The Language Teacher

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The Japan Association for Language Teaching
Volume 42, Number 4 • July / August 2018
ISSN 0289-7938 • ¥1,900 • *TLT* uses recycled paper

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July/August 2018 online access

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In this month's issue . . .

Welcome to the July/August issue of *The Language Teacher*! As we are near the end of the spring semester I'm sure many of you will be busy with exams and grading assignments, and I hope you will find this issue a pleasant break from all your hard work. For me, this August will be my third year as Assistant Editor on *TLT*, and I feel very lucky to have worked with such a fantastic team of volunteers for so long. Of course, each year the team changes a little, as new people join and some people sadly leave. This issue we're saying goodbye to Neil Stead, who has helped us with copy-editing and proofreading for over four years—longer than I've been on the team to know! We've gained two new column editors this year: Marian Hara has joined Mari Nakamura on the slightly renamed Younger Learners column and Paul Beaufait has taken over from Charles Moore on Writers' Workshop, which is continuing the series on applying for *Kaken* grants. Stephen Case and Ryan Barnes have also moved from being proofreaders to co-column editors on Book Reviews and Recently Received. Such changes mean that I've been able to enjoy training new volunteer proofreaders again this year, and I look forward to welcoming more new people to the team soon. The relationships I get to build as part of the *TLT* team are definitely a highlight of my role, the other being reading all the great articles and columns in every issue.

Our Feature Articles in this issue address learner anxiety and one of its common causes—tests. First, **Jonathan M. Shachter** tracked student anxiety about speaking in English over one semester. He found that students became more relaxed as the course progressed, although they got more nervous before performance tasks, especially before giving individual presentations. Next, **Sawako Matsugu** explains how to design tests that objectively measure students' achievement of the course goals. She emphasises the importance of creating a table of specifications as a design guide and gives examples of good and bad questions.

In Readers' Forum, **Simon Ball** and **Christopher Edelman** explore the relationship between students' self-efficacy, motivation, and perceived importance of English. They found that although their students perceived English to be important, their self-efficacy and motivation towards English were low. **Sumie Matsuno** discusses when and why students start

Continued over

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

to like or dislike English, suggesting that in Japan many students lose their motivation to study English in junior high school, and that their attitude towards English is often connected to whether they find it easy or difficult. Both articles highlight the need to raise students' confidence in their ability to use English.

I would like to take this opportunity to thank all the authors, editors, column editors, copyeditors, proofreaders, and reviewers who work so hard to produce the highest quality content, and also Malcolm Swanson, whose magic touch is responsible for making it all look so good. It really does take a huge team effort to bring you *TLT* six times each year, and I hope all JALT members appreciate the dedication involved as you read, learn, and enjoy!

Caroline Handley, TLT *Assistant Editor*

*TLT*の2018年7/8月号へようこそ。前期もいよいよ終わりに近づき、皆様は試験や評価などでご多忙な中、この号が一息つく機会になれば幸いです。*TLT*のAssistant Editorとしてこの8月で3年になります。この素晴らしいボランティアグループと一緒に仕事をすることができて幸運だと思っています。もちろん、毎年新人が入ったり、残念ながら前の方が辞めたりと、構成員は変わりますが…。例えば、本号で4年以上の長きに渡り編集と校正の仕事に携わったNeil Steadが辞め、その代わりに、本年、2人の新しいコラム編集長を迎えます。まず、Marian Hara が 若干名称が変わったYounger Learners コラムのMari Nakamuraに加わり、Paul Beaufaitが科研応募のためのシリーズを続けるWriters' Workshopの Charles Moore の仕事を引き継ぎます。Stephen Case と Ryan Barnes は、Book Reviews と Recently Receivedの校正からコラムの副編集長に変わりました。このような変更は、本年も私が新人の校正ボランティアの研修のお手伝いができるということなので、間もなく入ってくる新しいメンバーをチームに迎え入れることを楽しみにしています。各号の素晴らしい論文とコラムを読むことに加え、*TLT* のチームとして良い関係を築いていくことが私の役割の重要な点であることは間違いありません。

今月号のFeature Articles は、学生が一番心配なテストに代表される学生の不安感について言及しています。最初に、Jonathan M. Shachter が12週間にわたり日本人学習者のスピーキングに対する不安感を調査し、個人発表などタスク前に不安を感じる一方、授業に慣れるとともに学生はより安心感を増すという結果がでました。次に、 Sawako Matsugu がコースの目的に合った学習者の到達度を客観的に測るテスト作成方法を説明しています。Matsuguは授業で学習したユニットやトピックをバランス良く測定するためのテスト細目表の重要性を強調し、テスト項目の良い例と悪い例を提示しています。

Readers' Forumでは、Simon Ball と Christopher Edelmanが大学生の自己評価による英語4技能の能力と、英語学習の重要性に対する認識と、英語学習に対する意欲の3つの関係性を調べています。その結果、学生は自分の将来のために英語を重要だと認識していますが、英語学習に対する意欲および自分の英語力に対する評価は低いことが分かりました。Sumie Matsuno は、生徒が英語を好きになり始めたり嫌いになり始める時期やその動機、理由について過去の研究結果を調査しています。その結果、多くが中学で意欲を失い、彼らの英語に対する態度は英語の難易度と関係するという結果が出ています。この2本のRFは、英語使用の際に学生に自信をつけさせることが重要だと述べています。

この場をお借りして、質の高い*TLT*を作り出すことに専心している全ての著者、編集者、コラム編集者、コピー編集者、校正者と査読者に御礼を申し上げたいと思います。そして毎回美しい*Journal*を皆様にお届けできるのは、一重にMalcolm Swansonの特殊能力によるものだとお伝えしたいものです。皆様に*TLT*を年6回お届けするのは大変な努力を要することを読者の方々にも共有して頂き、そして*TLT*をお楽しみいただきたいと思います。

Caroline Handley, TLT *Assistant Editor*

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Tracking and Quantifying Japanese English Language Learner Speaking Anxiety

Jonathan M. Shachter
Kyushu Sangyo University

This study tracked and quantitatively measured Japanese English Language Learner (ELL) classroom speaking anxiety over 12 weeks. Participants (*N* = 75) were first-year Japanese Oral Communication students attending a public university in Japan. The Nervousness Metric (NM) was created by the researcher and was used as a quantitative tracking tool. Beginning from the second week of one school term, students filled out the NM two times in each lesson: once at the start of each week's lesson, and again prior to the lecturer's assigned performance task. Quantitative data produced from the NM tracking system suggested that participants' anxiety decreased, with the most significant decrease occurring between the first and second weeks of data collection. Additional quantitative data indicated that within each lesson, anxiety levels were raised pre-performance. Qualitative data supported previous research by Woodrow (2006), which suggested that ELLs prefer collaborative group activities over individual oral presentations.

本論は、12週間にわたり日本人英語学習者（ELL）の授業中のスピーキングに対する不安感を調査し、量的に測定することを目的とした。参加者（人数 = 75名）は、日本の公立大学で英語オーラルコミュニケーションの授業に参加している日本人の大学1年生である。量的な調査を行うツールとして緊張度メトリック（NM）が使用された。調査は学期の第2週目に開始され、学生は授業開始時とタスクの前にNMを記入した。NMによる量的データでは、第1週目と第2週目の間に日本人ELLの不安感が最も顕著に減少することが示唆された。また、授業中では、タスク直前に学生の不安度が上がることが示唆された。学生のコメントによる質的データでは、Woodrow（2006）の研究と同様の結果を示し、ELLは各個人で行う口頭発表よりも共同で行うグループ活動を好むことが確認されている。

Speech. Surgery. Air travel. Are you nervous? Unfortunately for Japanese English Language Learners (ELLs), speaking in English can be a terrifying endeavor. Learner anxiety is an impactful force in the classroom, as it has been shown to severely reduce cognitive ability (Kondo & Ying-Ling, 2004). Cognitive impediments can lead to lower scores on assessments and reduced effectiveness in accomplishing even basic classroom speaking tasks. Therefore, Japanese ELL anxiety is an important factor that might go unrecognized by native-speaking (NS) English teachers. By tracking and quantifying Japanese ELL anxiety in regard to English speaking tasks, this study investigated participants' patterns of anxiety throughout the term.

Literature Review

According to Maftoon and Ziafar (2013), anxiety is a significant affective factor in the English as a foreign language (EFL) classroom because it "inhibits Japanese learners from initiating conversations, raising new topics, and challenging their teachers" (p. 74). The five influential causes of Japanese ELL anxiety proposed by Maftoon and Ziafar are (a) inexperience and cultural inhibitions in dealing with Western teaching methods, (b) interactional domains, (c) the teacher's demeanor and attitude, (d) shyness, and (e) the evaluation paradigm associated with an activity.

The first cause has proven challenging to Japanese learners and foreign EFL teachers alike because of a wide pedagogical disconnect (Maftoon & Ziafar, 2013). Foreign teachers might assume that all Japanese ELLs are familiar with standard EFL teaching methodologies, such as the communicative language teaching (CLT) approach. This, unfortunately, is not the case. Not only are many Japanese ELLs unfamiliar with the tenents of CLT methodology, but in some cases, their pre-university English classes might have been taught completely in Japanese (Glasgow, 2014). When Japanese ELLs enter their universities, they might have had exposure to English, but that does not mean they have the confidence or the experience to successfully adapt to classes led by native teachers, or with activities conducted through CLT methods.

Regarding interactional domains (the second cause), "Japanese language learners assume a ritualistic nature to classrooms, which is characterized by 'conventional rules,' 'formalities,' and 'highly guided behavior'" (Maftoon & Ziafar, 2013, p. 75). With CLT, on the other hand, "learners are placed in the communicative settings and acquire language knowledge and communicative competence through active participation and interaction; while

teachers change from a knowledge-giver to an organizer, facilitator and researcher" (Ju, 2013, p. 1581). The CLT approach might differ greatly from the methods that some Japanese ELLs experience prior to entering university.

A teacher's demeanor and attitude also are extremely important to the overall atmosphere of any EFL classroom, but they are especially important in Japan. The attitudes of Japanese students have been shown to be severely altered when they are faced with "a teacher's aversive reactions" (Maftoon & Ziafar, 2013, p. 75). While a lack of emotionality or reservation is an attractive trait in Japanese society (Matsumoto, 1991), shyness (the fourth cause of anxiety listed by Maftoon and Ziafar) does not produce positive outcomes in oral production classes.

Maftoon and Ziafar include the evaluation paradigm as the fifth cause of anxiety. They write that Japanese students are inundated with high-stakes testing throughout their junior and senior high school years. In the realm of English testing, students are expected to be competent in "grammar, vocabulary, and comprehension" (p. 75), and are not tested on their communicative ability as often. This disconnect between what is tested and what is expected in the foreign EFL classroom environment can significantly lower students' motivation to participate in communicative activities.

Purpose of the Study

Previous research has focused heavily on the influencing factors of, and possible remedies for, Japanese ELL anxiety. However, there is a lack of longitudinal quantitative data regarding the patterns of anxiety in the classroom. The data produced in this study, by tracking and quantifying ELL nervousness, give teachers a means to investigate patterns of anxiety within a curriculum cycle. For this study, it was predicted that student anxiety would decrease at the beginning of each class over the 12 lessons.

Methodology

Research Site and Participants

The data collection for this analysis took place at a public Japanese university in the first term of 2017. The participants were 75 first-year students (35 males and 40 females) in EFL Oral Communication classes who were 18 and 19 years old. Although the classes had different instructors, they shared the same syllabus, teaching materials, assessment structure, and course outline. The Oral Communication guidelines included the following learning goals: (a) the acquisition of interactive communication strategies, (b) the strengthening of foundational grammar and vocabulary, and (c) the development of critical thinking skills to further the students' abilities to think and express themselves in English.

Data Collection

Commencing in the second week of Oral Communication I, participants filled out a Nervousness Metric (NM) at the start of each week's lecture and just prior to each lesson's communicative task. The NM was designed by the researcher for the purposes of this data collection (see Appendix). This instrument was informally piloted prior to the term with adult students. Even though formal validity and reliability tests on the instrument were not conducted, the instrument is similar in function to self-assessments of pain intensity used by doctors and nurses. The NM is a simple instrument designed to quickly elicit student self-reports of anxiety levels on a scale from 1 (totally relaxed) to 10 (extremely nervous). In addition to a quantitative self-report, the NM provides students and researchers with a qualitative data source, because both start-of-class and pre-performance reports include a comment section. The NM was created with the following criteria: that it should (a) collect clear data, (b) be easy for Japanese ELLs to use and understand, and (c) be non-intrusive for instructors to implement within an existing lesson plan. Data were collected from weeks 2 through 7 and from weeks 9 through 14. Weeks 1 (introductory lesson), 7 (midterm examination), and 15 (final examination) were not included in this data collection.

At the start of each lesson, instructors gave a brief preview of the day's lecture and wrote a description of the performance task on the whiteboard. Performance tasks included individual speeches, group presentations, and class-observed dialogues. Immediately after announcing the designated performance task (within the first five minutes of class), the NM was distributed. Students were instructed to complete the quantitative metric (in regard to English speaking anxiety specifically), but were told that completing the comment section was optional. Students were requested to leave their comments in English because the researcher hoped to elicit a simple response. After completion, the NM was put aside to not distract from the lecturer's presentation and practice stages. After the presentation and practice stages were finished, the instructors again announced the day's performance task and prompted students to fill out the pre-performance section of the NM. Again, students were instructed that the quantitative metric should be filled-out, and that completing the comment section was

optional. Once completed, the NM was collected by instructors, and students then performed that day's performance task.

