e. cloud learning), do you think institutions already have the infrastructure to deploy this? How does it address some of the shortcomings of more conventional approaches?

Well, I think they do because there's nothing to deploy. Interestingly, the universal tool you are finding, even in very poor communities, is the smartphone. In India, it is being targeted for social engineering purposes because they are now creating smartphones that cost $20. Really, it is the connectivity that is offering you the access to learning because once you have the connectivity, you are connecting to the world of knowledge, and you are connecting to people. So, you create the social context for learning as well as the knowledge base for providing input. As we've seen with Write and Improve, you can get your assessment done as well. So, you begin to enter this connected world of cloud learning, which means that you can be in a classroom with no chairs or tables and still have all these resources. That is not to say that computer labs or smart boards are obsolete, but what's transforming education is the ability to connect to the internet through a device which anyone can have at a price point which is affordable.

Many teachers and researchers have investigated how the increased presence of technology in our lives can be used/exploited for language learning. Arguments have been made that, in many cases, the learning aspect seems shoehorned in. Does technology get in the way of learning?

In the past, it definitely has. Language laboratories were used in the 1970s where you could sit in a booth and talk to the wall. Someone had purchased the technology (the language laboratory) and there was a technician that was providing you with tapes to practice pronunciation or practice responding to various prompts. But, this is programmatic, and language learning is not programmatic. It was also very alienating. When have you ever done any speaking to the wall? So, I think the history of technology in the last 30 years has been to bring the latest technology into the classroom to then discover that it's not very good because the teachers don't have the training to use it, or the curriculum and materials provided have not caught up in time before the technology becomes obsolete. So, I think technology does get in the way a lot of the time. Hopefully in the new world of data and devices, it won't.

At the end of the day, many language learners are primarily concerned with passing exams. Even with Learning Oriented Assessment (LOA), do learners need to forget, if temporarily, the focus on test scores?

I don't think they need to forget it. It *is* a gateway to opportunity, but it shouldn't be the case where the test is impacting negatively on their learning experience up to point they take the test. The assessment-oriented approach means that the test has an overbearing impact on the learning. So, this then means that the opportunity is not really being delivered because you are perverting the learning experience by the test.

Learning to achieve a test score or a promotion may be appropriate for certain types of learning, but it isn't really appropriate for language learning because language learning is a lifelong ambition. We need to imply that as you progress through the levels, both of education and of language proficiency, the "end point" is just the beginning of the next stage. So, this idea of looking back and looking forward should apply to all tests. This dichotomy between summative and formative is inappropriate because it implies that the end of school tests is the end of everything. Although it opens the door if you pass it, it is only the beginning of the next phase, and it should be the beginning of the next phase of your language learning rather than to imply that it's over because you passed the test. You don't want to imply that the test is what matters. It's the learning that matters and the test is the representation of it as an achievement which then leads on to the next stage of learning. So, it's cyclical and iterative and not simply linear where you get from one point to the end and stop.

In your workshop, you mentioned Sweden as an example because English is in the streets there. But, in a country like Japan, where the exposure to English is very limited outside the classroom, there is no need or desire to use English. As such, many classroom tasks are seen as just another thing to do. Typically, the quick and dirty way to get students to do it is to make it part of their grade. This seems to conflict with the goals of LOA. How can teachers get students to buy in to this?

Well, that's my point, really. You have to create it by breaking down the wall of the classroom and exposing people to the world outside. Not literally outside the classroom, but outside virtually. You can bring English into the classroom, or home, or society where people are using languages through technology. You can be connected to them via Skype or

Whatsapp and can be talking to somebody as if they were sitting right next to you even though they may be in another part of the world. You can deliberately create contexts of English use. In a school in Poland, the soccer team speaks English. Their project is to always use English when playing soccer. Well, a lot of the words are actually cognates from English like "corner" or "free kick," so they're easy but then you have to construct words or sentences around it. Then you watch the Premier League commentary in English. So, you have a reason to use English. You create it. And you make access to it available because people want to do it.

For learning to be taking place, it's in the learning cycle which is what teachers do in setting tasks and giving people feedback. If you cannot capture any evidence, then it's dubious as to what's happening. If a teacher says, "My kids are learning really well." Well, how do you know? What did they learn? You won't be able to quantify everything. There will be some learning which is not susceptible to measurement, but certain things are. Evidence of learning is what assessment is, really. Capturing some evidence for people to be able to prove what they know. At the moment it's very indirect, very separated, very artificial.

What do you see as the next big step for CALL? You were demonstrating the use of Augmented Reality (AR) for broader application.

One well-known application of AR is to help people overcome phobias by desensitizing them, like an arachnophobe being desensitized to spiders. So, in the same way, we've been trying to see how we can desensitize people to taking tests. Test anxiety is one of the reasons why people don't perform well in tests, particularly, speaking tests. If you were asked, "How long did it take for you to get here today?" in a speaking test, you actually have to start replying within a second. So how could you practice that? What we've done is to take people through the whole experience of sitting in an exam where real people are talking to you, and you have to pretend you are talking back. In virtual reality, you are there. When you have VR goggles on in 360, you can see the whole room. You actually have the whole experience of walking into the room, feeling what it might be like, what the people could look like, what sort of behaviours they have, how they try to put you at ease, so you become totally familiar. We don't want tests making people so worried that when they prove their skills, they prove them in a way that isn't representative of what they know. That's an error of the test, really. If we can practice the test portion, why can't we do the whole speaking test in virtual reality? We can then build in a sort of AR approach. If we can break down the barrier between what it's like to be learning and what it's like to be tested, then people will find the learning and the testing to be more productive.

Reference

Jones, N., & Saville, N. (2016). *Learning oriented assessment* (Vol. 45). Cambridge, UK: Cambridge University Press.

[JALT PRAXIS]   MY SHARE

Steven Asquith & Nicole Gallagher

We welcome submissions for the My Share column. Submissions should be up to 600 words describing a successful technique or lesson plan you have used that can be replicated by readers, and should conform to the My Share format (see the guidelines on our website below).

Email: my-share@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/myshare

Hi, everyone, and welcome to another fresh edition of My Share, the column that aims to inspire you with new, fun, and creative ideas to enliven your classes. In recent months, we have been fortunate enough to receive some really wonderful submissions from fellow readers and this issue boasts a really strong crop. Nicole and I feel sure that they will be of great use to many of you while you are overcoming this busy period.

In the first article, Greggory J. Wroblewski describes a fantastically practical way of utilising online corpora in the classroom. This idea is accessible enough to be utilised in a single class period, and introduces learners to

methods of identifying the nuances of words with similar meanings. Personally, I have often thought about how to use corpora with my classes to help students with word choice, but have been concerned about devoting too much time to it. This lesson is certainly something I will be taking advantage of this semester. In the second article, Philip Head and Christopher Lyons introduce a time-saving and effective method of classroom management which enables teachers to monitor attendance, memorize students names, provide personal feedback, and encourage students to set goals. In the third article, Joshua A. Kidd explains an ingenious way

of teaching idioms and phrases through the use of role plays. This activity, would enliven any classroom and bring a lot of fun to the learning of tricky phrases and vocabulary. In the fourth article, Jeff Wastila describes a lesson in which students escape the classroom to explore outside and create original stories using photos taken on their phones. Finally, Maki Fuji introduces an idea in which students compare countries using the information given on three authentic websites. This not only allows students to do research on interesting topics, it also introduces them to thinking more critically about the reliability of sources. I am sure you will agree that all of the submissions this month are exceptionally interesting and useful.

—Steven Asquith

"Eccentric" or "Strange": Using Online Corpora to Navigate Connotation

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Quick Guide

  » Keywords: *Collocation, connotation, corpus, denotation, pragmatics*
  » Learner English level: *High intermediate to advanced*
  » Learner maturity: *University and above*
  » Preparation time: *15 minutes*
  » Activity time: *60 – 90 minutes (depending on class size)*
  » Materials: *Mobile devices or internet-connected PCs; projector; black- or whiteboard*

Navigating the connotations of English words with similar semantic meanings can be extremely difficult for learners, as words' associations can be culturally determined and their most natural collocates frequently selected by referencing an "internal corpus" that is much more extensive in a fluent speaker. The current activity is designed to highlight how distinctions between adjective pairs with similar denotations can be gleaned by examining their collocates and familiarize learners with online resources to hone this particular pragmatic competence.