Data Analysis

The questionnaires were collected at the end of each week's lesson. Quantitative data were input, and then two average scores (start of class and pre-performance) were produced. The average metrics of all participants were then combined to produce the study's start-of-class and pre-performance average score(s). At the end of the term, qualitative data were compiled and grouped into the following categories: start of class, pre-performance, comment type (positive, negative, or neutral), and frequency.

Findings

Quantitative Results

Table 1. *Weekly NM Averages*

Week	Start of Class	Pre-Performance
2	4.7	7.4
3	4.1	6.2
4	3.8	5.9
5	3.8	5.4
6	3.5	5.3
8	3.5	5.3
9	3.4	4.8
10	3.3	5.3
11	3.1	5.0
12	3.0	4.2
13	2.9	4.9
14	2.9	4.7

Table 1 displays a summary of nervousness rating scores. The highest start-of-class average nervousness score on the NM (4.7) was produced in the week 2 lesson, and the lowest (2.9) was produced in weeks 13 and 14. In the data from the week 2 lesson through the week 14 lesson, NM reports indicated a total reduction of 1.8 points. The largest change (-0.6) from week to week occurred between the week 2 lesson and the week 3 lesson. During the duration of data collection, scores either decreased or remained equal from week to week.

The highest pre-performance score on the NM (7.4) was produced in the week 2 lesson, and the lowest (4.2) was produced in week 12. Within the span of the data, the reported NM scores indicated a maximum reduction of 3.2. The largest change (-1.2) from week-to-week also occurred between the week 2 lesson and the week 3 lesson. On two occasions during data collection (week 9 to week 10, and week 12 to week 13), NM scores indicated an increase of nervousness. The causes of these increases were not determined. In the remaining weeks of data collection, nervousness either decreased or remained equal from week to week.

Qualitative Results

Table 2. *Start of Class*

Comment	Frequency	Type
I like this class.	105	+
I like speaking to my friends in English.	39	+
I'm getting used to this class.	31	+
I'm not good at speaking English.	27	-
I'm tired.	22	N
I like English.	17	+
I don't like to speak in public.	8	-

Note. + = positive; - = negative; N = neutral.

Table 2 shows a summary of start-of-class comments collected from students' surveys. Organizing the seven start-of-class comment types, there were four variants of positive comments, two variants of negative comments, and one comment was categorized as neutral. Of the total amount of comments produced (248), 191 were positive (77%), 35 were negative (14%), and 22 were neutral (8%). As the term progressed, the number of positive comments increased.

Table 3 shows a summary of pre-performance comments collected from students' surveys. Students wrote six variants of negative comments, four variants of positive comments, and two neutral-type comments. Of the total amount of comments submitted (225), 123 were negative (54%), 73 were positive (32%), and 29 were neutral (12%). As the term progressed, the frequency of negative comments decreased. There were more variations of pre-performance comments (12) compared with start-of-class comments (seven).

Table 3. *Pre-Performance*

Comment	Frequency	Type
I liked today's class.	34	+
I'm not good at speaking in public.	34	-
I can't speak English well.	33	-
I don't like to speak in public.	29	-
I'm getting used to this class.	23	+
I prefer group tasks.	18	N
I'm shy.	11	N
I don't have confidence.	9	-
English is difficult.	9	-
I'm afraid to make a mistake.	9	-
I want to speak English well.	8	+
I like speaking English.	8	+

Note. + = positive; - = negative; N = neutral.

Discussion and Implications

Data produced from the NM tracking system suggest that participants' anxiety decreased, with the most significant decrease occurring between weeks 2 and 3. Over the course of the term, the number of positive comments increased, and the number of negative comments decreased. There were more variations of comments related to pre-performance anxiety (12) than to start-of-class anxiety (seven). The quantitative results show that Japanese ELL speaking anxiety is consistently higher prior to performance than at the start of class. Throughout the term, positive comments occurred at a higher rate at the start of class and negative comments occurred at a higher rate pre-performance. These qualitative findings align with the quantitative data results which indicated that anxiety levels are higher at the pre-performance stage of the lesson. The qualitative data collected in this study also suggest that Japanese ELLs prefer collaborative group activities over individual oral presentations. Comments indicating anxiety related to individual speeches (e.g., "I don't like speaking in public," "I'm not good at speaking in public," etc.) occurred 71 times. These findings support the conclusions of Woodrow (2006), who reported that "giving oral presentations and performing in front of classmates were the most reported stressors for in-class situations" (p. 322).

The ramifications of Japanese ELL speaking anxiety in the university classroom are twofold. First, language anxiety directly impacts cognitive processing in the second language (MacIntyre & Gardner, 1994). Second, compared with Western students, particularly Americans, Japanese emotionality can be less obvious and more difficult for NS teachers to recognize (Matsumoto, 1991; Matsumoto et al., 2002). Japanese ELLs might be too shy to verbalize their concerns, so the NM provides a written platform to promote effective communication between the instructor and Japanese ELLs. Instructor-to-student interaction is a crucial factor in alleviating learner anxiety (Ohata, 2005), so the identification of these anxiety levels is partially the responsibility of the NS English instructor.

Reducing speaking anxiety in the classroom was not the central thesis of this paper. However, it should be noted that the researcher observed a positive response while students were completing the NM. Further research is needed to test the possible palliative effects of the NM itself, but one explanation could be the NM's journaling component. Writing positive comments, such as "I like this class," could be categorized as "gratitude journaling" (Flinchbaugh, Moore, Chang, & May, 2011). Flinchbaugh et al. concluded that students who implemented gratitude journaling "showed a heightened level of meaningfulness and engagement in the classroom" (p. 191). Raised pre-performance anxiety could have been a factor in the larger variations of pre-performance comments.

Conclusion

Quantitative data produced from the NM suggest that Japanese ELL anxiety does decrease without intervention, and increases most significantly between the first and second weeks of data collection. Qualitative data confirmed previous research by Woodrow (2006), which suggested that ELLs prefer collaborative group activities over individual oral presentations. The existence of Japanese ELL anxiety is an important factor that might go unrecognized by NS English teachers. The NM can help NS English instructors to detect levels of Japanese ELL speaking anxiety. This study is unique in that it has attempted to expand the notion of nervousness beyond a yes-or-no construct. If an individual is nervous it might be helpful to consider how nervous they are. Future research is needed to determine whether the quantification of nervousness might prove effective in decreasing nervousness itself. Furthermore, the quantification of nervousness might help to identify where peak performance occurs and/or where nervousness begins to deter performance.

Acknowledgement

Firstly, I would like to thank my wife, Motomi, for all of her great translating work and support. Special thanks to Paul Knowles and Tyler Mitchell for their help in data collection and delivery. I would also like to thank the many teachers at American College of Education who guided me toward this project and who gave me the confidence to submit it for publication. Special thanks to Rebecca Wiehe and the anonymous reviewers for helping me with the final revisions.

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Appendix

Nervousness Metric (NM)

Age:
年齢:

Male（男）/ Female（女）

On a scale of 1 – 10, 1 being totally relaxed and 10 being extremely nervous, how much anxiety do you have now? Please fill in the appropriate box.

10段階評価で、1は非常にリラックスしている状態、10は非常に緊張している状態だとすると、今のあなたの状態はどの程度になりますか?該当する番号に丸をつけてください。

Class Start

1	2	3	4	5	6	7	8	9	10

(Totally relaxed) (*Extremely nervous*)
（非常にリラックスしている） （非常に緊張している）

Comments:
コメント:

Pre-Performance

1	2	3	4	5	6	7	8	9	10

Comments:
コメント:

教室で行われるテスト問題作成の秘訣
Tips for Item Writing for Classroom-based Tests

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本論では、教室で実施される客観テストに使用される問題の作成に必要な3つのステップを紹介する。具体的には、1. カリキュラム全体のゴールや学習行動目標の決定と構成概念の構築を含むテスト準備、2. テスト細目表の作成、3. 問題作成である。評価は授業と密接につながっており、授業は学習行動目標が反映されていなければならない。したがって、学習行動目標なしにテスト作成はできない。さらに、構成概念や授業で学習したユニットやトピックをバランスよく測定するにはテスト細目表が非常に便利である。テスト細目表とは、学習行動目標とトピック等の内容を二方向に1つの表にまとめたものである。最後に、テスト問題を作成するにあたって言語やフォーマット関連等の様々な注意点を紹介する。

This paper introduces three important steps for writing items in objective tests used in classroom-contexts; namely, preparing for the test, which includes writing course goals and objectives and defining the construct, making a table of specifications, and writing items. Because assessment is deeply intertwined with instruction, which reflects pre-determined course goals and objectives, tests cannot be developed without instructional goals and objectives. Furthermore, in order to assess constructs and units/topics covered in the class in a balanced manner, a table of specifications, which is a two-way chart that lists both the instructional objectives and test content, is an important tool. Finally, several tips for developing items are introduced.

はじめに

教室で実施されるテストは、学習者の学習結果だけでなく教員の授業の効果についての情報をも提供できる。さらに、それらのテスト（例えば小テスト、定期試験）の結果は授業の成績の大部分を占めることが多い (Gullickson, 1984)。このようなテストはthe Test of English as a Foreign Language (TOEFL) やthe Test of English for International Communication (TOEIC)、International English Language Test System (IELTS) のように重要な波及効果を持たないかもしれない。しかし、多くの学習者は自身の成績に多大な関心を持っており、例えば留学候補生の審査、インターンシップや奨学金の申し込み等、成績が重要な選考に利用されることもある (Brown, 1992)。ゆえに、たとえ教室で実施される日常のテストであっても高い質であることが求められる。

しかし、英語教員は必ずしもテスト作成、特に問題を作るということに関しての研修を受けているわけではない。Teaching English to Speakers of Other Languages (TESOL) や応用言語学の大学院プログラムにおいても、テスティングの授業が開講されていなかったり(Cizek, Fitzgerald, & Rachor, 1995)、開講されていても必修でなかったりするので(Bachman, 2000)、Brown and Bailey (2008) は実際にそれらのプログラムの半分程度しかテスティングの授業を必修としていないと報告している。その結果、修了してもテストに関しての知識や経験が十分でないまま教壇に立つことがある。さらに、日本においては、英語教員の専門はTESOLからコミュニケーション学、文学、言語学等多岐に渡ることから、先に述べた状況を踏まえると教員のテスト作成に関しての知識も様々だと推測できるのではないだろうか。学習者は公正に評価を受ける権利があるので、英語教員の専門に関わらず、テスティングの作成知識は必須である。

テスト問題の質が悪い場合、測定しようとしたものが測定できないだけでなく、受験者（学習者）にとっても混乱や苛立ちをもたらす。それに加えて、構成概念 (construct) と無関係の分散 (construct irrelevancy) や構成概念の代表性欠如（construct underrepresentation）が生じる可能性があり(Downing, 2002, 2006)、どちらもテストの信頼性と妥当性の脅威となる。ここでいうところの構成概念とは測定しようとする能力の詳細な定義である (Bachman & Palmer, 1996)。構成概念と無関係の分散とは、本来測定したいものがそれ以外の要因によって阻害されることを意味する。問いの指示が不明瞭なため不正解になるのはその一例である。また構成概念の代表性欠如とは、測定したい構成概念と関連する問題数が少ないため、受験者の正答が偶然によるものかそうでないのかの判断ができない。仮に正答しても受験者のその構成概念の理解を示すのかどうか判断ができないことである。そして、そのようなテストは学習者の到達度に関しての情報を適切に提供できないばかりか、教員はそのようなテストから得られた結果をティーチングに生かすこともできない。

本論では、テスト作成の初心者を想定し、伝統的なペンと紙のテスト（小テスト定期試験）を対象とした問題作成方法の秘訣、特に客観テスト (objective test) の多選択式問題を中心に紹介したい。まず、テスト作成前の重要な準備、すなわち、コースのゴールや学習行動目標、さらに構成概念の設定について述べる。次に、テスト細目表の作成方法、そして利用方法を紹介する。最後に、客観テストでよく使用される問題の種類の紹介と、多肢選択式問題作成における様々な注意点を述べる。

テストの準備

学習行動目標とゴールの設定

テストの詳細を決める前に、初めに考慮すべきことがある。担当授業の詳細が分かり次第、その授業がカリキュラム上どのような位置付けになっているかを理解することである。例えば、必修・選択の別、学年、そしてそのクラス内容である。次に、もし各教員が担当クラスの学習行動目標

やゴールを定める必要があるのならばそれを決め、すでにそれらが決まっている場合はそれらをよく理解する必要がある。この場合、「ゴール (goals)」とはカリキュラムの一般的な目的の記述であるが、「学習行動目標」(objectives) はそのさらに詳細な記述を意味する (Richards, 2001)。Richardsが述べているように、クラスの学習行動目標は学習結果がよく反映されるよう可能な限り詳細に定められていなければならない。そして、その学習結果は授業にも評価にも反映されうるものとなる。すなわち、学習行動目標とは、教科書を選定することや教材を吟味する前に、考えられるべきものであることを忘れてはならない。よってテスト作成の際にはクラスの学習行動目標、そのユニットと学習行動目標との関係、そしてテストが測定すべきもの等をしっかりと考慮することが望ましい。

構成概念の構築

一旦担当クラスの様々な学習行動目標が定められたら、それら学習行動目標をどのように達成すべきか考慮し、適切なテキストや教材、トピックを選ぶ。次に、構成概念をテストのために定義し、決める必要がある。例えばリスニングの構成概念なら、リスニングのどのスキルをどのように測定するのか等を定めなければならない (Bachman & Palmer, 2010)。この場合、具体的には、リスニングのトップダウン処理の一部としてパッセージの要旨の理解を後で述べる多肢選択式問題を使って測定する、等が挙げられる。構成概念の構築後、クラスの学習行動目標とゴール、それに対応するユニットやトピックの関係は以下に述べるテスト細目表 (table of specifications) を作成するにあたって重要になる。

テスト細目表

Miller, Lin, Gronlund (2009)によると、テスト細目表とは、1つの表にそのテストが測定する学習行動目標と、授業で学習したユニットやトピックをそれぞれの目標に呼応するようにまとめたものである。この表を作成することにより、まず学習行動目標が満遍なく測定でき、また、測定にあたり適切なサンプル数の問題を可能な限り出題することができる。さらに、テストで出題されるユニットやトピックの意図しない偏りを避けることができる。テスト作成の際には、出題される問題が学習行動目標を測定するのに十分なサンプル数があり、また、問いがそれぞれの目標を測定するにあたっての代表的なサンプルである、ということがそのテストの妥当性の保証にもつながる。したがって、テスト細目表を作成することはテストを準備する際の大変重要なステップとなる。

付録1では、リーディングのテスト細目表の例が掲載されているので参照されたい。まず表の一番上の行を見るとそのテストで測定される学習行動目標が簡略化されて列挙されている。この例ではリーディングテストのため、main idea (要旨)、detail (詳細)、inference (推測)、prediction (予測) の理解が測定されている。次に、表の一番左の列を見ると出題されているユニットの分野が列挙されており、さらにそれぞれの出題パッセージの語数とリーダビリティのレベルも書かれている。そして、ひとつ右の列を見てみると、各パッセージと学習行動目標に対応する問題番号、問題数、配点が書かれている。このようにテスト細目表は縦横に確認しながら利用する。右の端3列は左から順にパッセージごとの総問題数、合計点、そしてテスト全体に占める割合をパーセントで示している。同様に、一番下の3行も上から順に測定される目的ごとに総問題数、合計点、そしてテスト全体に占める割合をパーセントで示している。

細目表を埋める際に注意すべきことは、測定したい学習行動目標やユニットを書き込んだ後、テスト全体を占めるそれぞれの大まかなパーセントをまず決めるということである。例えば、複数のユニットを学習した場合、かけた時間がそれぞれのユニットに等しくないのであれば、出題数(パーセント)もその時間に呼応して出すべきである。同様に、授業で仮に要旨の理解に最も時間をかけた場合や、それが最も学習者にマスターしてほしい目的の場合は、相応に出題数を多くすればよい(Jamieson, personal communication, September 23, 2008)。このような理由から、ユニットや学習行動目標別に大まかなパーセントを先に決めた方がよい。次に、決定したパーセントと対応するようにそれぞれの目標やユニット別に出題数を決め、問題の種類を選び、実際に問題を書いていく。最後に、できるだけ多くのサンプル(情報)を得るため、問題数は多ければ多い方がよいのは言うまでもないが、各目標に対して少なくとも10問出題できれば理想的である。ただし、問題が以下で述べる学習者自らが補充するタイプの場合や、タスクそのものが限られている場合は、5問程度にすることも可能である(Miller et al., 2009)。

問題の種類と作成の注意点

問題の種類:補充問題と選択問題

問題の種類の選択にあたって、大前提は「測定しようとする学習結果を最も直接的に測定できる問題を選ぶ」ということである (Miller et al., 2009)。筆記試験でよく出題され、本論で扱う問いは大きく2つに分けられる。補充問題 (supply types)と選択問題(selection types)である。補充問題には短文解答、空欄・空所補充があり、選択問題には組み合わせ法、正誤、多肢選択式等がある。前者は測定しようとする学習結果が筆記や列挙すること、または問われたものの名前を挙げることを必要とする場合に最適である。後者はタスクが正答を選ぶことを必要とする場合に利用するとよい。どちらのタイプの問題を出題すべきか迷う場合は解答のコントロールに優れ、採点の客観性が保証される選択問題が勧められる (Miller et al., 2009)。ただし、選択問題は学習者に言語をアウトプットすることを全く要求しないので、出題する際はその点の考慮が必要である (Brown & Hudson, 2002)。

どちらのタイプの問題も全て客観テストに利用され、知識や事実を理解しているかを測定するのに最適である。また、これらの問題の作成には時間がかかり、先に述べたように多くの問題数が必要である。しかし、学習者の解答をかなりコントロールすることができる上、採点も早く効率的である。また、信頼性にも優れている。特に、多肢選択式問題は、工夫次第で学習した内容の理解から、思考力、そして上位の思考技術 (higher order thinking skills) も測定することが可能である (Miller et al., 2009)。

問題作成にあたっての注意点

問題の表現に関するもの

1. 学習者のレベルの言葉で書かれている
2. 否定や二重否定を含まない
3. 問題や問いの指示が明確である

Poor Ex) *"Parents play an important role in life*

although they sometimes complicate matters for their children. This refers to ___."

- Parents' role in life?
- Complicating matters?

1は問題の内容が学習者のレベルより高い場合、誤答の際の原因が特定できないためである。つまり、問いが理解できなかったからなのか、それとも問われている知識や理解力がなかったからなのか不明である。2は否定や二重否定は学習者に混乱を起こしやすく、問いを理解するのも難しくなるからである。3は問われているものが明らかでなければ、複数の解答が正解になりうるからである (Brown & Hudson, 2002)。

問題のフォーマットに関するもの

1. 問題や指示が(解答に)必要な情報のみを含んでいる

Poor Ex) The following eight vocabulary words have been selected from the reading passage in Unit 5 of the course reader. Your teacher discussed these words in the class last week . . .

Good Ex) Choose two words from Unit 5 below.

このように問題が解答に際して不必要な情報を含んでいると、学習者に不必要に負担をかけるからである。

2. 各問題が独立している

Poor Ex 1) What is the square root of 64?

Multiply this by 9.

Poor Ex 2) Who are the three most famous classical music composers in Germany?

When did Beethoven move from Germany to Austria?

これは誤答の際の原因の推測が難しくなるからである。さらに、問題が別の問題の解答にヒントを提供するようなことも避けた方がよい。

3. 問題が見やすく整理できている

Poor Ex) The Olympics will be held ___.

a. in Tokyo in 2024
b. in Tokyo in 2016
c. in Tokyo in 2020

Good Ex) The Olympics will be held in Tokyo in ___.

a. 2016 c. 2024
b. 2020

3については、可能な限り不必要な負担を学習者にかけないよう、テスト作成の際に実践できる事柄ばかりである。例えば、選択肢に重複する語があれば、それを問いの幹に含めて読みやすく、見やすくできる (Brown, 2004)。また、同じタイプの問題でセクションを分け、解答する際に学習者があちこちに解答の根拠となる箇所を探さなくてよいように整理することもできる。例えばリーディングテストならば出題パッセージに書かれた情報の順番に沿って出題すべきである。また、いうまでもなく適切に余白や行間を使い、テスト全体が美しいレイアウトとなるべきである。見やすいフォントを使うことも忘れてはならない (Brown & Hudson, 2002)。

4. 選択肢が文法的によく整理されている

Poor Ex.1) Which city is the state capital of Illinois?

a. San Francisco
b. Boston
c. New York
d. The city that is famous for its strong winds

Good Ex.1) Which city is the state capital of Illinois?

a. San Francisco c. New York
b. Boston d. Chicago

この例は、選択肢4つのうち3つは具体的な都市名なのに対して、1つだけ都市の描写になっており、学習者に不必要なヒントを与えてしまう。基本的に、選択肢の種類(品詞等)や長さは同じぐらいにする方が上と同じ理由でよい。

Poor Ex.2) According to the passage, Emily is less than ____ feet tall.

a. 3 c. 5
b. 4 d. 6

Good Ex. 2) According to the passage, Emily is ___ feet tall.

a. 3 c. 5
b. 4 d. 6

この例は、問いが身長「〜feet以下」となっており、賢い学習者なら、一番大きい数のd(6フィート)を選んでおけば安心、となる。

Poor Ex. 3) Naoki saw a ___.

a. eagle c. zebra
b. elephant d. orangutan

Good Ex. 3) Naoki saw a/an ___.

a. eagle c. zebra
b. elephant d. orangutan

3つ目の例は、下線部の前に冠詞の「a」があるので、選択肢のa, b, dは母音から始まるため、選択肢を読まずに正答にたどり着くことができる (Brown & Hudson, 2002)。

その他避けるべき問題

選択肢に“none of the above,”“A and B, but not C,”“all of the above”のようなものは極力避ける。

これらが選択肢に含まれている場合、誤答の際の理由が判明しないからである。また、学習者が解答にたどり着くまで多くの段階を踏まなければならず、不必要な負担をかけることになる (Brown & Hudson, 2002)。

テスト作成準備について

1. テスト細目表をガイドとして利用する
2. 必要な問題数より多く問題を作成する
3. 日程に余裕を持って問題を作成する

1については、問題作成中にテスト細目表をガイドとして参照することによって、バランスのとれたテストを作成することができる。また測定すべき構成概念を測定し忘れるといったことも防げる。2は、多肢選択問題は必然的に良い問いとそうでないものができるため、必要以上に作成することによって、良い問いを選び出題することができる。3は、どのようなテストにも当てはまるが、一旦問題を作成した後、数日後に見直せば改善すべき問題が見つかることが多い。よって、時間に余裕を持って作成することによってより質の高い問題にすることができる (Miller et al., 2009)。

最後に

本論で紹介した、テスト作成準備、テスト細目表、客観テストでよく出題される問題作成の注意点等は決して難しいものではなく、誰もが今日から始められるものである。特に、テスト細目表は一見表の作成自体に時間がかかるように思えるが、作成に慣れれば簡略化したものを利用することもでき、テスト細目表を利用することによって効率よくテストを作成できる。

テストを作成する教員の少しの心がけや努力でより良い問題を作ることができ、その結果適切に、そして正確に測定したいものを測定することができる。良いテストから得られた情報は、学習者の今後の学習に生かすことができ、教員にとっても今後の授業に役立たせることが可能である。1人でも多くの学習者がより良いテストを受験できることを願ってやまない。

謝辞

本稿の完成にあたり、多くのご助言を下さった査読委員の先生方と、夫で研究協力者のジェームズ・カーペンターにはこの場を借りてお礼を申し上げたい。

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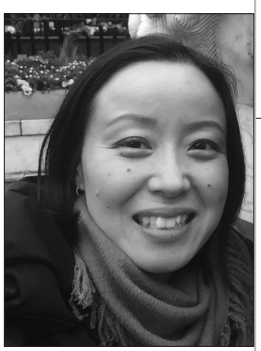

真継左和子: 北アリゾナ大学博士課程修了。応用言語学博士。専門は言語テスティング。特に、スピーキング評価、採点者の経歴がどのように評価に影響を及ぼすかに興味がある。また、プロジェクトベースドラーニングの評価も最近研究を開始した。関西地方の大学で非常勤講師、アメリカで博士課程在籍中に大学の付属語学学校で評価コーディネーター・教員として勤務し、現在は立教大学教育講師。

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付録1

Table of Specifications (Reading)

Objective / Text type		Main idea	Detail	Inference	Prediction	Total items	Total points	%
Economy 300 words Flesch-Kincaid Grade Level 12.0	Item #	2.1.1	2.1.3, 2.1.4, 2.1.5	2.1.2	-	5	11	22%
	# of items	1	3	1	-			
	points	3	6	2	-			
Science 250 words Flesh-Kincaid Grade Level 14.9	Item #	2.2.1	2.2.2, 2.2.3	2.2.4, 2.2.5	-	5	11	22%
	# of items	1	2	2	-			
	Points	3	4	4	-			
Culture 450 words Flesch-Kincaid Grade Level 11.7	Item #	2.3.1	2.3.3, 2.3.4, 2.3.5	2.3.2, 2.3.6 2.3.7	-	7	15	30%
	# of items	1	3	3	-			
	Points	3	6	6	-			
Refugees 500 words Flesch-Kincaid Grade Level 11.9	Item #	2.4.1,	2.4.3, 2.4.4	2.4.2, 2.4.5	2.4.6	6	13	26%
	# of items	1	2	2	1			
	points	3	4	4	2			
Total items		4	10	8	1	23		
Total points		12	20	16	2		50	
%		24%	40%	32%	4%			100%

Self-Efficacy, Motivation, and Perceived Importance of English as an L2 Among Japanese University Students

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The purpose of this study was to conduct action research examining the relationships between university students' self-reported efficacy in the four skills, their perception of the importance of learning English, and their motivations for studying English as a second language (L2). Quantitative data was collected through a Likert scale questionnaire measuring these three constructs. The participants involved in the study were from intact classes at a university in Kansai. The data was analysed using SPSS (ver. 24). The results showed that although participants perceived English as being very important for their professional future, their motivation and self-perceived efficacy were low. This short study provides useful reflection for other educators at the tertiary level of education.

本論の目的は、大学生の自己評価による英語4技能の能力と、英語学習の重要性に対する認識と、英語学習に対する意欲の3つの関係性を探るため、アクションリサーチを行うことである。これら三要素の関係性を明らかにするために、リッカート法によるアンケートを用いて定量的データ収集を行った。本論は関西にある大学の学生の協力のもとに行われた。データ分析にはSPSS (ver.24)を用いた。その結果、学生は自分の将来のために英語を重要だと認識しているが、英語学習に対する意欲および自分の英語力に対する評価は低いことが分かった。本論は、大学教員にとって 有益な情報を提供する。

Teachers of required English classes at Japanese universities often comment on the lack of student motivation. It is possible that educators might assume this low degree of motivation means their students do not perceive English as being important. This study was conducted in an effort to gain insights into the dynamics behind this situation by investigating whether there is a relationship between lack of motivation and student perception of the importance of English and whether there is an interaction between these factors and student self-efficacy?