Preparation

Prior to class, attain a working knowledge of an online corpus search portal such as *Just the Word* (<http://www.just-the-word.com/>) or Brigham Young University's *Corpus of Contemporary American English* (<http://corpus.byu.edu/coca/>), and for each pair of students in the class, prepare at least one pair of adjectives (see Appendix) for describing people. These adjective pairs are semantically similar but have different connotations.

Procedures

Step 1: Demonstrate, using a PC-connected projector, the basic functionality of the chosen corpus search engine(s) vis-à-vis finding a word's most frequent collocates.

Step 2: Distribute the attached worksheet to each student and, as a group, help the students attempt to answer some or all of the following questions as scaffolding:

• Do the nouns these *adjectives* appear with have positive or negative connotations unto themselves (e.g. *inquisitive* child, *nosy* kid)?

• What other adjectives do these *words* most frequently appear with? Do they have positive or negative connotations (e.g. *cocky* and *arrogant* vs. calm and *self-assured*)?

• What do the adverbs that most frequently modify these *adjectives* connote (e.g. boldly *assertive* vs. overly *aggressive*)?

• Do any of the adjectives have a negative connotation in one context but a positive one in another (e.g. "*skinny* and malnourished stray dog" vs. "I'd kill to be as *skinny* as her")?

Step 3: Group the students into pairs, and assign adjective pairs to each set of students. Ask students to answer some or all of the questions above using online corpus search portals, electronic dictionaries, etc.

Step 4: Have each pair of students briefly summarize their findings in front of the class: e.g., "*Fat* is almost always negative and is usually used as an insult, while *overweight* seems to be more neutral. Here are a couple of examples we found. . ." For larger classes in which time is a factor, this summary can be set as a homework assignment, in which each pair prepares a short Word document detailing their findings to submit the following class. The teacher can then compile all of the summaries and distribute the overall results back to the class at a later time.

Step 5: Before moving on to the next group, verify comprehension and clarify any remaining ambiguities.

Step 6: End the lesson by eliciting any analogous word pairs from the students' own native language backgrounds.

Conclusion

The present activity is easy to implement, and its format can also be adapted to investigate semantically similar noun pairs in following lessons as well. In addition to its practical usefulness, the activity can also act as a springboard to intercultural understanding by discussing how certain associations may have come to exist through the years. In my experience, this particular task seems to have led to better-informed word selection in conversation and in the classroom, and learners showed an increased openness to using these helpful online resources when preparing written compositions afterwards.

Appendix

A handout is available from the online version of this article at <jalt-publications.org/tlt/departments/myshare>.

Name Card Classroom Management

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Quick Guide

- » **Keywords:** *Attendance, student feedback, self-reflection*
- » **Learner English level:** *Any*
- » **Learner maturity:** *Upper elementary and above*
- » **Preparation time:** *5 minutes*
- » **Activity time:** *5 minutes*
- » **Materials:** *Handout, blank A4 or B5 paper, markers*

One of the challenges of teaching a large number of classes, or large class sizes, is remembering stu-

dent names. Another challenge is finding a way to connect with students individually. A combination of name cards and student goal/feedback sheets can address both points while saving time otherwise devoted to taking attendance in class.

Preparation

Step 1: Make copies of the goal/feedback sheet handout (see Appendix) and prepare enough blank pieces of paper for each student. Prepare wide-tipped markers.

Procedure

Step 1: On the first day of a new class, have students pick up a blank piece of paper. Demonstrate folding the paper in half. Next, fold the two halves towards the center crease, creating a paper one quarter the original size.

Step 2: Have students write what they want to be called in class in large letters using a marker. Have the students put the name cards standing up on their desk in a clearly visible location.

Step 3: Students take out the handout. Ask the students to think about concrete English learning goals (such as getting a certain score on an English proficiency test, or having a conversation entirely in English) for the semester (or week/class) and write them on the top of the sheet.

Step 4: At the end of the class, reserve about 5 minutes for students to reflect and write comments about the lesson (one or two sentences). These could be what they learned in class that day, an activity they did or didn't enjoy, or questions for the teacher.

Step 5: At the end of the class, students insert their feedback sheet and any other papers that you need to collect into the name card and place them in a pile to be collected by the teacher. Students can use a paper clip to better secure the papers.

Step 6: The teacher reads the student comments and writes an appropriate short response. For example, if a student writes "I enjoyed talking with my partner" you could write "I'm glad". This should take less than 30 seconds per student.

Step 7: Before each class begins, spread out the name cards containing the feedback sheets near the classroom entrance so that students can pick up their name card on the way to their seats. When the bell for the start of class begins, simply look at the remaining name cards to see who is late. Any name card remaining at the end of class indicates an absence. Tell students not to pick up name cards other than their own.

Step 8: Repeat steps 4 to 7 with each class.

Conclusion

This name card system allows teachers and students to put names to faces in a new class. It also helps to organize the collection of papers at the end of a lesson, quickly returning papers to the correct students during the next class, and taking attendance. In addition, the setting of goals can help motivate students as they can hopefully view class activities in relation to their language learning goals. Finally, the feedback sheets allow teachers to get an immediate and timely sense of what activities are going well or poorly and what areas students are struggling with, as well as a chance for genuine communication between teachers and students that may not be otherwise possible due to time constraints.

Appendix

A handout is available from the online version of this article at <jalt-publications.org/tlt/departments/myshare>.

Skits! Don't be Afraid of a Little Drama in the Classroom

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Quick Guide

» **Keywords:** *Collaboration, skits, phrases, idiomatic expressions*
» **Learner English level:** *Pre-intermediate and above*
» **Learner maturity:** *University*
» **Preparation time:** *10 minutes*
» **Activity time:** *60-80 minutes, depending on class size*
» **Materials:** *Whiteboard, A3 paper, whiteboard markers*

Skits are a versatile and practical tool for exposing students to new language through creating opportunities to engage in dynamic and interactive exchanges with classmates. Easily adapted to different target language, the following activity takes an interesting phrase, 'pet peeve', and has students define, illustrate, and then act it out. Throughout the process of planning and performing skits, students of varying L2 proficiency levels are encouraged to draw on their L2 linguistic resources to collaborate and negotiate the unexpected. In addition to facilitating class bonding, skits, especially when humor is involved, create a non-threatening environment which is particularly valuable when introducing students to pragmatic features of the L2.

Preparation

Step 1: Assign the class to groups of 3 to 5 students. Have students arrange desks and chairs so they are facing group members.

Step 2: Place a blank piece of A3 paper between group members.

Step 3: Write the words 'PET PEEVE' at the top of the board and draw a line down the center. On the left write 'DEFINITIONS' and on the right 'EXAMPLES'.

Procedure

Step 1: Instruct students to work with their group to compose a definition of 'pet peeve' in English. Ask students to identify and write down 3 examples of a 'pet peeve' on the A3 piece of paper. Tell the class that they may use cell phones or dictionaries.

Step 2: Ask each group to write their definition and one example on the classroom board. Point out that an example cannot be written twice so students will need to keep an eye on what other groups have contributed or better still, get their examples written quickly.

Step 3: Teacher reads through definitions and examples with the whole class.

Step 4: Inform students that they will have 15 minutes to plan their own short skit. Each skit must include two 'pet peeves' either from the board or an original idea. Advise students to set their exchanges in physical settings outside of the classroom such as a restaurant, station or supermarket. Notify students that all members must participate in the performance and skits should be between 2-4 minutes. Tell students that they can write key words and ideas but should avoid completely scripting dialogue.

Step 5: During preparation, the teacher moves between groups and guides students to share ideas and knowledge.

Step 6: Have students arrange their chairs in a semi-circle to create a performance space. Each group performs their skit while classmates watch.

Step 7: Evaluate what has been learned about the expression 'pet peeve' and review the different examples presented in whole class discussion.

Variations

Give groups different idiomatic expressions or phrases to act out such as 'think outside the box', 'play devil's advocate' or 'let the cat out of the bag'. Prior to performing skits, have groups write their assigned idiom on the board and afterward have classmates suggest what the idiom means.

Conclusion

This activity is a versatile and useful means of teaching new vocabulary, phrases and communication skills while encouraging students to exercise autonomy. Throughout the process of skit creation, groups take on responsibility for their own learning as they collaboratively determine the content of their performances. The dynamic and improvisational nature of performance often takes a turn for the comical, resulting in enjoyment and laughter.

Storytelling Through Photos

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Quick Guide

- » Keywords: *Storytelling, collaborative learning, active learning, smartphones*
- » Learner English Level: *High beginner and above*
- » Learner maturity: *University*
- » Preparation time: *Under 5 minutes*
- » Activity time: *80 minutes*
- » Materials: *Smartphone*

Do you feel that you need a fresh, fun, and dynamic lesson in order to extinguish the monotony of the usual teacher-led, textbook-laden lesson? Are you seeking a lively, fun, and engaging student-centred class where the students literally break free of the classroom (if only for 10-15 minutes)? If you answered yes, then this storytelling lesson will surely deliver.

This storytelling activity combines the technology of the smartphone (camera) with traditional EFL storytelling techniques. In this class, students work in pairs in order to make a story from the photos they take during the 'preparation' phase of the lesson. The lesson is broken down into three parts:

1. Preparation phase (leaving the classroom to take several on-campus photos).
2. Writing phase (writing, collaboratively, a story based on those photos).
3. Presentation phase (telling their story in a speed dating, or rotating format).

Preparation

Explain to the students that there will be three parts to the lesson (as described above): Firstly, they will be instructed to take about ten photos on campus; Secondly, they will be instructed to write a story based upon those ten photos; and, finally, they will be asked to present the story (alongside the photos) to their classmates.

Procedure

Step 1: Write the words: **Setting**, **Characters**, **Story** on the board.

Step 2: Brainstorm words or phrases that match each of the above. For example, have the students call out different characters they know: Marty Mc-Fly, Policeman, Bad Guy, etc. Then, do the same for **Settings** (campus, 1970; outer space, 2050, etc.) and **Story** (mystery, romance, comedy, etc.).

Step 3: Draw three simple pictures on the board and prompt the students to brainstorm a quick story as a class. For example, draw a child, a rocket ship, and the moon. Hopefully, these pictures will elicit a simple story which can be written under the pictures to give them a model to follow. Explain to the students that they are encouraged to leave the classroom for 10-15 minutes (they are always more than thrilled at this moment, even skeptical) to take photos on campus. Although photos of campus locations only are perfectly acceptable, remind the students that creative photos where the students perform acts in the photos (such as planned actions, expressions, etc.) are also encouraged. However, stress that the story should be written *after* they have taken the photos.

Step 4: When the students have returned to the classroom, instruct them to use the photos they have taken as prompts and to write a story based on the photos (of course, all planning must be in English). At this time, help each group with any problems they may be experiencing.

Step 5: Emphasize that each of the photos must 'match' the written dialogue. This means that the photo must complement the written dialogue with the goal of communicating the story (e.g., a photo of a hand on a doorknob should 'match' the written dialogue, e.g., 'Yuki hesitantly opens the door to the …').

Step 6: When all of the students have finished writing their stories, divide the class teams into Team A and Team B. Then, using the 'speed dating' technique have each team present their photo stories to their partners. Then, rotate until the teams have told their photo stories as many times as possible.

Conclusion

The students genuinely have a lot of fun with this lesson. Not only do they get to 'escape the classroom,' they also get a lot of English production time.

Using International Ranking Statistics to Enhance Research and Presentation Skills

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Quick Guide

- » **Keywords:** *research skills, statistics, critical thinking, authentic material, task based learning*
- » **English level:** *intermediate and above*
- » **Learner maturity:** *High school and above*
- » **Preparation time:** *15 min.*
- » **Activity Time:** *Three or more 60-minute-lessons*
- » **Materials:** *Handouts and computers with internet for personal use*

This is a project-based activity that is designed to take at least three 60-minute lessons. In this activity, the students are introduced to authentic websites with various statistics from different countries. The websites are <http://photius.com/rankings/>, <http://nationmaster.com/> and <https://knoema.com/atlas/>. They show rankings in different categories such as health, education, safety, and economy. First, students are given worksheets to get them used to working with data, looking up vocabulary, and referring to sources. Then the students are asked a set of questions that require them to look for data to support their views. Finally, after their individual exploration, they discuss their findings in groups.

The purpose of the activity is to enhance students' research skills as well as learn about different countries. Students should learn that there are no single "correct" answers to the questions in the worksheet and the importance of acknowledging differing views.

Procedure

Step 1: In the first lesson, students are given worksheet 1 and instructed to look up all the terminology. The teacher should check and explain these terms.

Step 2: Students log into the computer and look for the websites listed above. Guide the students through different statistics, and have them work on the questions on the worksheet in pairs so that they can help each other before going over them as a class. Once completed, make the students aware of the differences in figures between websites. Ask students to discuss in groups why these variations might occur. Then, stress why they should put down the source and have critical judgments when they use data from websites.

Step 3: In the second lesson, give out worksheet 2, and explain that the questions should be answered in sentences, and "with support" meaning specific statistics from the websites including sources.

Step 4: Give about 45 minutes to research and fill out the worksheet. This is individual work, but the teacher should help and guide students if needed. Ask the students which data they are using and whether they have difficulties in dealing with various sources, so that they can share ideas. Have them complete the worksheet for homework and tell them that they will be presenting their answers in groups in the next lesson.

Step 5: The students form groups of 3-4, and present their individual answers. Scaffold them by giving sample sentences such as: "I think the best country to live in during my 20s is…, because the statistics show that the… ranks ….", etc. After presenting their individual answers, try to reach a group consensus.

Step 6: Students submit their worksheets.

Extension

This activity can be extended to debates or having students write an argumentative essay using the data, depending on the ability of the students.

Conclusion

This activity is an example of a task-based learning project that uses all four skills, which strengthens students' research skills, and their ability to critically appraise the value of sources. Also, students broaden their perspectives by learning about different facts from around the world. Although using only three websites may limit the findings of the research, this keeps the activity focused and understandable. If time constraints and students' levels permit, this activity can be expanded into larger research projects or debates.

Appendix

A handout is available from the online version of this article at <jalt-publications.org/tlt/departments/myshare>.

[RESOURCES] *TLT* WIRED

Edo Forsythe

In this column, we explore the issue of teachers and technology—not just as it relates to CALL solutions, but also to Internet, software, and hardware concerns that all teachers face. We invite readers to submit articles on their areas of interest. Please contact the editor before submitting.

Email: tlt-wired@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/tlt-wired

Student Engagement with YouTube

Clare F. Kaneko

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Technology resources available today provide a multimedia experience, incorporating both sound and visuals. YouTube is a well-known resource for a variety of videos on every topic imaginable. Unfortunately, the pool of videos is so vast it can be overwhelming to find the perfect one for a specific lesson or grammar point. The author's challenge has always been finding exactly what is needed, without wasting hours searching and watching videos. One solution is to have the students do it instead.

The following is a simple way to introduce a YouTube activity into the classroom. It was used with lower level English learners in conjunction with their English textbook, and encouraged students to use YouTube to find similar conversations on a singular theme. The activity not only exposed students to a variety of different situations and accents in one session, but also often enabled students to hear different viewpoints on the same topic.

Pre-Lesson Preparation

The first thing to do before trying out this activity is to decide if you have the necessary equipment. Students will need a device that can stream YouTube videos. Although it may look like all students have smart phones, the author still encounters flip phones occasionally in class, so it is important to ensure all students have an appropriate device. Bigger screens often make it easier to watch videos, and depending on how you design the activity, free hands may be an advantage if writing is required. Therefore, a computer lab may be the best option because it provides the benefit of students having a reliable device with the freedom to easily perform writing tasks. This activity works best if your institution's WiFi is strong and reliable, because the students may not feel comfortable using their own data for an English class activity. The final two points regarding equipment are to ensure students have headphones, and to remind the students often in advance so that they come prepared for the lesson. After working out the equipment issues, decide the textbook topic to use with this activity. This activity does not work with all topics, but perhaps a topic that is not so interesting on paper may motivate students if taught in a different style.

Check for videos on the selected topic. Before you decide to use this activity, ensure that there are enough quality videos on YouTube to support the students. Do an initial search in both English and the students' native language on the chosen

theme. The top videos in the search are usually the students' first viewing choice, so be sure to check the quality of these videos, and see if they fit the theme and use language that is appropriate for the students. This preview will also give you an idea of what the students will be watching, as well as give you ideas on how to structure the lesson around the available videos. Teachers should note any videos that rank high in the initial search but are of low quality to guide students away from using them.

Once a match is found in the desired topic and the quality of the videos available, decide on how much time to spend on the activity. Teachers should remember that the total time needed must include the lesson introduction, video searching activity, and presentation/ follow up/ assessment. This lesson can easily take 90 minutes because (from the author's experience) many of the videos are at least six minutes long. Being aware of the lesson plan keeps things on track, and by giving students a specified time to complete their activity, they are less likely to browse for unrelated content or waste time.