Literature Review

Self-Efficacy

Educational psychology has long been interested in the theory of self-efficacy. It was first developed by Bandura in the late 1970s. He defined self-efficacy as "people's judgements of their capabilities to organise and execute courses of action required to attain designated types of performances" (1986, p. 391). Key to this concept is the understanding that self-efficacy is "concerned not with the skills one has but with judgements of what one can do with whatever skills one possesses" (Bandura, 1986, p. 50).

Bandura (1986) outlined four sources of self-efficacy, namely:

1. *Performance experiences:* denoting our past experiences in handling tasks. If we have succeeded in completing a task in the past through our own efforts, we will possess higher self-efficacy in the future when attempting a similar task. Conversely, negative past experiences will lead to lower self-efficacy in the future.
2. *Vicarious experiences*: our self-efficacy levels are influenced through observation of the experiences of others.
3. *Verbal persuasion*: our self-efficacy levels are influenced by what others say to us about what they believe we can or cannot do.
4. *Physiological feedback*: we associate positive or negative physiological cues from our own bodies with success or failure in a given situation.

Research has shown that learners' self-efficacy has a significant influence on academic achievement (Caprara et al., 2008) and has proven to be a strong predictor of student performance in learning a second language (Raoofi, Tan, & Chan, 2012). Many of the studies (Chularut & DeBacker, 2004; Mills, Pajares, & Herron, 2007; Wang & Pape, 2007) show positive relationships between self-efficacy and L2 performance across the four skills; however, the vast majority of published research has taken place outside of Japan

and, as a result, is limited in generalisability to the English L2 classroom in the Japanese context.

Motivation

Motivation has long been a subject of wide-ranging research when it comes to Japanese students studying L2 English in tertiary education. Since the turn of the century, motivational research has become more focused on the links and interactions between learner motivation and identity/self. As a reflection of this shift in focus, Dörnyei (2005, 2009) proposed the L2 Motivational Self System—a framework comprising three components, which together regulate a learners' L2 motivation:

1. *The ideal L2 self*: refers to the L2 specific facet of a learners' ideal self and represents all the attributes that a learner would ideally like to possess (i.e., being a successful L2 speaker).
2. *The ought-to L2 self*: represents the attributes that a learner believes they ought to possess in order to avoid negative outcomes such as failing an L2 exam (Dörnyei, 2005).
3. *L2 learning experience:* concerns learner motivation in the immediate learning environment (e.g., classroom atmosphere).

Base from these concepts, motivated behaviour in an L2 learner can be described as the need to reduce the discrepancy between ideal/ought-to self and the actual self (Pigott, 2011).

Dörnyei's Motivational Self System has been implemented in numerous studies using Japanese learners of English. Studies from Taguchi, Magid and Papi (2009) and Aubrey (2014) have reinforced Dörnyei's claim that the ideal L2 self is "shown to be a significant predictor of motivation". Ueki and Takeuchi's study (2013) also demonstrates positive relationships between the ideal L2 self and motivation and cites evidence of a correlation between ideal L2 self and self-efficacy in that "there is a positive relationship between the ideal L2 self and self-efficacy, although the relationship has been relatively unexplored in SLA research" (p. 28).

Perceived Importance

The perceived importance of learning English as an L2 is heavily interwoven with the construct of motivation. Deci and Ryan (1985) illustrated this connection with their Self-determination Theory. The theory proposes two main types of motivation: intrinsic and extrinsic. Intrinsic motivation refers to one's intrinsic interest in the activity [e.g., learning English] *per se*, and extrinsic motivation is based on rewards extrinsic to the activity itself (Noels, Pelletier, Clement, & Vallerand, 2001). Self-determination theory goes on to coin the term 'identified regulation'. This concept brings together the two constructs of motivation and perceived importance quite neatly. Identified regulation is a form of extrinsic motivation whereby one carries out an activity [e.g. learning English] because one believes it to be important for one to achieve a valued goal. For example, a student will study English in order to achieve their goal of becoming an international lawyer (Yashima, 2009). The student sees English as being important for achieving their goal and therefore is motivated to learn English.

Current Study

Previous research has been conducted regarding the relationship of self-efficacy and motivation as well as the relationship of perceived importance and motivation; however, to the best of our knowledge, there has been little or no research conducted regarding the interaction between these three constructs in the Japanese EFL context. This study sought to measure and identify the three constructs of self-efficacy, motivation, and perceived importance of English and to analyse the relationship and interactions between them. The model created by a review of the literature outlines a potential relationship where learners perceive English as being important, are motivated to study, and therefore improve their abilities. Based on this model, the following research questions were created:

1. What is the relationship between the three constructs of self-efficacy, motivation, and perceived importance of English?
2. Will the model created by a review of the literature be seen in the results of our study?

Methodology

Participants

The study was carried out with first and second-year Information Science students at a major university in Kansai (n = 208). The students were enrolled in either the intermediate or upper intermediate English classes. The range of TOEIC scores for these two groups of students spanned from 400 to around 700. Although level of proficiency was originally hypothesised to play a role, no interaction was found between the students' levels and any of the items; therefore, the analysis was conducted without the use of proficiency as a factor.

Instrument

The instrument used was created based on models by Brown (2004) and Kelly (2005), which were in

turn based on Gardner's (1985) Socio-educational Model instrument. After creation, the items were given to a panel of six university language teachers. After revisions were made, the instrument was submitted to a highly proficient English-speaking Japanese native who provided the final feedback and translated the items into Japanese.

The instrument consisted of response items on a Likert scale ranging from 1 (low) to 6 (high). All items shared the same alignment and none were reverse ordered. Instructions and items were given in English and Japanese. All classes in the study were administered the instrument within the 14th week of a 15-week fall term.

Results

To assess the dimensionality of the items within the questionnaire, a principal components analysis was conducted using SPSS (ver. 24). Prior to analyses, the assumptions for principal components analysis were found to be met. The number of components was found by using the scree test and the interpretation of the factor solution. The scree plot indicated five factors with eigenvalues greater

Table 1. *Correlations Between Items and Factors*

Items	Importance	Foreign Orientation	Confidence		Motivation	Mean Score
			Speaking	Reading & Writing		
Self-Efficacy						
speaking			**.75**	.34		2.6
listening			.54	.47		2.99
reading				**.87**		3.31
writing			.36	**.70**		2.93
understanding				**.78**		3.4
having a conversation			**.86**			2.63
giving a presentation			**.82**			2.56
Perceived Importance						
self-improvement	.62					4.14
getting a job	**.85**					4.84
travel	.39	.53				4.61
understanding foreign media	.34	.58				4.65
job advancement	**.77**					4.65
meeting new friends	.32	.69				4.02
options in the future	**.76**					5.08
improving my TOEIC/TOEFL score	**.72**					4.88
Motivation						
my own goals	.48	.52				4.07
my family's expectations					**.86**	2.95
my teacher's expectations					**.85**	2.82
I enjoy speaking English		**.74**			.36	3.51
I enjoy reading English		**.73**			.31	3.53
I enjoy foreign media		**.75**				4.34

than 1. Based on this plot, five factors were rotated using a Varimax rotation procedure. The five factors generated from the rotation were interpreted as: 1) importance, 2) foreign orientation, 3) confidence—speaking, 4) confidence—reading and writing, and 5) motivation. Cronbach's alpha was used as a measure of internal consistency and reliability; the score of .87 indicated satisfactory reliability.

The mean scores in Table 1 indicate a relatively low rate of self-efficacy among the students across the whole range of self-efficacy related items. Scores below 3.0 indicate a moderately consistent measure of disagreement for the response item, scores of between 3.0 and 4.0 indicate fluctuations between agreement and disagreement, and scores above 4.0 indicate a moderately consistent measure of agreement (see Appendix).

Discussion

The first research question of this study was to investigate the interaction between the three constructs discussed. According to the aforementioned studies, if students perceive English as being important, they will be highly motivated to study (Deci & Ryan, 1985). However, this was not found to be strongly supported when looking at the data. Although the items indicating intrinsic motivation fit into the category of 'agree a little', it was only by a small margin - *my own goals* (4.07) and *I enjoy foreign media* (4.34). The overall scores did not share consistency in positive agreement as was recorded in the construct of perceived importance. In addition, the literature suggests that students should be incorporating this high level of perceived importance of English into creating a strong *ideal L2 self* and *ought-to L2 self* within the construct of motivation and result in higher scores of agreement (Yashima, 2009). In contrast, the scores indicate that students have low to moderate levels of motivation as measured on the scale created for this study.

Looking at the relationship between self-efficacy and motivation, results found in the literature suggest that students who are more motivated to study will become more proficient and should have a higher level of self-efficacy (Ueki & Taguchi, 2013). However, we did not find this to be true in the results of our study. Similar to the moderately neutral responses to the items in the motivation construct, most scores within the self-efficacy items centred around the response 'disagree a little' in terms of having confidence in their English skills. Responses to items in the self-efficacy category were lower than responses in either of the other two constructs—motivation and perceived importance of English.

In regard to the second research question, the relationship between the three constructs is contrary to our previous expectations; that is, students perceive English as being very important in diverse fields but lack motivation to study and believe they possess very poor English skills. One possibility behind this can be found in research done by Bandura (1986), who describes past experiences as being one possible factor affecting the level of self-efficacy a person possesses (i.e., past negative experiences would lead to a low level of self-efficacy in a given skill set). Much research has been done regarding the types of past negative experiences Japanese learners of English have had (Arai, 2004; Falout & Maruyama, 2004; Hasegawa, 2004). These studies found a wide range of factors that resulted in negative student experiences from junior high up until and including studying at the university level. Instead of the one-directional relationship posited previously, the data suggest a multi-directional relationship where self-efficacy influences motivation. Although the students in our study perceive English as being very important directly for themselves, their low self-efficacy has a nullifying effect upon their level of motivation.

Although the data we collected in our questionnaire conclusively outline certain relationships between the factors in our study, this data is cross-sectional. Even though statistically significant relationships can be found, without collecting longitudinal data, we can only hypothesise the cause-and-effect relationship between constructs. Future research into this area should attempt to measure the constructs of self-efficacy, motivation, and perceived importance of English over the course of a school year or longer.

Conclusion

The questionnaire's results suggest that the students do not believe themselves to be competent users of English, especially in regards to the more communicative aspects of the language. However, the perceived importance section of the questionnaire indicates that they do actually perceive English to be important for their future in terms of their career and their life away from work. This contradiction creates a back and forth struggle resulting in a lack of motivation. This paints a rather sad picture of the L2 English education these students have experienced and perhaps are experiencing. As English teachers and curriculum designers, we not only need to endeavour to create L2 environments where students can raise their abilities, but we need to raise student *confidence* in

their abilities, which will hopefully lead to them being more motivated to acquire the language.

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Appendix

Questionnaire About Opinions of English

Class: _____ Grade: ___ 回生
Gender: Male (男性) / Female (女性)

This is a short questionnaire about your opinions of English. Please check the box which best matches your opinion. Thank you. あなたの「英語」に対する考えを教えてください。最も考えに近いものにチェックをつけてください。ご協力ありがとうございます。

I am confident about . . . . . . について自信がある		strongly disagree (まったくない)	Disagree (ない)	disagree a little (あまりない)	agree a little (ややある)	Agree (ある)	strongly agree (とてもある)
1	speaking スピーキング						
2	listening リスニング						
3	reading リーディング						
4	writing ライティング						
5	understanding 理解すること						
6	having a conversation 会話をすること						
7	giving a presentation プレゼンテーションをすること						
English is important for.... 英語は . . . . (の)ために大切だ		strongly disagree (まったくない)	Disagree (ない)	disagree a little (あまりない)	agree a little (ややある)	Agree (ある)	strongly agree (とてもある)
8	self improvement 自己研鑽						
9	getting a job 仕事を得る						
10	travel 旅行						
11	understanding foreign media (movies, newspapers etc) 海外メディア(映画、新聞など)を理解する						
12	job advancement 仕事の昇進・昇格						
13	meeting new friends 新しい友人をつくる						
14	options in the future 将来の選択肢を広げる						
15	improving my TOEIC, TOEFL grade TOEICやTOEFLのスコアをあげる						
I want to study English because (of).... ・私は . . . . (の)ために英語を勉強したい ・私は英語を勉強したい、なぜなら		strongly disagree (まったくない)	Disagree (ない)	disagree a little (あまりない)	agree a little (ややある)	Agree (ある)	strongly agree (とてもある)
16	my own goals 私自身の目標						
17	my family's expectations 家族の期待に応える						
18	my teacher's expectations 先生の期待に応える						
19	I enjoy speaking English 英語を話すのが楽しい						
20	I enjoy reading English 英語を読むのが楽しい						
21	I enjoy foreign media (movies, Internet etc.) 海外メディア(映画、インターネットなど)を楽しむため						

Japanese Learners' Consciousness Toward English: When Do They Begin to Like or Dislike English?

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This paper provides a review of research addressing when students begin to like or dislike English, when they obtain or lose their motivation for learning English, and the reasons associated with their preferences and motivation regarding the language. It also includes a discussion of the findings of a qualitative survey conducted by the author, which indicates that the first and the second grades of junior high school are probably serious turning points of their consciousness toward English. The second biggest turning point is probably the first half of the first grade of high school. Once they have difficulty in learning English and begin to hate English, their feelings continue, even at the university level. The reasons for students' dislike of English are often related to their difficulty with the language. For example, studying English is to memorize sentences and words, and learning English grammar is very difficult.