Finally, teachers should consider what they want the students to be able to do with the information gained, and how they are going to check or assess the students' efforts. The last step is to prepare the lesson itself. The author has used YouTube videos in two different ways in class. The first was with a small number of students, providing ample time for pair presentations. Students viewed three different YouTube videos on the theme of giving directions. After watching the videos, the students prepared a conversation using one of the videos as an example, and presented it alongside the streaming video. The students were allowed to use notes to present so the preparation only required notetaking paper. A second, much larger class, did not have time to present. Their theme was self-introductions, and for this a worksheet was created on which students wrote down common phrases used in the three videos they viewed. It also included a question asking where and how the English in the videos differed from each other and the textbook. The worksheet ensured all students would take notes in some form that could be checked for participation.

In Class

After thorough preparation, class time can be used to assist the students with finding appropriate videos. In the author's class, some students had trouble with search terms. By walking around the classroom, it is possible for the teacher to see what types of videos the students are watching. By giving

students clear goals and a time limit, they appeared to stay on track with the activity. Students also need to be reminded of the time limit, because the world of YouTube can take them off-topic, or students may become too focused on one video. Ensure that the introduction to the activity includes the time limit and suggested viewing time of each video. If students are presenting their videos, the teacher should ensure that the videos are displayed smoothly for the whole class. Finally, it is important to assess the students' efforts via presentations, worksheets, emails, or some other activity.

Conclusion

Using YouTube as a classroom assistant has many benefits. As well as exploring various viewpoints on the same topic, students also get exposure to different English accents—often those of the students' own nationality. This helps them to recognise the language differences between their textbook and the speakers in the videos, and more authentic varieties of English. My favourite part of this activity was students' spontaneous repetition of the English phrases they were listening to. Hopefully this gives you a new way of using YouTube in your English classes.

Editor's Note: *YouTube is but one of the many Internet resources that we can use in our language classrooms. To find out what other tools are available, be sure to join us at* JALTCALL 2018 *in Nagoya in June. We'll see you there and together we can keep our classrooms Wired!*

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Robert Taferner & Stephen Case

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ARTICLES

JALT PRAXIS • BOOK REVIEWS

JALT FOCUS

English Through Drama: Creative Activities for Inclusive ELT Classes

Reviewed by Stella Yamazaki, Tokyo Keizai University

English Through Drama: Creative Activities for Inclusive ELT Classes is part of Helbling Languages' Resourceful Teacher Series. It is marketed as a collection of creative-activities particularly suited for classes with challenging students. Challenging students can be learners with special physical or mental needs or simply those with little interest or motivation to study English. The drama activities found in this book can help develop the whole person: socially, intellectually, creatively, and emotionally, making learning more fun and more effective.
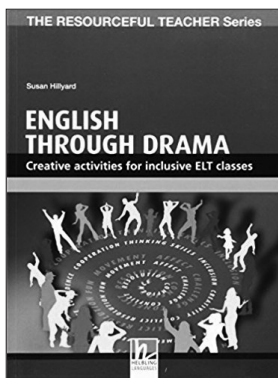
In developing her drama program, Hillyard was inspired by the work of Lev Vygotsky and Dorothy Heathcote and their respective concepts of the *Zone of Proximal Development* and the *teacher-in-role*. These authors see the teacher's role as important and active: "designing and shaping aesthetic encounters, opening up spaces for student creativity," and carefully structuring activities that are both educational and transformative (Davis, 2015, "Implications and conclusions," para. 46).

This resource book begins with an enlightening introduction discussing the power of drama in learning English. Four chapters follow: Chapter 1: Classroom Management; Chapter 2: Dramatic activities, broken down into four parts addressing breathing, body, and mime exercises; voice and pronunciation; concentration, warmers, and energizers; and fluency; Chapter 3: Drama Lesson Plans; and Chapter 4: Original Mini Scripts. Chapter 2 presents over 70 different activities which can easily be incorporated into existing lessons. Chapter 3 consists of six lesson plans which can be used in whole or in part. Chapter 4 contains four complete scripts.

The strength of this book lies in the commentary written by the author in the introduction, in Chapter 1 and at the beginnings of Chapters 2 through 4. Hillyard presumes that the reader is new to the field of teaching drama and writes in the first person in clear, nontechnical, encouraging language with step-by-step instructions. She foresees the problems that can arise during the lessons and tells how to deal with them swiftly. She also reminds instructors of the anxieties students face in performing these new skills.

Throughout the chapters, Hillyard reminds us of the three tenets of her program: know your students, respect your students, and maintain complete control. Fundamental to her program is the *magic circle*, the arrangement of students' chairs in an unbroken circle with the teacher in the center, commanding complete attention and monitoring every student's performance at a glance.

I used the magic circle and the Breathing and Body exercises in Chapter 2 with a high-intermediate class of 33 first-year university students in a listening-drama class. I found Hillyard's advice to be completely reliable. In the first few minutes of our initial activity two typically uncooperative students began shouting in Japanese. Following Hillyard's instructions, I immediately removed them from the circle and had them wait outside the door for five minutes. The remaining students worked hard. They appeared to enjoy the novelty of the physical arrangement and the opportunity to practice the new skill of voice control. Over the next few lessons we successfully completed four exercises from this section.

One possible drawback of Hillyard's method is that it is extremely difficult to form a magic circle in classrooms with fixed seats, which are quite common in Japan. Classrooms may also not be big enough to seat offenders who have been banished from the circle.

A second concern is that many of the exercises in the manual appear to be primarily designed for early childhood classes. A number of the activities involve animal characters or are related to fairy tales. Though offered mainly as writing models, the Original Mini Scripts are all based on children's books. An imaginative teacher could certainly adapt the shorter activities for older learners but might have to look elsewhere for scenes. Alternatively, Yoshida (2007) reports the benefits of Japanese university students writing their own scripts. Regardless of the source of the scenes, research by Gorjian, Moosavinia, and Jabripour (2010) found that university students who perform English dramas score better on follow-up comprehension tests than those who study the same dramas in conventional classrooms.

Although the material in *English Through Drama: Creative Activities for Inclusive ELT Classes* may be best suited for elementary school students, I also heartily recommend it for any ELT teacher struggling to teach drama to students of any age for the first time. Reading Hillyard's instructions is the next best thing to having a trusted colleague guiding you through your first course. I also intend to use this book next term in my university public speaking courses. Its many voice and body control exercises are engaging, effective, and much needed supplements to ELT speechmaking texts on the market today.

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Recently Received

Steve Fukuda, Julie Kimura, & Ryan Barnes

pub-review@jalt-publications.org

A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to the column editors at the Publishers' Review Copies Liaison address listed on the Staff page on the inside cover of *TLT*.

In this issue of *The Language Teacher*, I would like to bid farewell to Steve Fukuda, who is stepping down as Recently Received Editor and Publishers' Liaison. He has worked in this capacity for well over five years. It has been a sincere pleasure working with Steve, and he has taught me a great deal about the ins and outs of our column. Steve is not only affable and easygoing, but also a patient teacher. He will be moving over to JALT's CUE SIG's *OnCUE Journal*, where he will be responsible for book reviews. I wish him the best of luck in his new role.

I am delighted to welcome Ryan Barnes aboard. I look forward to working with him in his new role to provide an informative column that TLT readers have come to expect. *Yoroshiku onegaishimasu.*

—Julie Kimura

Recently Received Online

An up-to-date index of books available for review can be found at <http://jalt-publications.org/tlt/departments/recently-received>.

* = new listing; ! = final notice — Final notice items will be removed Jan 31. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviewed in *TLT*)

Contact: Julie Kimura — pub-review@jalt-publications.org

* *Active Learning & Active Testing*—D. McMurray. Kagoshima, Japan: The International University of Kagoshima, 2018. [Combines the active learning method of business case study with the utility of learning English.]

! *Blueprint*—Williams, E., & Niederhaus, A. Seoul, South Korea: Compass Publishing, 2017. [4-level, 4 module coursebook incl. student book, CD-ROM, workbook, MP3 CD, downloadable online resources, teacher's edition, assessment CD-ROM, and interactive whiteboard materials].

! *English Presentations Today: Language and Skills for International Presentations*—Pond, C. Tokyo: Nan'un-do, 2018. [15-unit course covering stages of a presentation and associated skills incl. audio CD and teacher's manual].

* *Integrate: Reading & Writing Basic*—Foster, L. Seoul, South Korea: Compass Publishing, 2017. [Four levels. Eight units covering four topics incl. CD-ROM, audio download, and app.]