本論では、生徒が英語を好きになり始めたり嫌いになり始める時期やその動機、理由について過去の研究結果を調査している。また40名の大学1年生を対象にした質的調査を行った結果を述べている。この質的調査の結果はこれまでの研究結果を裏付けるもので、まず中学1年と2年の時期、次に高校1年の前半の時期が、英語に対する意識の最も重要なターニングポイントであることがわかった。また一度嫌いになるとその気持ちは大学生になっても続く傾向にある。嫌いになる要因としては英文や英単語の暗記、文法の難しさがあげられる。

When do students begin to like or dislike English? When are they motivated or demotivated to study the language? There are several factors that may contribute to a student's motivation to learn a second language. Learners' motivation and contributing factors are often researched quantitatively using questionnaires. However, each student has different characteristics, which are sometimes difficult to examine using quantitative methods (Dörnyei, 2009; Suemori & Sasajima, 2016). This paper provides a review of research addressing when students begin to like or dislike English, when they obtain or lose their motivation for learning English, and the reasons associated with their preferences and motivation regarding the language. It also includes a discussion of the findings of a qualitative survey conducted by the author.

When Do Students Start to Like or Dislike English?

In 2011, Japanese elementary schools formally began implementing English education. However, English education in elementary schools had been provided to students and was considered a part of comprehensive school hours since 2002 with 97.1% of elementary schools offering English classes in 2007 (Oka & Kanamori, 2009). According to Sakai (2009), as a result of the early introduction to English, 11.7% of students expressed negative feelings toward English before entering junior high school. Without any English education in elementary school, would those students have looked forward to learning English at junior high school? This was supported by Hasegawa (2013), whose research showed that across three elementary schools, 10-35% of students did not like English. Matsumiya (2012) found that approximately 70% of fifth and sixth grade elementary school students liked English, but only 54.4% of fifth graders and 53% of sixth graders were looking forward to taking English classes in junior high school. He concluded that this result should be considered seriously to connect English education in elementary school with that in junior high school. Overall, whether English classes in elementary school may have a positive impact on students' feelings toward English is still controversial.

Let us now look at students' feelings toward English in junior high school. Yamamori (2004) found that approximately 90% of students were motivated to study English at the beginning of junior high school; however, this percentage dropped to about 60% in the middle of the second term of the first grade. Sakai (2009) asked 2,967 junior high school students to identify their favorite subject and found that English was in the eighth place among nine subjects. Regarding the question of when they were most motivated to study English, 43.6% of the students answered that they were most motivated at the beginning of junior high school (Sakai, 2009). This was supported by Benesse Educational Research and Development Institute (2014), indicating

that the students began to have an aversion to English between the first half of the first grade and the latter half of the second grade in junior high school. In another study, in 2015, Benesse found that only 50.4% of students liked English, which was the lowest rating among ten subjects. The findings of these studies suggest that many students begin to dislike English during junior high school. Furthermore, once the students begin expressing such feelings, they continue to feel the same even when they are studying at the university level (Kiyota, 2010).

Just a few attempts have been made to ask high school or university students when they began to like or dislike English. Benesse Educational Research and Development Institute (2014) found that, in addition to the period between the first half of the first grade and the latter half of the second grade in junior high school, the first half of the first grade of high school was a big turning point from them liking to disliking English because approximately 35% of students began to dislike learning English. Sawyer (2007) examined 120 university students' motivation when they were in junior high and high schools. He found that motivation was high at the beginning of junior high school and then decreased. It also decreased from the first to the second year in high school and increased in the third year, and then decreased once again after entering a university. Suemori and Sasashima (2016) chose two students out of 126 university students and interviewed them. One student liked English even before entering junior high school because her family encouraged her to study English. The other student attended an English conversation school during elementary school, but she did not like English and still had some difficulty with learning English even as a university student. Suemori and Sasashima suggested that "each learner can have his or her own unique characteristics" of how he/she is motivated or demotivated to study English (p. 129). Kikuchi and Sakai (2016) researched factors affecting changes in English learning motivation among university students and found that students' motivation to study English began when they were in the third grade of both junior high school and high school. However, during the first grade of both junior high and high school, they became demotivated to study English.

Why Do Students Change Their Attitudes Toward English?

Understanding why students change their attitudes toward English is just as important as knowing when students experience this change. Hasegawa (2013) conducted research with 95 elementary school students and found that 81% of the students liked English because they could sing English songs, enjoy games, talk with their friends in English, and learn about other cultures. On the other hand, 18 % of the students disliked English because they could not read or understand English and they could not communicate with their friends in English. Even at the elementary school level, students' competence toward English is arguably related to their disinclination for English.

Yamamori (2004) found that junior high school students started to dislike English because it became difficult for them. More specifically, he also noted that they could not obtain favorable scores on mid-term or final tests. For instance, Yamamori's study found that the mean points of English exams dropped dramatically between the first and the second terms in the first grade of junior high school, which was typical in all junior high schools. Sakai (2009) surveyed junior high school students about the reasons why they started to dislike English and found that English grammar was difficult for most of them (78.6%). Koike (2013) also recognized that teachers and positive experiences toward English affected students' preferences for English. An example of this was found in a study by Tatsuno (2009), who noted that some of the reasons for liking English were that students were praised by teachers, or they earned good scores on English tests. In a similar study, Tokuhashi and Mizuochi (2017) followed the progress of lower-placed students in first grade English classes and found that it was possible for them to make progress in their learning motivation when the teachers gave individual students praise and advice. According to Kikuchi and Sakai (2016), students were motivated to study English because they had to take entrance examinations to get into a high school or university. However, their motivation declined because they had too many assignments, and the types of teaching styles and textbooks were not appropriate for them (Kikuchi & Sakai, 2016). These results indicated that students' motivation to study or like English were related to teachers, classes, interests in English and other cultures, and entrance exams. Their incompetence in English contributed to their dislike of English or demotivation to study the language.

The Current Qualitative Survey

If teachers know when and why students begin to like or dislike English, they can take the appropriate measures to prevent students from disliking English. A survey of attitudes toward English was carried out among students attending one of Japan's national universities. The participants included 40

Japanese students who were majoring in engineering or nursing and took English classes as a part of their liberal arts studies. They were asked whether or not they liked English, when they started to like or dislike English, and the reasons for their preferences. They were also asked to report the specific time when their feelings toward English changed and the reasons for the change. The students could write their answers freely on paper.

The first question used a Likert scale, from 1 to 5, to obtain the degree to which students liked English, where 1 indicated that they disliked English and 5 indicated that they liked English. After responding to the Likert scale, students were asked when they started to like or dislike English and what caused their attitudes toward English to change.

Only two students (5%) selected "5", and nine students (22.5%) selected "4". These responses indicated that these students liked English. Their open-ended comments revealed that they started to like English from the beginning of their study of the language and still felt that way at the university level. Various reasons why they liked English were reported and thus divided into three types. The first is that they liked English classes and/or teachers (type A). The second type were those who liked to have conversations with foreigners (type B). The final type were those who could do well in English (type C). It is interesting to note that the two most common reasons (given by 10 out of 11 students) were reported more frequently than the third most common reason (reported by three students). Some students wrote a couple of reasons, so the number of reasons is not equal to the number of the students. Examples of the students' reasons include:

> When I was a junior high school student, I liked reading in English in class. I enjoyed having conversation in English in class. (type A)
>
> I liked listening to songs with English lyrics in class at junior high school. So I came to like English. (type A)
>
> When I traveled abroad, I was able to use English. (type B)
>
> My grades in English were always good in my school days. (type C)
>
> I liked my English teacher when I was a junior high school student, and I came to like English from that time. (type A)
>
> I used English in foreign countries, which made me excited. (type B)

Although students could write whatever they wanted in response to the open-ended question, their comments were similar. These comments are consistent with Koike's (2013) findings regarding positive experiences toward English.

Fourteen students (35%) selected "3" on the Likert scale. They neither liked nor disliked English and many of them were unsure about when they started to have this feeling. However, six out of 14 students (42%) reported that their feelings toward English had not changed since junior high school. Their reasons were often very similar: English is important, but they were not good at it. Ten out of 14 students reported that they are not good at English. The following are examples of comments from these students:

> When I don't understand, I don't like English. When I understand, I come to like English.
>
> I am not good at English, but it is useful to learn English.
>
> When I go abroad, I want to speak English, but I am not good at it.
>
> To learn a foreign language may be enjoyable, but I am not good at it.
>
> I want to improve English, but I can't.

These comments were consistent with Benesse Educational Research and Development Institute (2014), which reported that 92.5 % of junior high school students and 91.6% of senior high school students recognized how useful English is in society. The current survey also showed that the students who neither liked nor disliked English still recognized the usefulness of English.

Seven students (17.5%) selected "2" on the Likert scale, and eight students (20%) selected "1". Those 15 students did not like English. Ten students (67%) reported that they started to dislike English when they were in junior high school, five students began to dislike English when they were in the first grade, and the remaining students began to dislike the language when they were in the second grade. Five students (12.5%) started to dislike English when they were in the first grade of high school. These results are reinforced by the findings of Benesse Educational Research and Development Institute (2014), which said that during the period between the first half of the first grade and the latter half of the second grade in junior high school and in the first half of the first grade of senior high school, students started to dislike English. Interestingly, the students in the current study reported that they were poor at

English. Some of their comments include:

> I was not good at memorizing English vocabulary.
>
> It was hard to learn grammar.
>
> In high school, vocabulary and grammar became so hard for me.
>
> I realized that I was not good at speaking in English.
>
> I could not hear or read long sentences in English.
>
> I had to study English even though I did not like it so much.
>
> I don't like memorization, and studying English is like memorization in junior high and senior high schools.
>
> I liked English in junior high school, but I started to dislike it in senior high school, because it became too difficult for me.

Concerns about English competence are evident in all of their comments. This supports the findings of previous studies (Kikuchi and Sakai, 2016; Koike, 2013; Sakai, 2009; Tatsuno, 2009; Yamamori, 2004).

Conclusion

The current survey was conducted with a small number of students (40 students) and a narrow subset, so the results cannot be generalized. On the other hand, we still can notice some tendencies, which can be supported by the previous studies. The current survey and previous studies show that students often begin to dislike English when they are in junior high school. More specifically, the first and the second grades of junior high school are arguably serious turning points for their attitudes toward proactively studying English. The second biggest turning point is probably the first half of the first grade of senior high school, which was demonstrated by both Benesse Educational Research and Development Institute (2014) and the current survey. Once they have difficulty in learning English and begin to hate English, their feelings continue, even at the university level. On the other hand, when they do not have difficulties with the language, their positive attitude toward the language continues even when they are university students. The reasons why students dislike English are often related to the difficulties they have with the language. Some students feel that studying English equates to memorizing sentences and words, and learning English grammar is very difficult. In this light, it may be necessary to change the way English is taught in junior high school and senior high school, thereby finding appropriate measures to prevent students from developing negative attitudes towards English.

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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 midsummer edition of TLT interviews! Our feature interview is with Hugh Starkey, Professor of Citizenship and Human Rights Education with the Institute of Education at the University of Central London. He has published widely on language teaching, cosmopolitan citizenship, and human rights education in a globalizing world. He is the co-founder and director of the International Centre for Education and Democratic Citizenship. Professor Starkey has also acted as a consultant to the Council of Europe, UNESCO, the European Commission, and the British Council. For the JALT2017 conference in Tsukuba, he gave a plenary speech entitled, "Cosmopolitan Citizenship and Language Learning." During the conference, he talked more in depth with Bob Ashcroft, a teacher in the Department of International Communication at Tokai University in Sapporo. Bob has a Master's Degree in Applied Linguistics from Birmingham University and a Diploma in English Language Teaching to Adults (DELTA). He has also taught in Poland, Germany, and Cambodia. Bob's research interests include CALL, vocabulary learning, and corpus linguistics. So, without further ado, to the interview!

An Interview with Hugh Starkey

Bob Ashcroft

Tokai University Sapporo

Bob Ashcroft: *What are your impressions of Japan?*

Hugh Starkey: It's well-organized. That may be stereotypical but it's remarkably easy to get around. And, surprising things seem to happen. I feel there is great creativity and community spirit here.

Do stereotypes always have some truth in them?

I don't think they *always* have some truth in them, but they may be a starting point for reflection.

What's the problem with stereotypes?

They ascribe an identity to people we have never met. We assume something about a person we are in communication with on the basis of a prejudgment. Therefore, it's not usually helpful. It's best to

wait and see who they really are rather than impose an identity on them.

Is it possible to disregard one's own preconceptions before meeting somebody?

It's a difficult skill which has to be learned. We have to practice it, but I believe it's a necessary part of the educational process—to help us cast aside certain unhelpful preconceptions.

What first got you interested in democratic citizenship and human rights education?

I am from a relatively privileged background. My parents were middle class—they were both teachers. When I was 18 years old, I was a volunteer English teacher for a year in Algeria. This was soon after independence, and I was the only British person in the town. I got to know the people well, and I admired their idealism so soon after the long period of French colonial occupation. They were very keen on creating a new society. I started thinking about the gap between rich and poor countries and decided that I wanted to somehow make a difference in the world. In the 1980s, I worked with the Council of Europe who were just starting a program of human rights education. Suddenly, a lot of things made sense to me. Human rights are a great framework for thinking about issues of inequality. Creating a culture of human rights is important, and teachers can do that through citizenship education, a space on the curriculum where they can do human rights education.

Is there a difference between diplomatic citizenship and cosmopolitan citizenship?

Cosmopolitan citizenship is about seeing humanity as a whole and yourself as part of humanity. It means to recognize that all human beings have equal dignity and rights. Governments, however, see citizenship as about nationality and having a passport. We need to reclaim the term and say that citizenship is about how we live our lives in society. It is the way we interact, help each other, and try to make the world a better place. Cosmopolitan citizenship is seeing yourself as a member of a community with people wherever they may be in the world, and whoever they may be. As English teachers, it's easy to imagine because if we meet a teacher of English anywhere in the world, we immediately have something in common. This is the cosmopolitan perspective which is in opposition to a diplomatic view of citizenship where you ascribe an identity to somebody making them coterminous with their nationality.

How important is English as a lingua franca in promoting a sense of cosmopolitan citizenship?

English as a *lingua franca* means English as a means of communication between people unassociated with a particular cultural background. English has become a medium of communication in the same way that Swahili was a trading language, or like Latin in Europe when it was the language everyone understood. In this way, English as a *lingua franca* implies a cosmopolitan perspective because anyone anywhere can use English and there is no judgment about the status of English.

Do you think that native English teachers should learn a second language?

Language teachers who have never learned another language are at a huge disadvantage because they miss out on an experience that their students have. Therefore, learning another language is an indispensable part of any language teacher's job. Of course, it is possible to get by with just English, but it is not the same experience because they are using their own language, identity, and frame of reference. Learning a second language is a gateway into another way of thinking. The language itself gives insights which can open their mind, allowing them to think about things in a completely new way.

Is cosmopolitan citizenship a relevant concept in such an ethnically homogeneous society as Japan?

Education for a cosmopolitan perspective is hugely important in Japan. There are many expatriates and migrants who are now living and working here who play a full part in the economy and society. Although there has been a huge effort since the 19th century to create the construct of a homogenous Japan, sociologically, that is just not the case. In fact, there are many ways of being Japanese. Indeed, the former director general of UNESCO, Koichiro Matsuura, said that a person has to recognize "the plurality of his or her own identity, within societies that are themselves plural" (Universal Declaration, 2010). Homogeneity is just a myth, constructed and relative, and not understanding this puts one at a considerable disadvantage.

What steps can language teachers take to encourage an atmosphere of cosmopolitan and democratic citizenship in their classes?

One way is to be explicit that your classroom is democratic. You can use a class charter where you make an agreement between yourself and the students about classroom procedure. For exam-

ple, times when it is appropriate for the students to speak, being respectful of each other, and not shouting. At the beginning of the year, you can work together on these classroom principles. You can point out that human rights are also about universal procedural principles. Classroom standards are mirroring a set of universal standards. In terms of the curriculum, it is important to get away from the very narrow focus on daily life and routines and to make the same topics more interesting. There is always a political, cultural, or sociological angle you can use when presenting material or framing new language in class.

Is there a danger that the teacher will lose authority and control due to a democratic classroom?

The teacher's role is to provide the orderliness necessary for the students to be able to learn. Class members need to recognize that they have a common purpose and that they need somebody to take on the organizational decisions. Some decisions can then be devolved to groups or individuals within the class, but the teacher has an important role to play, not just teaching. The teacher should use their authority to ensure fairness. For example, they should make sure that the shyest student gets an opportunity to speak.

What developments do you hope to see because of democratic citizenship and human rights education over the next 10 to 20 years?

We are in a bleak time at the moment. We have authoritarian regimes in the ascendancy in USA, Russia, China, Turkey and probably Japan. Educators have to believe in the future. That is what it's about: the next generation. We do what we can, where we can. Democratic citizenship and human rights education aim to create a culture of human rights where people see that fundamental freedoms and equalities are important, that xenophobia is not an acceptable part of society, and that we should be inclusive rather than exclusive. We just have to hope that, even if they cannot be fully expressive at the moment, there will come a time when they can. The aim is to encourage human flourishing by spreading the word that people simply want freedom, justice, and peace, and that this can only happen if human rights are respected. That vision was created in 1948 with the Universal Declaration of Human Rights. It has taken a long time to become widely known and accepted. It is still an incredibly inspiring vision. Almost everyone would agree that it makes sense to try to organize the world so that there is freedom, justice, and peace. I think that human rights education is the right way to achieve this.

Would there be less conflict in a linguistically and culturally homogeneous global state?

That is certainly not my vision (*laughs*). I value the diversity of the biosphere, and of cultures and languages. The United Nations is a very helpful body, but we are still organized politically along national lines. The goal of democratic citizenship is not to make everybody the same, but to have an increased awareness and acceptance of the differences which already exist. It is about making sure that everybody can be involved, and all voices are heard.

Isn't it the job of each person to figure out their own values, rather than following a prescribed dogma such as the Declaration of Human Rights?

I suppose each person can try reinventing the wheel, but that could take quite a lot of time and effort. In any case, individuals are inevitably influenced by many external factors such as family, friends, and religion. All the governments in the world have signed up to the declaration of human rights, and most people find them relevant. People don't have to reject their own religious, political, or ideological background because human rights is all about freedom of thought, conscience, and religion. It is not about indoctrination. On the contrary, it means recognizing that there are lots of different views.

Are there any countries that you could name as an example of a model to aim for in terms of cosmopolitan citizenship and human rights?

Canada has the Canadian Charter of Rights which is very powerful. For every refugee family that arrives in Canada, there is a host family that is designated to make sure that they're okay. It is a brilliant system for enabling newcomers to integrate into society. However, it's important not to be complacent. For example, many people think that Norway is one of the most egalitarian societies, but in fact inequality and xenophobia are commonplace, and there is a far-right party in government at the moment. We should not take even the most promising countries as models, but as starting points.

Are you worried about the rise of Donald Trump as a threat to cosmopolitan citizenship?

Absolutely. Trump is the antithesis of everything cosmopolitan citizenship stands for. Similarly, the vote for Brexit in the UK has been described as the victory of the nationalists over the cosmopolitans in the political science literature. In a recent speech, Trump said that North Korea does not

respect United Nations (UN) sanctions. So, despite his rhetoric, he still needs the UN. On the issue of climate change, in the US, some city mayors and state governors have said that their state is going to respect the Paris Accords. So, despite the American president's power, there are limits. Thankfully there are limits to the damage which Trump is inflicting.

Socrates famously said that he was a citizen of the world, not of Athens. Do you see yourself as a citizen of the world?

Absolutely! I'm very happy to be thought of as a citizen of the world. To deal effectively with a lot of issues; for example, saving the environment, it is essential that we see ourselves as not just members of our local community, be that Athens or Tokyo, but also of the global community of humanity.

Thank you very much for the enlightening interview!

It was my pleasure.

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[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

Greetings and welcome to another edition of My Share! In each issue we aim to present ideas that are useful for many different kinds of teachers and classrooms, and this issue is no exception. Yet again, we are pleased to present a variety of clever activities suitable for diverse contexts. Steven and I hope that you enjoy reading and trying out these ideas in your classrooms.

Brett Davies kicks off this issue by introducing an idea where students can practice explaining familiar Japanese cultural items. This card activity provides an opportunity for students to get better at negotiating meaning in English. Next, for educators who are interested in using slide presentation activities, Yoko Ichiyama suggests how students can use self and peer check lists to revise and develop their slide presentations. Then, Alison Chan describes an energizing and interactive station activity involving a shopping role-play. I am positive it would be a hit with classes of all sizes from junior high school and above. Finally, James Bury shares a dice-based speaking activity which encourages the use of questions. I imagine this could be used with many different levels and adapted for different purposes. In our online edition, you can find an interesting take on true and false questions by Phoebe Lyon, where she presents an interactive, whole-body approach to these commonplace textbook activities.

—Nicole Gallagher

It's a kind of… Explaining Japanese Culture in English

Brett Davies

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Quick Guide

- Keywords: *Negotiating meaning, explaining Japanese culture*
- Learner English level: *High beginner and above*
- Learner maturity: *High school, university*
- Preparation time: *15 minutes*
- Activity time: *30-45 minutes*
- Materials: *Visuals of Japanese culture (on PowerPoint or flashcards); game cards (one set per group of 3-4 students)*

The number of tourists visiting Japan is increasing dramatically every year; therefore, the need for local people who can inform guests about Japanese culture is greater than ever. This activity aims to develop students' ability to describe local customs, foods and events in English. It provides them with

the opportunity to develop basic skills to explain apparently untranslatable items, an authentic situation in which to negotiate meaning, and an opportunity to increase confidence in their own culture within a global setting.

Preparation

Step 1: Make PowerPoint slides or large flashcards showing images of Japanese culture that are well known to students but do not have obvious English translations; for example, *okonomiyaki*, *yukata*, *seijinshiki*.

Step 2: Make a set of 16 game cards, one set per group of 3-4 students—any cultural items that the students will instantly know but do not have obvious English definitions. (See appendix for samples.)

Procedure

Step 1: Show the class the picture of o*konomiyaki*. Students work in pairs to imagine how they would explain it in English to an overseas visitor. Elicit ideas from the class and write them on the board. Likely responses will be "Japanese pizza," or "Japanese pancake." Use a real or imagined example to show that these definitions are good but not wholly satisfactory. (For example, my Australian friend went for "Osaka pizza" and was surprised to be handed a jug of batter!)

Step 2: Write "It's a kind of" above these explanations as a way of signaling to the visitor that these are not 'perfect' definitions. Then add or elicit further phrases underneath: "You make it yourself." "You can add meat, fish or vegetables." "It's fun and delicious!" Stress that the more information we provide, the easier it is for a newcomer to understand. There is no 100% correct response, so encourage students to use their imagination.

Step 3: Practise by showing pictures of *yukata* and *seijinshiki*. Students work alone or in pairs to think of explanations. Then, they share their ideas with the class.

Step 4: Students break into teams of three or four. Give each team a set of identical game cards—face down.

Step 5: One student in each team takes a card and has 10 seconds thinking time. Then, without showing or saying the actual word on the card, she has 20 seconds to explain it in English to her team. Encourage teammates to ask questions if necessary. When time is up, teammates give their 'final answer.' Repeat the process with a different team member explaining the next card. After 16 rounds, the team that has successfully explained and guessed the most cards is the winner.

Extension

Have students think of their own ideas of 'untranslatable' Japanese culture, then make their own cards. Swap these with other groups and play the same game. In high-level classes, students could discuss and explain more abstract concepts, for example; *wa*, *wabi-sabi, omotenashi*.

Conclusion

This activity has proved hugely popular with students in both high school and university. It demands imaginative language use and authentic negotiation of meaning in order to complete the task successfully. Just as importantly, the activity encourages students to think more deeply about their own culture, while developing empathy for visitors who wish to learn about Japan.

Appendix

The appendix is available from the online version of this article at http://jalt-publications.org/tlt/departments/myshare.

Using Peer Pre-check and Self-check Lists to Succeed in PowerPoint Presentations

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Quick Guide

- Keywords: *Peer pre-check, self-check lists, PowerPoint presentation, autonomous learning*
- Leaner English level: *Intermediate to advanced*
- Learner maturity: *High school to university level*
- Preparation time: *30 minutes*
- Activity time: *Two 30-minute lessons to explain the strategies and answer questions, eight 15-minute lessons on peer pre-checks, and a 1-hour lesson on PowerPoint presentations (varies*

depending on the learners and the institution)

» Materials: *Computer, projector, screen, PowerPoint file, checklists*

PowerPoint presentations afford outstanding opportunities to develop English communication skills in conveying your message to others and using effective body language. However, without careful preparation, PowerPoint presentations can become daunting both for teachers and students. In some cases, audiences become bored with viewing the same slide while the presenter monotonously reads his or her script without making any eye contact with the audience. Students also often hesitate in front of audiences because they cannot read what they have written; for example, Japanese students often neglect to determine the pronunciation of English words they use in their presentations. Other possible problems with PowerPoint presentations include technical malfunctions, the use of text-heavy slides, and the presenter's inability to open the PowerPoint file due to unfamiliar operating systems. Although students' autonomy should be respected, instructors can support them by monitoring their processes of preparing PowerPoint presentations. To prevent students' embarrassment and promote autonomous learning, instructors can use the following ideas to provide students with opportunities to engage in peer pre-checks and use self-check lists to objectively assess their preparedness to deliver PowerPoint presentations.

Preparation

Copy enough checklists for students (see Appendices).

Procedure

Step 1: Explain the topic, peer pre-check, self-check lists, the two deadlines (i.e., preliminary and final), and the precheck schedule. Ideally, give 3-4 students 15-20 minutes at the end of each class to write their peer evaluations as a group while other students complete worksheets.

Step 2: It is most helpful to reserve the lesson prior to the deadline of first submission to address technical and language-related problems common in PowerPoint presentations.

Step 3: Collect a PowerPoint file and an English manuscript from each student and distribute self-check lists on the first day of peer evaluation.

Step 4: At the end of each class, facilitate peer prechecks for 3-4 students for 15-20 minutes total.

Step 5: Have each student deliver his or her PowerPoint presentation in front of 2-3 peers who use the peer checklists to evaluate the presentation.

Step 6: After each student's presentation, allow time for the presenter to receive comments from peers and the instructor. Encourage and give advice on presentation delivery (e.g., regarding eye contact, vocal pitch, and tone) and transitions from one slide to the next.

Step 7: Following all peer evaluations, set a deadline for the final submission of the PowerPoint files, English manuscripts, and the self-check lists so that students can reflect upon and revise their presentation files and manuscripts before doing their presentations.

Conclusion

Having to solve the problems of unprepared students on the day of their presentations wastes the time of both teachers and students. Checklists completed in advance enable students to recognize the requirements of the presentation as well as to take measures to avoid technical problems, while peer prechecks afford opportunities to give and receive feedback on advanced-level communication skills that can support the development of effective presentation skills. By collaborating in the process of preparation of PowerPoint presentations, students' motivation and presentation skills improve.

Appendices

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

A Day Out!