* *Mastery Drills for the TOEIC® L & R Test. (New edition)*—Hayakawa, K. Tokyo: Kirihara Shoten, 2019. [15-unit coursebook incl. audio download/streaming.]

* *Money Matters. (International Edition)*—Lau, S., Preuss, F., Richey, R., Soll, M., & Williams, I. Berlin, Germany: Cornelsen. [10-unit coursebook for banking professionals incl. video and audio download.]

! *Provoke a Response: Critical Thinking through Data Analysis*—Gale, S., & Fukuhara, S. Tokyo: Nan'un-do, 2016. [15-unit course designed to facilitate students' critical thinking ability using survey and other data to express opinions incl. teacher's CD-ROM and teacher's manual.]

! *Reading for the Academic World*—Coxhead, A., & Nation, P. Sachse, TX: Seed Learning, 2018. [A three-book series that incorporates items from the Academic Word List incl. MP3 CD].

* *Reading Radius*—Matsuo, H., Rife, S. E., & Fujimoto, T. Tokyo: Sanshusha, 2017. [15-unit coursebook incl. audio download/streaming].

! *Speaking for Speeches*—Robinson, L. Sachse, TX: Seed Learning, 2017. [3-level coursebook with 16 units designed to develop public speaking skills of English language learners incl. MP3 CD].

* *Timed Reading for Fluency*—Nation, P., & Malarcher, C. Sachse, TX: Seed Learning, 2017. [Reading passages target vocabulary and grammar familiar to students, which allows students to practice recognizing and processing texts without undue struggle. Four levels. Audio download.]

Vocabulary for Economics, Management, and International Business—Racine, J. P., & Nakanishi, T. Tokyo: Nan'un-do, 2016. [10-unit course using corpus-driven vocabulary incl. quizzes and vocabulary notebook].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Greg Rouault — jj-reviews@jalt-publications.org

Complexity Theory and Language Development: In Celebration of Diane Larsen-Freeman—Ortega, L., & Han, Z. (Eds.). Amsterdam, Netherlands: John Benjamins, 2017.

Mapping Genres, Mapping Culture: Japanese Texts in Context—Thomson, E., Sano, M., & Joyce, H. (Eds.). Amsterdam, Netherlands: John Benjamins, 2017.

[JALT PRAXIS] TEACHING ASSISTANCE

David McMurray

Graduate students and teaching assistants are invited to submit compositions in the form of a speech, appeal, memoir, essay, conference review, or interview on the policy and practice of language education. Master's and doctoral thesis supervisors are also welcome to contribute or encourage their students to join this vibrant debate. Grounded in the author's reading, practicum, or empirical research, contributions are expected to share an impassioned presentation of opinions in 1,000 words or less. Teaching Assistance is not a peer-reviewed column.

Email: teach-assist@jalt-publications.org

In this issue's Teaching Assistance, we update readers on proposed guidelines for high school teachers of English by The Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT). We begin by revisiting comments made by Tahira (2012), a graduate student who analyzed failed attempts to implement communicative approaches at high schools in 2009. A timely article, in the right place at the right time, it was cited widely in English language journals and newspapers. Students with an interest in Active Learning who are currently embarking on 5-year research plans are advised to keep a keen eye on developments related to the new university entrance exams and the guidelines that are respectively set to begin from 2020 and 2022.

MEXT's New Course of Study Guidelines to Rely on Active Learning

David McMurray

The International University of Kagoshima

The *Courses of Study* set by The Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan are fixed teaching standards for all school programs, from kindergarten through upper secondary schools. Since the end of World War II, periodic updates to the Courses of Study have been issued approximately every 10 years as a series of guidelines that reset overall goals and changed curricula for subjects taught by public school teachers. In the run up to issuing new guidelines, MEXT invites the public to weigh in on exploratory ideas for its reforms. For example, in 1997 the Curriculum Council of the Education Ministry issued a report recommending that student-centered approaches to learning replace lecturing on facts. According to *TLT* co-editors Isbell, Sagliano, Sagliano, and Stewart (1999) those recommended changes revealed "clear links with Active Learning: to develop social skills and global awareness; to develop autonomous learning and critical thinking skills; and to promote education based on the needs of a student population" (p. 3).

MEXT likely shelved that idea because in 2004, Tanabe (2004), a former president of the Japan Association of College English Teachers (JACET),

dismissed the outcome of previous guidelines for English subjects as unfortunately unable to get positive results and critiqued a plan unveiled on March 31, 2003 entitled "Developing a Strategic Plan to Cultivate 'Japanese With English Abilities'—A Plan to Improve English and Japanese Abilities." MEXT's (2003) guidelines included the expectation that all English teachers would have a TOEFL score of 550 or over. Tanabe (2004) summarized opinions from JACET members by saying, "All language teachers found it quite unique that an action plan which promotes English language teaching also includes promotion of the Japanese language education" (p. 4).

In the years following the release of those guidelines that relied on teachers with improved abilities in English, Communicative Language Teaching and Task-Based Learning ideas came to the forefront (Ellis, 2004). The next round of revisions announced on March 31, 2009 was designed to shift away from traditional grammar translation techniques to more communicative methodologies in secondary English classrooms. A student of the TESOL graduate course at Temple University Japan at that time, Tahira (2012) examined "how the Ministry has attempted to implement communicative approaches" and "argued that MEXT's commitment to new policies is in doubt, as evidenced by a lack of meaningful support for teachers" (p. 4). Teachers were expected to conduct English classes principally in English in high school classrooms. The guidelines also called for the enhancement of debating skills. Tahira (2012) concluded that "There remains a big gap between the stated policies and what is actually done in the classroom" (p. 3) with the 2009 revisions. The seminal work was widely cited in English language journals. In response to criticism expressed in a New York Times article, Shimomura (2014) put the blame on the wash-back effect of university entrance exams. The Minister of Education at the time claimed, "Although reading, listening, writing, and speaking are the four necessary competencies for English language education, the university entrance exams administered by the National Center for University Entrance Exams to over half a million students around the country each year focus almost exclusively on reading, with slight coverage of listening and almost nothing on writing and speaking" (para. 4).

The current 2018 proposal for high schools is the first full revision since 2009. MEXT solicited comments from the public until March 15, 2018 on its proposed *Course of Study Guidelines* for the start of the 2022 academic year at public high schools (MEXT, 2018). The final form of the measures announced on March 31 advocates implementation of Active Learning programs in all subjects in hopes of motivating high school students to independently identify problems and solutions through debate and presentations. Interactive discussion of contemporary issues by students who work in groups to pose questions and find answers is the key innovation. It is hoped that a balance of learning, utilization and exploration in all subjects will lead to subjective, interactive, and deep learning. Through such integrated linguistic activities, students can strengthen their powers of listening, reading, and writing. This strategy could spark some enthusiastic competition or even collaboration among teachers vying to implement Active Learning methodology in Science, Mathematics, Japanese, English, Oral Communication, Reading, and Writing subjects. The pedagogic term Active Learning frequently appears in university syllabi and textbooks used by instructors in Japan. The Active method was re-emphasized in a 2012–2015 national project entitled Improving Higher Education for Industrial Needs funded by the Ministry of Education, Culture, Sports, Science, and Technology (Mizokami, 2014). Active Learning draws synergy from combining linguistic competence, information utilization ability, and problem finding and resolution abilities.

In conclusion, the main pillar of the 2018 revision is the introduction of Active Learning methodology and the incorporation of debate and presentation activities. This is intended to foster deeper learning in students who might have otherwise relied on rote memorization techniques to get through high school. Ahead of her time perhaps, but Isbell (1999) a *TLT* Co-Editor ran an interview with James Eison which detailed how "Active learning strategies can transform traditional classrooms where students passively receive knowledge to centers where students are actively seeking information and reflecting on what they have learned" (p. 3). Bonwell and Eison (1991) cautioned that students must be taught how to work in groups. Instructors using group activities for the first time are often not successful because they fail to take this into consideration. Active learning is different than group learning and to be successful must include a way to measure individual accountability. This time around, however, the reforms may have a better chance to succeed because they are strategically linked to newly designed high-stakes university admissions tests of speaking and listening skills and essay questions set to start from 2020. Exam takers will be tested on their ability in critical thinking and self-expression. The new exams will replace the system currently handled by the National Center for University Entrance Examinations. Students sitting for those exams

will have had the chance to build on a foundation of English learning since elementary school grade five. If the new guidelines are followed and students are exposed to an abundance of language activities including presentation, discussion, and debate, it should enhance their communication skills to understand and convey information and ideas.