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Quick Guide

» Keywords: *Game, description, adjectives, vocabulary, communication*

» Learner English level: *Intermediate and above*

» Learner maturity: *Junior high school and above*

» Preparation time: *15-20 minutes*

» Activity time: *15-30 minutes*

» Materials: *Post-it pads, pens, paper signs, realia*

A few years ago, I realised whilst approaching

the end of term that students were becoming increasingly lethargic and detached. I noticed it was difficult to reel in the students' attention while they were seated. To encourage and motivate students, I used the following game which allows students to walk around the classroom whilst reviewing vocabulary and refining their communication skills.

Preparation

Step 1: Set up the classroom by using the corners in the classroom as four different shops: 1) a convenience store, 2) a bakery, 3) a supermarket, and 4) a drugstore. Make this clear by either placing a paper sign or bringing in some real objects.
Step 2: For each shop, prepare post-it pads of different colours, or prepare coloured item cards which will allow for a more controlled activity.
Step 3: Remind students that only English is allowed.

Procedure

Step 1: Divide the students into pairs. Select four pairs and place one pair behind a different shop. They will take the role of 'shop owner'. Allocate the role of 'shopper' to the remaining pairs of students.

Step 2: Explain the idea and rules of the game: The students with the role of 'shopper' are going on a shopping trip around the classroom. The shoppers will need to describe an item they would like to buy without mentioning the name of the item or any word that is part of the final item. Guide students by providing them with sentence starters such as these: *The item I would like to buy is colourful/black/white... It is a perishable item... The item I would like to buy has a round/rectangular/square shape... I have a headache and am looking for something that will help me...*

Instruct the students with the role of 'shop owner' to listen carefully and guess the item the shopper is describing. Ask them to write down their guess using the post-it pad and show it to the shopper. If the shopper confirms it is correct, tear off the piece of paper and hand this over to the shopper. Use prepared item cards as an alternative, while controlling the difficulty level.

Step 3: Monitor and guide the students and the flow of the activity. Instruct the pairs of shoppers to move in a clockwise direction. Give students sufficient time to describe the item, but do not let them linger for too long at one shop with no result. Shout 'Move to the next shop!' so that all shoppers move together.

Step 4: The shop owners who have "sold" the most items win the game.

Step 5: Debrief at the end of the activity to ensure students take away new vocabulary and sentence structures.

Conclusion

This activity creates a fun and dynamic atmosphere. By having students stand up and move around the classroom, it keeps them awake and interested and this enables them to absorb and remember information more easily.

This activity of describing and guessing different goods has brought a lot of excitement to my classes. It is an interactive activity that can serve as encouragement for less talkative students to participate and an excellent icebreaker at the start of term. Most importantly, it is an opportunity to introduce new vocabulary, particularly adjectives, which will expand the lexicon of students.

Dice Question Rotation

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Quick Guide

- Keywords: *Question forms, giving and asking for personal information*
- Learner English level: *Elementary and above*
- Learner maturity: *Junior high school and above*
- Preparation time: *None*
- Activity time: *15-45 minutes*
- Materials: *A dice (the bigger, softer, and fluffier, the better) and a timer with an alarm*

This activity can be used in a number of different contexts, ranging from general English conversation classes to short open campus demonstration lessons. While the activity focuses on the review and production of question forms and on developing students' speaking and listening skills, it can be adapted and extended to practice all of the major language skills. Students often enjoy the chance to get up out of their seats and communicate in a freer and more flexible way than they commonly do.

Procedure

Step 1: Review six question forms and elicit some example questions. Demonstrate some possible follow-up questions. The level of scaffolding needed depends on the learners.

Step 2: Allocate the six question words used in Step 1 a number from 1 to 6, for example, What – 1, Can – 2, Where – 3, etc.

Step 3: Split the students into pairs.

Step 4: Roll the dice (this can be done by the teacher in a whole-class activity, or by each pair if there are enough dice). One student then asks a question using the question word that relates to the number on the dice. After their partner answers, they can ask follow-up questions. After this has come to a natural conclusion, the partner asks a question using the same question word.

Step 5: Once the decided time for the process described in Step 4 has elapsed (typically 5-8 minutes), the alarm goes off. The students then find a new partner, and the process is repeated.

Extensions

Possible extensions include getting the students to write down their partners' answers, asking them to report on an interesting answer they got, reviewing some of the questions asked in Step 4 before moving on to Step 5, eliciting examples of follow-up questions they had asked / been asked, and students writing a short introduction of one of their partners based on the information they found out.

This dice activity could also be used to practice other target language, with the questions in this example being replaced by discussion prompts, controversial statements, role-play characters, and conversation contexts (e.g., at a restaurant).

Conclusion

Depending on the context in which this activity is used and the main objectives of its use, the question asking stage can range from fairly controlled to very free. In the large majority of cases that I have used this activity it has been very well received. It provides students with the opportunity to break the ice, meet new students, find out interesting information about classmates that they may not otherwise have had the opportunity to, and engage in active communication.

[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

Using Kahoot to Gamify Your Classroom

Stephen Case

Baiko University

Kahoot! is a free, game-based learning website and app used to create and take a variety of quizzes called "kahoots." Used by over 40 million people each month, it is one of the largest education platforms on the Internet (Keane, 2017). Kahoot quizzes can be taken by anyone with an Internet connected device. Kahoot quizzes can be made by anyone with an account.

For students, Kahoot is designed to be as easy to use as possible. It is free, has an intuitive design system with little language dependency, and is usable without a need to register, login, or download anything. It is designed with social learning in mind, as students are encouraged to gather around a single device and engage in competition with the whole class. Kahoot is also designed to encourage students to look up from their devices to maximise interaction with the class. Students have reported finding increased motivation to study through using the platform (Zarzycka-Piskorz, 2016). Simply put, Kahoot is a versatile tool for teachers and students, designed to be easily used in any classroom situation.

How Does it Work?

To use Kahoot in a classroom, you will need a central screen that all students can see. This acts as the hub from which the quiz is administered. First, from the teacher's computer, you need to select the quiz you wish the students to try (Figure 1). Starting the quiz will give a room code which students will enter into a separate website <http://kahoot.it>. Students can each play on their own device or in teams. Students will also enter a name (inappropriate names can be vetoed by the teacher) at this point. Once students enter a name, that name will appear on the central computer as logged in, and when all the students are in the quiz, the teacher can start the quiz.

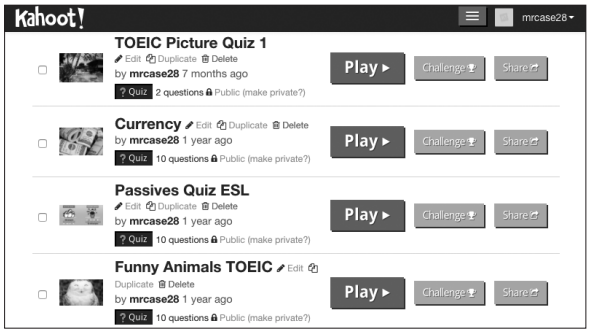

Figure 1. Teacher's quiz selection screen.

Students will need to read the question from the central screen and then do the task presented by Kahoot as quickly as possible. They do this from their device. Once everyone has answered, the correct answer is displayed and students are awarded points based on accuracy and speed. After the quiz is over, the winning student's or team's name is displayed.

Types of Quizzes

There are two types of quizzes you can create in Kahoot. The first is a multiple-choice format. A question is presented, and then students choose from two to four possible answers. The second type is *Jumble*. In this game, four items must be put in a correct order. This is done by selecting and dragging the items on the device to complete the task.

Within this simple framework, a surprising amount of creativity is possible. The format and number of questions are entirely up to the teacher, who can add videos, images, and diagrams to the questions. This is made easy because Kahoot has a database of media to draw from. However, it is also possible to upload your own materials. Teachers can also adjust settings such as how much time students have and whether or not points will be awarded. Altering these settings can change the feel of the quiz from a frantic and fun, high energy quiz to a slow and thoughtful group discussion. There are also two non-quiz style formats to choose from: One is used to facilitate discussion by asking discussion questions and asking students to choose an answer, and the other is used to administer class surveys.

Beyond these basic uses, there is so much hidden depth in Kahoot that I encourage people to go online and experiment with what can be done. Kahoot has a huge online community of people sharing ideas. Kahoot also has a feature in which you can preview and test your own Kahoots before trying them in the classroom. This is useful for experimenting with what works and what does not in the given classroom situation.

Author's Uses in the Classroom

There are too many ways to use Kahoot to cover in this article. Here are four interesting ways that I have used it to great effect in the classroom:

1. Use Kahoots to practice TOEIC Part One

It is easy to upload pictures to the system, so Kahoot can be used as an easy way to practice Part One of the TOEIC test. Simply write four sentences for each of a series of pictures, and have students select the correct one. Figure 2 uses an animal photo that students tend to like to maximize engagement.

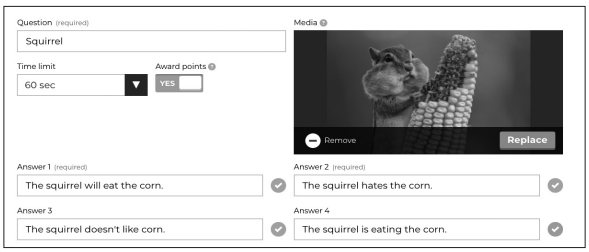

Figure 2. Using Kahoot for TOIEC practice.

2. Use 'Jumble' to practice sentence structure

This is very easy to make and useful for practicing simple sentence structure. It is a little limited, however, as there are only four items in the quiz. Figure 3 shows a task practicing passives.

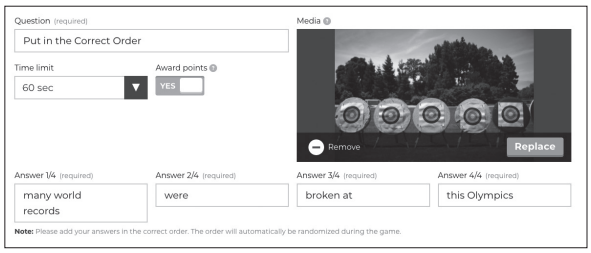

Figure 3. Using Kahoot's jumble feature for a specific grammar target.

3. Would you rather? Guess the class preferences

This activity uses the survey tool. Students are presented with 'would you rather' questions (Figure 4). Instead of saying their own preference, students have to discuss with a partner what they think the most popular answer in the class will be before discussing the answer as a class.

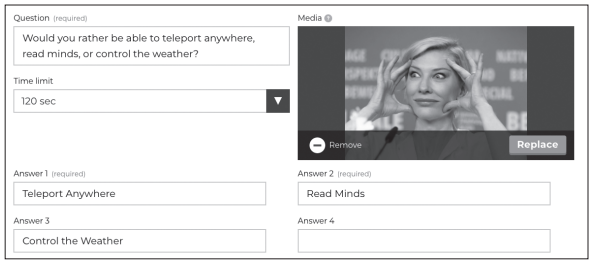

Figure 4. Using Kahoot as a classroom discussion tool.

4. Make your own Kahoot

Kahoot really is easy to use, so getting students to make their own Kahoots is an engaging project-based learning task. I recommend having a class hashtag (e.g. #Freshman8) to make it easy to find students work.

Conclusion

Kahoot is also a very simple way to gamify your classroom to any target or activity you need. Investing time to make interesting quizzes can give you a variety of tasks to draw on for your classes. All Kahoot quizzes can be shared online, so that anyone can use them. This means that you can use other educators' Kahoots, and there is a massive database of quizzes already out there. These Kahoots are searchable by hashtags, and there is a good number of ESL / EFL Kahoots already available. To create a Kahoot community for educators in Japan, we could share what Kahoots we make using the hashtag #tltkahoot to share our work. This way we can build up a resource that we can all benefit from as it matches most of our current teaching situations and needs.

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Editor's Note: *Gamifying the language classroom is a great way to engage your students and keep them interested in the lessons. Hopefully you found many other ideas for making your lessons more exciting at JALT-CALL 2018 in Nagoya. If you want more CALL-related teaching ideas, join us for the CALL SIG Forum at JALT this November. There are always new and interesting ideas to keep your language lessons Wired!*


Mari Nakamura & Marian Hara

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

Email: younger-learners@jalt-publications.org

Hello colleagues,

English Education in Japan has reached an exciting stage of development with the upcoming changes at elementary school level. Alison Nemoto, who has been involved in working on the new curriculum being introduced by MEXT, and in teaching and teacher training for many years, gives us her views on where Japan is heading in this new era and what the changes will mean for students and teachers.

On another note, please notice the change in the column title from "Young Learners" to "Younger Learners." This is to better reflect the students we serve, from preschoolers to high school students, and also to align it with the Younger Learners SIG.

Getting Ready for 2020: Changes and Challenges for English Education in Public Primary Schools in Japan

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As we approach 2020, athletes all over the world are training hard, pushing their bodies to the limits with the aim of gaining medals for their countries in the Tokyo Olympics and Paralympics. At the same time, English education in Japan is going through a similarly challenging period of enormous change. The impetus behind these changes is the need for Japanese people to be able to function and communicate more effectively in English, in our increasingly interdependent global society. Hosting the Olympics is just one example of this. To reach this goal, significant revisions are being initiated at all levels of English education. Here, we will look in detail at the changes outlined for public primary schools.

One major transformation will be an increase in classes, aimed at developing communicative English skills and international understanding, from 70 to 210 hours (1 hour = 45 minutes). Following a new, more challenging curriculum, and using professionally produced textbooks, pupils will be exposed to around 700 English words prior to junior high school, and expected to use an increased number of English phrases. Basic literacy skills will be introduced for the first time, to enhance the present oral-skills-only curriculum. The teaching styles recommended for this new era are learner-centered and communicative for all subjects, with deep and active learning as the goal.