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[JALT PRAXIS] WRITERS' WORKSHOP

Robert Cvitkovic & Max Praver

Writers' Workshop is written on a collaborative basis with the members of the Peer Support Group (PSG). In each column, topics are shared that provide advice and support for novice writers, experienced writers, or nearly anyone who is looking to write for academic purposes. If you would like to submit a paper for review, please contact us.

Email: peergroup@jalt-publications.org • Web: http://jalt-publications.org/psg

Strategies for a Successful Grant Proposal: Part Two

Robert Cvitkovic
Tokai University

Max Praver
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Previously on Grant Writing Strategies

In our first article we emphasized that a research grant proposal is a roadmap to innovation, breakthrough, and exploration. A good proposal writer usually starts with a solid research idea and then adds layer after layer of details that describe key components of the proposal. We also discussed the importance of knowing how your proposal is evaluated so that you won't lose valuable points from the judges. In this installment, we start with a naïve 3-year research proposal to highlight typical errors you want to avoid, before discussing what you should do.

First Pass: An Idealized 3-Year Schedule

In this section, we describe an entire typical 3-year research project. We start with the research process because that is what the grant proposal describes. Once you start the grant writing process, it is assumed you have a good idea of your research plan for the next 3 years: how you will collect data, the goals, hypothesis, expected outcomes, statistical analyses, participants, and other relevant research benchmarks. If you find yourself struggling to fill out a section of the application this usually means that your research plan is not clear in your mind and perhaps you need to take a few steps back. Reviewers and judges assume you are describing a

multi-year activity and not some hypothetical one-time event. You will be spending tax payer's money over a period of several years and judges want to know that you will make advances in your field and the money will not be wasted.

So, we start there: the research process. Let's assume that you have already carried out some preliminary work, whether that is a pilot study or just determining your participants. Furthermore, let's assume there is a data collection component. This may involve classroom research, or situations such as case studies, materials development, or corpus studies. After a semester-long data collection phase there will be an analysis phase followed by a second data collection. Then another 3-6 months of further analysis. And finally, conferences and paper writing. This all seems reasonable, right? This idealized process is summarized in Table 1.

Table 1. *Idealistic Schedule*

Year	School semester	Activity
1	Spring semester	Initial data collection
	Summer	Analysis
	Fall semester	Follow up data collection
2	Spring semester	Preliminary write-up and domestic conference
	Summer	Continued write-up and international conference
	Fall semester	Continue to mine data, attend conferences, and write papers.
3	3rd year	Final write ups, submit two papers to international journals, attend another international conference. Enjoy the fruits of your labor.

There are several problems with this idealized schedule. First, it does not take delays and problems into consideration. It is difficult to know exactly what problems will arise but there will always be delays and unforeseen issues for which you will need contingency plans. The longer the project and the more complex it is, the more likely some unforeseen problem will arise. These typically include: delays in purchasing and setting up equipment, delays in data collection, problems with your data collection

protocols, waiting for a third party to complete a portion of the work and not being able to continue until that work is complete, underestimating the time it takes to prepare for conference presentations, underestimating the time it takes to complete a high caliber paper, and having papers rejected or needing rewriting. You should pick a few problems, randomly if you cannot decide, and add them to your schedule. Second, the idealized schedule does not take into consideration the initial delay of money in the first year. Assuming you are applying for the grant to purchase equipment, which is the whole point of funding, you will not receive the money until June or July. After you make your purchases, the initial equipment may not arrive until the end of summer. Finally, family, teaching, committee work, and other non-project related responsibilities will impact your ability to spend the necessary time on your research.

Second Pass: The Reality of a Research Schedule

So, let's reconsider this schedule with these issues in mind. Table 2 shows a revised schedule, which might seem overly pessimistic but is actually closer to a well-run project. As you can see, the first year is taken up with preparation for your experiment, the second year is data collection and analysis, and the third year is dissemination of your findings.

Table 2. *Realistic Schedule*

Year	School semester	Activity
1	Spring semester	Waiting for funds to arrive.
	Summer	Submit first request to purchasing department but because it is summer, stuff doesn't start arriving until September.
	Fall semester	Set up equipment and experiment, forgot to get formal ethics approval from respective institutes and subjects. Data collection delayed until next year.
	March	Finish setting up equipment and surveys, finalize all ethics approvals from all institutes.

Year	School semester	Activity
2	Spring semester	Start data collection.
	Summer	Analyze data and realize that you made a serious mistake and half the data is unusable. Label it the second pilot study.
	Fall semester	Recollect data with adjustments to data collection protocol.
	February & March	Complete preliminary analysis of data and attend domestic conference to present your work thus far.
3	1st semester	Collect more data.
	Summer	Attend international conference and present main findings with all your data combined.
	Fall	Frantically write two papers for international publication. One is accepted with major revisions and the other is rejected.
4		Project is over, but you rework the paper that was rejected and finally get it published late in the fourth year.

Breaking down our realistic 3-year project, in the first year we have the experimental setup, preparation of surveys, waiting for funds to arrive, buying equipment, arranging ethical approvals, setting up equipment, and preparation for data collection. Then in the second year there is data collection, preliminary analysis, and attending one or two conferences to present initial findings. Finally, in the third year we have collecting more last-minute data, completing the analysis, attending several international conferences, writing several papers for international journals, and dissemination of any significant findings to society, your institution, and the peers in your field.

However, after all this, the new schedule is still missing one important aspect. During the summer or fall of the final year, you will want to apply for another grant. As your current grant is ending you will probably want to receive another one and

continue seamlessly. Good researchers do not have gaps between their funding. Considering that there are different sources of funding, such as school, industry, and other government sources, it is easier to have multiple grants running at the same time, even if they are not your own. More on working in a team later.

Generating or Improving a Research Idea

Chances are that you have an idea, but what happens if your proposals keep getting rejected? You should always assume that it is the idea, not the writing style that is being rejected. If you have several rejections already, maybe it is time to tweak your idea or find a new approach. In this section, we address these issues.

Several of the major sections in grant writing are purpose, hypothesis, research questions, originality, method, and expected results. If those topics sound familiar, it's because the grant application parallels good research and papers in many ways, which is not a coincidence. So, what better way to get ideas than to read other high-quality papers in your field? However, since there is so much information out there, it is hard to keep up with all the latest developments, let alone related and cross-disciplinary fields. Therefore, it is important to read strategically.

When looking to tweak a research idea there are three types of publications that might be of value. First, recent review articles or meta-analyses. Usually these papers have extensive bibliographies of many of the most important and recent papers and research perspectives. They often have sections on what future work is needed and under-researched areas. Second, a recent handbook in your field can be very helpful. They are usually written by knowledgeable and active researchers, have the most up-to-date versions of relevant theory, and most chapters have sections on future research needs. Third, pick up a recent PhD dissertation related to your topic. It should have a comprehensive literature review section followed by a detailed description of methods and statistical analysis. It is an excellent way to take a deep dive into a topic without having to do years of work yourself.

There are several other things you can do to get ideas or inspiration. Although not cutting edge, sometimes re-reading seminal papers on your topic helps you understand the foundations of the theories underpinning key areas and gives you insight into how much your topic has evolved from its inception. Finally, instead of reading, try explaining any partial or half-formed ideas you may have to

colleagues, friends, or anyone who will listen. Get their feedback, discuss high level concepts, or just brainstorm with them. You may make an elusive connection or hit upon an original idea that was hiding in plain sight.

By first strengthening your understanding of principles and foundational theories, familiarizing yourself with the most up-to-date advances, and creatively discussing ideas with other scientists or even lay-people, you may find that generating ideas will be the least of your worries.

Lastly, we are assuming that you are not a full-time researcher. If you were, you probably would not be reading this column. More likely, you have a day job and are expected to teach classes, attend meetings, and do committee work. You may be on an entrance exam writing committee or a new curriculum development committee, or any number of very time-consuming committees. Also, you might have a family and maybe even a hobby (but honestly, I don't know where you find the time). Research is not happening in isolation, but in the context of your life, which is already quite full of things that occupy your time, and this leads us to working in a team.

Should You Create a Team?

The question of whether to create a team is vital. It can be the difference between an exciting, well-funded, successful research project and endless delays, potentially forcing you to cut back on your research goals. In addition to helping with the three phases of preparation, data collection, and dissemination, there are several other important advantages of having co-investigators. The main pro for having co-investigators is sharing a very large work load. However, it goes further than that. During data collection, everyone on the team can collect data, increasing your sample size and the power of your experiment. If you are creating content or materials, you will create twice as much in the same time, or the same amount in half the time. When it comes time to write papers, you can divide the writing load as well. Also, assuming every member has a different area of expertise, you will have more perspectives from which to interpret data. Specifically, if there is at least one person with statistics knowledge, such as survey validation or advanced statistical analysis and interpretation, embarrassing analysis errors will be less likely. You can check each other's work and assumptions, and when it comes to writing the grant itself, it will be easier to fill up the two pages of research achievements on the application form.

Other, less obvious, advantages include supporting each other when the research gets difficult or tiresome, going to international conferences with a friend, and, maybe most importantly, having someone to keep you honest and catch any careless mistakes. Some mistakes can cost months and cause severe amounts of stress, but with someone to discuss experimental designs, survey question wording, or data interpretation, you and your team can avoid wasting time from carelessness or lack of knowledge.

You may think that by working alone there will be more money to spend on your pet project and more funding for international conferences for yourself. That may be true, but at what cost to the overall quality of the project, your stress levels, family, and other work responsibilities? The pressure to do all the work yourself can become overwhelming at times, and you may find that no matter how real your difficulties are, your colleagues are not so sympathetic when you are sitting on a sizable grant.

Also, consider that you have about two solid years to complete a research project of international caliber. Remember that the first six months you are waiting for funds to arrive so that you can purchase equipment, and the last half of the final year you are attending conferences and writing papers. To put this into perspective, a full-time PhD student might typically graduate in 4 years, but many students take extensions and a considerable number even drop out altogether. Now, consider that the government is paying you up to 5 million yen to do your project in half that time. Then there are your other responsibilities such as teaching, meetings, committee work, and family life. Having a trusted colleague or two on the team to alleviate the work load and stress and share in successes can be the difference between completing a high-quality research project and dismal failure.

Having said all this, there are times when working alone is better. It may be better to work alone if you have experience in your research field, if you know exactly what you want to do, how to do it, and prefer to work alone. It may also be better to work alone if you cannot find anyone who can contribute in any positive way because of lack of necessary skills or willingness to learn along the way. The worst co-investigator is someone who is a dead weight.

Lastly, in the spirit of teamwork, another benefit of working with others is the creation of synergy that comes with being a co-investigator on others' projects, as well. Chances are you will have found someone whose research topic is related to yours, so while they are assisting you with your project,

you are assisting them on theirs. That way you can have multiple sources of grant funding in any given year. By staggering projects, which happens naturally, you may be at the beginning phases of your project and just wrapping up your colleague's, with no end to all the funding you will be receiving. Your biggest problem may well be deciding what to do with all that money for the next round of projects you have planned.

Next Issue: Writing a Grant Proposal

In the third instalment of this series, we will cover a lot of ground discussing the concrete nuts and bolts issues of each section of the grant proposal. When you think of a workshop or article on grant writing strategies, you are probably thinking of the things included in our next instalment, so come on back. We can only say, it will be filled with more tips and tricks than you can shake a stick at. Our apologies in making you wait for 'the goods,' but we felt that it was necessary to first contextualize the research process as best we could. If you have come this far with us, we invite you to come back for our 'secret sauce' that will make your proposal irresistible to any judge.

[JALT FOCUS] SIG FOCUS
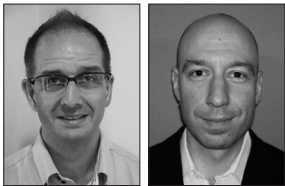
Joël Laurier & Robert Morel

JALT currently has 26 Special Interest Groups (SIGs) available for members to join. This column publishes an in-depth view of one SIG each issue, providing readers with a more complete picture of the different SIGs within JALT. For information about SIG events, publications, and calls for papers, please visit http://jalt.org main/groups.

Email: sig-focus@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/sig-news

The Lifelong Language Learning Special Interest Group

With the aging of Japan's population, there is increased awareness that engagement in learning, including language learning, enables an active and healthy life. A national organization is needed to provide resources for those teaching languages to adult learners and students who will one day become adults with, hopefully, a lifelong perspective on language learning. We are that organization.

A growing number of young, middle-aged, and senior adults are eager to study a second language as part of their lifelong learning journey. This trend reflects the understanding that the learning of other languages helps lead to an enriched quality of life. Students are increasingly learning more about the world around them and hope to gain as much as possible from foreign study and travel experiences.

The SIG fosters research, holds forums, issues publications, cooperates with related SIGs, and engages in other activities for those interested in improving the quality of language teaching to adult learners of all ages.

Events

In order to provide a platform for new ideas, we have held forums at the JALT International Conferences and the PanSIG Conferences since the SIG's foundation in 2005. We always welcome new members to be part of the vetted forums our SIG has offered at these conferences.

In order to recruit new members, we have also sponsored several presentations at the LLL SIG Mini Conferences. The SIG invites those teaching languages to young, middle-aged, and older adults to share information at the LLL SIG Mini Conference every February.

Publications

For all issues of our newsletter, please go to http://hosted.jalt.org/lifelong/publications.html.

We are now collecting articles from veteran teachers for our "Milestones of a Life in Teaching" series. If you are interested in sharing what you have learned as a teacher, please send your article to Tadashi Ishida at papiontadashi@gmail.com. Our newsletter is online so there is no word limit.

Please include what first ignited your interest in teaching, the joys and rewards that have sustained you, the disappointments and setbacks you've had to overcome, and serendipitous events that have affected the course of your life and fed into your

teaching career, and what is unique about your teaching methods. Also, please add your advice to young teachers in the field.

You can read articles under the same title at

- http://hosted.jalt.org/lifelong/journal/2017a.html
- http://hosted.jalt.org/lifelong/journal/2017b.html

Membership

We are always recruiting new members. We encourage JALT members to select the LLL SIG as the complimentary SIG membership they are offered when buying their yearly membership. For more information on the SIG, please go to https://www.facebook.com/jaltLLL.

[JALT FOCUS] NOTICES

Malcolm Swanson

This column serves to provide our membership with important information and notices regarding the organisation. It also offers our national directors a means to communicate with all JALT members. Contributors are requested to submit notices and announcements for JALT Notices by the 15th of the month, one and a half months prior to publication.

Email: jalt-focus@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/jalt-focus

2018年第1回総会開催通知
Notice of the First 2018 JALT Ordinary General Meeting (OGM)

- 日時：2018年6月17日(日)
- Date: June 17, 2018 (Sunday)
- 時間：14:30 – 15:30
- Time: 14:30 – 15:30
- 場所：つくば国際会議場 (中会議室201)
- Location: Room 201, Tsukuba International Congress Center (Epochal Tsukuba)

議案 / *Agenda:*
- 第1号議案 議長選出 / Item 1. Determination of chairperson
- 第2号議案 議事録著名人選出 / Item 2. Determination of signatories
- 第3号議案 平成29年度事業報告 / Item 3. Business Report (2017/04/01-2018/03/31)
- 第4号議案 平成29年度決算報告 / Item 4. Financial Report (2017/04/01-2018/03/31)
- 第5号議案 平成29年度監査報告 / Item 5. Audit Report (2017/04/01-2018/03/31)
- 第6号議案 平成30年度事業計画 / Item 6. Business Plan (2018/04/01-2019/03/31)
- 第7号議案 平成30年度予算 / Item 7. Budget (2018/04/01-2019/03/31)
- 第8号議案 平成30年度理事選挙の結果 / Item 8. Results of the 2018 National Officer Elections
- 第9号議案 その他の重要事項 / Item 9. Other important issues

* 　5月下旬に、会員の皆様に議案詳細、各報告書のリンク先、及び個別の不在者投票へのリンク先をEメールでご案内いたします。

*An email containing details of the agenda, including links to the various reports that will be presented, and a link to an individualized ballot will be sent to you at the end of May.

Eメールがお手元に届きましたら、不在投票の方法に従って投票をしてください。

本総会は、特定非営利活動法人（NPO）としての地位を保つ為に必要なもので、過半数以上の会員の皆様による出席（定足数）をもって、正式に開催することができます。

幸い当学会では、会員の皆様に向けて電子投票システムを提供させていただいており、不在投票をしていただくことで、本総会の出席者としてみなすことができます。

お手数をおかけいたしますが、ご支援とご協力のほどよろしくお願いします。

When you receive the email regarding the OGM, please follow the instructions on how to complete the absentee ballot. It is important for us to have a majority of JALT members present at the OGM for it to be valid, and holding a valid OGM is necessary for us to maintain our status as a nonprofit organization (NPO). Fortunately, you can vote online by absentee ballot and be counted present for the meeting, as per the JALT Constitution.

Thank you very much for being a member of JALT and for your continued support.

PanSIG is an annual conference held in May and organized by the Special Interest Groups (SIGs) of the Japan Association for Language Teaching (JALT).

This conference brings together leading scholars and practitioners in language education from Japan, Asia, and throughout the world. PanSIG is a place where both SIG members and non-JALT members can network with each other and further their knowledge of language learning and teaching.

Join us at Toyo Gakuen University's Hongo Campus on May 19 and 20, 2018 to share, learn, and connect with teachers and researchers who share your passion for educational excellence.

If you want to join this year's PanSIG Conference, please see our website for more information:

http://www.pansig.org

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

- A professional organization formed in 1976
  - 1976年に設立された学術学会
- Working to improve language learning and teaching, particularly in a Japanese context
  -語学の学習と教育の向上を図ることを目的としています
- Almost 3,000 members in Japan and overseas
  - 国内外で約 3,000名の会員がいます

http://jalt.org

Annual International Conference

- 1,500 to 2,000 participants
  - 毎年1,500名から2,000名が参加します
- Hundreds of workshops and presentations
  - 多数のワークショップや発表があります
- Publishers' exhibition - 出版社による教材展があります
- Job Information Centre
  - 就職情報センターが設けられます

http://jalt.org/conference

JALT Publications

- *The Language Teacher*—our bimonthly publication
  - 隔月発行します
- *JALT Journal*—biannual research journal
  - 年2回発行します
- JALT Postconference Publication
  - 年次国際大会の研究発表記録集を発行します
- SIG and chapter newsletters, anthologies, and conference proceedings - 分野別研究部会や支部も会報、アンソロジー、研究会発表記録集を発行します

http://jalt-publications.org

JALT Community

Meetings and conferences sponsored by local chapters and special interest groups (SIGs) are held throughout Japan. Presentation and research areas include:

Bilingualism • CALL • College and university education • Cooperative learning • Gender awareness in language education • Global issues in language education • Japanese as a second language • Learner autonomy • Pragmatics, pronunciation, second language acquisition • Teaching children • Lifelong language learning • Testing and evaluation • Materials development

　支部及び分野別研究部会による例会や研究会は日本各地で開催され、以下の分野での発表や研究報告が行われます。バイリンガリズム、CALL、大学外国語教育、共同学習、ジェンダーと語学学習、グローバル問題、日本語教育、自主的学習、語用論・発音・第二言語習得、児童語学教育、生涯語学教育、試験と評価、教材開発 等。

http://jalt.org/main/groups

JALT Partners

JALT cooperates with domestic and international partners, including (JALTは以下の国内外の学会と提携しています):

- AJET—The Association for Japan Exchange and Teaching
- IATEFL—International Association of Teachers of English as a Foreign Language
- JACET—the Japan Association of College English Teachers
- PAC—the Pan Asian Conference consortium
- TESOL—Teachers of English to Speakers of Other Languages

Membership Categories

All members receive annual subscriptions to *The Language Teacher* and *JALT Journal*, and member discounts for meetings and conferences. *The Language Teacher*や*JALT Journal* 等の出版物が1年間送付されます。また例会や大会に割引価格で参加できます。

- Regular 一般会員:¥13,000
- Student rate (FULL-TIME students of undergraduate/graduate universities and colleges in Japan) 学生会員(国内の全日制の大学または大学院の学生):¥7,000
- Joint—for two persons sharing a mailing address, one set of publications ジョイント会員 (同じ住所で登録する個人2名を対象とし、JALT出版物は2名に1部):¥21,000
- Senior rate (people aged 65 and over) シニア会員(65歳以上の方):¥7,000
- Group (5 or more) ¥8,500/person—one set of publications for each five members グループ会員(5名以上を対象とし、JALT出版物は5名ごとに1部): 1名 ¥8,500

http://jalt.org/main/membership

Information

For more information please consult our website <http://jalt.org>, ask an officer at any JALT event, or contact JALT's main office.

JALT Central Office

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 JAPAN

JALT事務局：〒110-0016東京都台東区台東1-37-9 アーバンエッジビル5F

t: 03-3837-1630; f: 03-3837-1631; jco@jalt.org

Joining JALT

Use the attached *furikae* form at Post Offices ONLY. When payment is made through a bank using the *furikae*, the JALT Central Office receives only a name and the cash amount that was transferred. The lack of information (mailing address, chapter designation, etc.) prevents the JCO from successfully processing your membership application. Members are strongly encouraged to use the secure online signup page located at https://jalt.org/joining.

Scott Gardner old-grammarians@jalt-publications.org

So Bored with the Holocene Scene

Indications are that cats will be the species eventually relieving humans of their role as Dominators of Earth. This is supported by research from both Japan ("Doraemon" cartoons) and the UK (a TV series called "Red Dwarf", which used a small but well-controlled data sample: one cryogenically frozen human and one English-speaking, Teddy Boy-dressing, super-evolved cat, both of whom represent the sum of evolution aboard a derelict spaceship that has been drifting away from Earth for three million years). The Über-cat Hypothesis is also backed by anecdotal evidence from my own house, in which I have frequently caught Lilly, our one-year-old Shorthair mix, shifting her gaze malevolently between me and the shiny meat cleaver hanging above the kitchen stove.

Homo sapiens is just about due to be overrun anyway, isn't it? We must admit that as a species we have evolved ourselves into kind of a corner, without much to show for our efforts: pinky fingers just the right circumference for inserting in our nostrils; long, unprotected shinbones that operate mainly in spaces prone to painful encounters with table legs and potted plants; and eyeballs that seem content to do little else than watch hour after hour of television programs with titles like "America's Next Top Anger Manager."

We won't be the first great species to fall. It happened to the lichen fungi and other prehistoric plants that were pressed like wine grapes into the earth, then fermented into the petroleum products that have been inebriating civilization for the last century. It happened to the dinosaurs, who chose to grow outsized teeth and horns for fearsome posturing rather than develop a good set of opposable thumbs, which might have been useful when the meteors started falling. It happened to the Australian Baseball League.

There are other theories out there, however, saying that the next Evolutionary Eviction will be bigger, at least in terms of sheer irony. We may ultimately be conquered not by another naturally ascendant life form, but by the products of our own intelligence, creativity, and industry. Through our headlong development of Artificial Intelligence, we may be literally manufacturing our own destroyers.

Those of us familiar with English literature should recognize the Frankenstein-ian overtones of such a prospect. And we teachers may also relate to it whenever we look at a classroom full of "monsters" and wonder where we went wrong.

But some scientists are sounding very serious alarms about a looming tipping point of AI development and saying that we should be having more conversations about it—preferably in forums other than humor columns on the back pages of minor journals. They say that the time is not far off when AI machines will be able to learn on their own, faster than any human can program them. Once learning—including learning how to self-replicate—is out of human hands, we'll be about as useful to AI machines as training wheels on a moon rocket booster.

The philosopher Nick Bostrum introduced a grim thought experiment called the "Paperclip Maximizer," in which an AI machine that's been programmed to make paperclips as efficiently as possible might eventually teach itself how to overrun all the world's people, arsenals, and resources simply for the purpose of making more paperclips. My version—the "Bathtub Cleaner" Thought Experiment—is much simpler: 1. You program an AI machine to keep your bathtub clean. 2. The machine kills you, easily eliminating the only obstacle to a permanently clean bathtub.

The legendary science fiction writer Isaac Asimov once outlined a set of "Laws of Robotics" that would conceivably keep any artificially intelligent machine in check regarding its interactions with humans. These laws included strict prohibitions on injury to the robot itself, to people around it, and to humanity in general. I suppose that if we can hardwire "moral" laws like these into an AI machine's brain, we may be able to trust it with self-awareness and unlimited learning powers. And, contrary to the gloom of Bostrum's "Office Supplies and Genocides" scenario described above, having AI machines at our side could actually prove immeasurably beneficial to future humans' survival. After all, there's nothing in Asimov's Laws about what robots are forbidden to do to *cats*.

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JALT2018

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and Learning & Educational Materials Exhibition

November 23 – 26, 2018

Shizuoka Convention & Arts Center "GRANSHIP"
Shizuoka City, Shizuoka Prefecture, JAPAN

https://jalt.org/conference/jalt2018