The new curriculum will be officially implemented from April 2020, but the next two years have been allocated by MEXT as a period for preparation and familiarization with the new content. Most schools are already pre-running the new curriculum, having started this April. However, there is some confusion among observers, teachers, and parents as to the number of hours, aims of classes, use of suggested study materials, and changes in the roles of instructors. I'd like to share my observations on these changes as a teacher and teacher trainer who has been involved closely with public school English education in Japan for almost thirty years.

Background to the New Curriculum

English instruction and the development of international understanding for primary school children was first initiated on a large scale in 2002, with optional English Activities (*eigo-katsudou*) outlined by MEXT for integrated studies in years 3-6 (*sougouteki na gakushu no jikan*). At this time, English classes began in many primary schools all over the country, but the year groups involved and hours of instruction varied greatly between school districts, making it difficult for teachers to share good practice, teaching techniques, and resources. Even primary schools feeding into the same junior high school had inconsistencies, creating learners with different learning experiences in the same class.

For these reasons, in 2011, Foreign Language Activities (*gaikokugo-katsudou*) became compulsory for

35 hours per year in years 5 and 6, and the MEXT materials 'Eigo Note,' which had been available for use since 2009, were replaced by the improved materials, 'Hi Friends! 1 & 2.'

These materials and digital resources have now been used for over 7 years, and most primary teachers that I have had the opportunity to observe have become familiar with the contents, producing effective and engaging classes for 5th and 6th year pupils. Although at first many teachers perceived the materials, and the task of teaching them, as very challenging, I have found during recent in-service training courses that teachers are now quite confident in using the target English questions and phrases. Isn't it therefore timely to challenge teachers and children further, with a more demanding curriculum, as a positive step towards improving English ability nationally to an appropriate level for this new and exciting era for Japan?

Increase in Study Hours

From April 2020, there will be 35 hours, or approximately one hour per week, of 'Foreign Language Activities,' for both years 3 and 4, and 70 hours, approximately two hours per week, of 'English as a formal assessed subject' for both years 5 and 6. Leading up to this, schools will have some flexibility in increasing English study hours from the 2018 academic year. Initially there will be some variations in the hours and content of English lessons in primary schools, but after 2020 the hours of study and content should be consistent nationwide.

Content of Classes

The aims for years 3 and 4 are twofold; to gradually develop intercultural understanding and to introduce achievable English listening and speaking activities through materials and activities appropriate to the pupils' developmental stage. There will also be a sub theme of developing literacy, but only recognition and formation of upper and lower case letters will be expected at this stage. This change is to align English studies with the use of the Roman alphabet, or *romaji*, for Japanese words which they cover in their Japanese language studies at this time.

The revised aims for years 5 and 6 regarding language skills are primarily to develop listening and speaking skills that build on the previous 70 hours of classes from years 3 and 4, and also to further develop basic literacy skills, such as reading and writing simple words, and then moving on to first copying, and then writing, full sentences. Choral reading of simple English passages will also be introduced in year 6 as a step towards developing phonetic awareness. The aim is for pupils to 'notice' similar sounds in the text naturally, rather than for phonics to be formally taught at this stage.

These changes are aimed at bridging the current gap between the focus on purely oral communication (i.e., short listening and speaking tasks) in the upper grades of primary school and on developing all four skills at junior high school level. It has also been considered that this combined four-skill approach fits the developmental stage of upper primary pupils better than the present contents. However, this new literacy element is just a small part of the curriculum. Listening and speaking activities are still the main focus of the course and these will be more challenging, with longer, more natural conversations and situations based around the pupils' experiences, such as sharing news after the summer vacation or talking about future plans.

Some exposure to linguistic input will be in the form of new and improved short videos which will clearly introduce the natural context for the language to be used. These videos are also aimed at developing pupils' global outlook, which is still an important aim in primary education and one that shouldn't be overlooked when planning lessons. International understanding can be developed in an active way by, for example, pupils of this age doing their own research and preparing quizzes or presentations on topics such as languages apart from English and world cultures.

Materials and Lesson Planning

Although there are many positive points in the new curriculum, undoubtedly, one of the biggest challenges for teachers during this transition period is to expand the content, blend the old and new materials, and gradually facilitate a smooth transition for children, as the hours and scope of English lessons increase. This year and next they will still use the "Hi Friends! 1 and 2," series as a base for the curriculum in years 5 and 6, and then add selected units from the "We Can!" series, so there will be inconstancies between schools, depending on how many hours they decide to teach.

Practically speaking, although the new materials are exciting, and provide a vision of where English in primary schools is heading, they do not necessarily link into where learners are now. This is because the "We Can!" resources are designed to be used in sequence, and the contents build on the 70 hours of study using the 'Let's Try!' books. At the moment, they are really available for the training of teachers, and to be used with children only selectively. There-

fore, each teacher must consider how to supplement learning and whether use of the new materials is appropriate and, most importantly, achievable for learners. Following this two-year period, these will be replaced by textbooks produced by the major textbook companies and approved by MEXT, which will be available for viewing and selection by each school district, as is the case for any subject.

Instructors

As for human resources, MEXT has plans to increase the numbers of specialized staff trained to teach English and also the numbers of ALTs nationally, but it is up to each school to make its own staffing decisions. Some schools may designate a staff member to be a specialist English instructor, responsible for instruction in the whole school or a whole year group. They may be supported by an ALT or another teaching assistant, for example a local resident who is proficient in English. Other schools will still expect the classroom teacher, (CRT), to lead lessons with an ALT or other instructor when available.

Conclusion

Looking back on this journey from 2002, to English becoming a formal subject in primary school, teachers have been challenged by revisions and changes when they were first initiated. However, they have gradually mastered the contents in order to teach effectively. Given some time, I see this similarly challenging situation we are facing now gradually being resolved in the same way. Important issues such as teacher training and creating an effective system for assessment of young learners certainly still need to be addressed, but we have a clear shared vision of where English primary education is going and we can concentrate now on how to get there.

Since arriving in Japan in 1989, I've been told numerous times that, "this is the new era for English," and "with this change everyone will become fluent," but it really hasn't happened yet. Hopefully this transition in primary school English education will lead to providing a 'real' foundation for junior high school and senior high school English education, which is also undergoing its own revisions. It will take time. "Rome wasn't built in a day," as they say, but if we raise the bar sufficiently now, I feel that the effect should be felt in 10 years' time, when the 8-year-olds of today will have spent 10 years studying English before entering a university like mine, to become English teachers for the next generation. I believe this Olympic-like challenge is a necessary step towards the goal of facilitating the whole nation in becoming able to communicate more effectively in English.

Further Reading

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Alison K. Nemoto is from the UK and trained as a primary school teacher, before coming to Japan on the JET programme in 1989. She has over 20 years of experience teaching in kindergartens, primary schools, and junior high schools in Fukushima. Since 2012, she has been a Specially Appointed Associate Professor at Miyagi University of Education, and she holds an M.A. in Teaching English to Young Learners. For over ten years, Alison has been involved with publication of textbooks for young learners at the JHS level. She has been a primary English curriculum and materials development adviser to the Myanmar Government and last year joined the MEXT committee which produced the new materials, "Let's Try!" and "We Can!"


Robert Taferner & Stephen Case

If you are interested in writing a book review, please consult the list of materials available for review in the Recently Received *column, or consider suggesting an alternative book that would be helpful to our membership.*

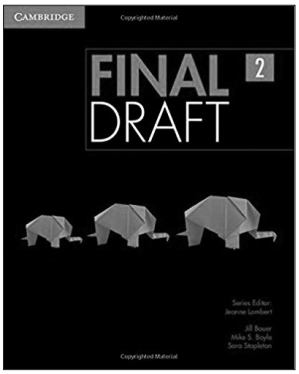
Email: reviews@jalt-publications.org
Web: http://jalt-publications.org/tlt/departments/book-reviews

This month's column features Laura MacGregor's review of Final Draft Level 2 *and Steve T. Fukada's evaluation of* Get Set! to Learn English.

Final Draft Level 2

[Series editor: Jeanne Lambert. Authors: Jill Bauer, Mike S. Boyle, and Sara Stapleton. p. 272. New York, NY: Cambridge University Press, 2015. ¥3,240. ISBN: 978-1-107-49539-5.]

Reviewed by Laura MacGregor, Gakushuin University



Final Draft is a 4-level textbook series that guides students through the writing process from paragraph to essay writing from pre-intermediate to advanced levels of English. I used Level 2 in a 1st-year, first semester, twice-weekly academic skills course focusing on reading and writing for intermediate level students. Level 2 contains eight chapters that progress from paragraph writing to essay writing. Each chapter is approximately 30 pages long, and may contain more material than teachers have time for. However, with careful selection, this turned out to be a very good text, even for a one-semester course such as mine, to help students learn how to write paragraphs and short essays.

Each chapter is organized around a theme and a writing genre and guides students in preparing and writing the chapter assignment (i.e., description paragraph, compare and contrast essay). Chapters include two short readings, one of which is a student model. Both are helpful examples of the writing genre and the style that students should aim for in their paragraph or essay. *Final Draft* subscribes to the principles of the process writing approach (e.g., Bayat, 2014), which is evident in the writing prompt together with a cluster diagram or chart for brainstorming ideas at the start of each chapter. Other writing activities specifically for the assignment appear throughout each chapter. As a result, students can work gradually through the steps in preparing their assignment as they receive guidance from the text and opportunities to practice what they have learned in the supporting activities. This gradual progression of work on the assignment makes the writing task less daunting than the present-practice-write formula found in other writing texts. In between these writing activities are typical components of a writing text: topic warm-up and discussion at the start of the chapter, followed by vocabulary development, a short reading, writing skills practice, error correction practice, drafting and revising, and self-editing. Vocabulary is drawn from the Academic Word List (Coxhead, n.d.; 2000) and the General Service List (2013), and the grammar and common writing mistakes sections are derived from the Cambridge English Corpus.

A unique feature of the text is the *Avoiding Plagiarism* section in each chapter. It is organized as a letter from a student to a teacher asking for writing advice, which is followed by examples and short exercises. In my case, it helped students become aware of what plagiarism is and the appropriate measures to take to avoid it.

I especially like the way each chapter is organized, presenting the core information needed for each assignment, and following it with two writing skill sections that focus on a particular aspect of writing. Chapter 5, for example, which is students' first encounter with essay writing after 4 chapters of paragraph writing, starts out by presenting the basics of writing an essay: the introduction, body, and conclusion paragraphs, then guides students in noticing the features of each through short tasks. This is followed by two sections focusing on writing skills—one on how to write an introduction with background information, and another on how to write a good thesis statement (pp. 148-152). These are fundamental to good essay writing, but are not often included in shorter compositions. The gram-

mar tables are clear and easy to follow, as they focus on the types of grammar errors that EAP students need help with (i.e., phrasal verbs, and count and noncount nouns).

The readings in the textbook include 500-600 word articles from popular publications, newspapers, websites, and Wikipedia. These were too short and easy for my upper B1 level class. Furthermore, there were only two short vocabulary exercises introducing 8-12 academic words and phrases to accompany them. To challenge them and give them exposure to more academic vocabulary, I supplemented the textbook with additional readings that were longer and more difficult. Teachers who teach academic reading and writing courses may wish to do likewise (Grabe & Zhang, 2013). Despite their brevity, however, the articles served as clear models of the type and style of writing that students should aim for in their assignments. Especially helpful are the questions in the margins of the student models that ask students to identify such things as "words that show this will be the last paragraph of the essay" (p. 133).

The teacher's manual, which is available as a free download from the *Final Draft* website, includes the answer key for chapter activities and photocopiable unit quizzes, but does not provide guidance on how to present the material or give extension activity ideas, apart from a general list of suggestions at the beginning.

Despite a few shortcomings, the thoughtful organization, clear presentation of the writing process, helpful grammar and plagiarism sections, and purposeful student models are all reasons for teachers looking for a well-rounded writing text to consider *Final Draft*.

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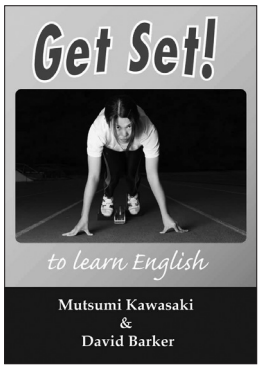
Get Set! to Learn English

[Mutsumi Kawasaki & David Barker. Seoul, Korea: BTB Press, 2017. pp. 95 + 15. ¥2,052. ISBN: 9784905088530.]

Reviewed by Steve T. Fukuda, Bunkyo University, JALT CUE-SIG



Get Set! is an excellent fit for the Japanese university context because it aims to prepare EFL students to become successful language learners by developing language learning skills. Each unit in the 15-unit textbook is based on a language skill (e.g., pronunciation) or learning skill (e.g., goal-setting). Supplementary materials include a teacher's guide, answer key, audio files, and a vocabulary app.

Studies continuously report on how classroom hours of instruction are insufficient considering the goals of EFL education in Japan (e.g., Hato, 2005). Meanwhile, Fukuda, Sakata, and Pope (2017) reported that many students have less than 30 minutes of out-of-class study time per week due to low levels of learning skills and motivation, as well as habitual procrastination. *Get Set!* is a textbook that can help tackle these issues.

All students entering university in Japan now have at least eight years of English learning experience. Unfortunately, many do not learn *how to learn* English effectively, for instance, how to use English in the classroom, how to set learning goals, or how to maintain learning motivation. Furthermore, because of the transition from a teacher-centered secondary school language classroom to a more student-centered learning environment at the tertiary level, many students cannot cope in their new environment which can increase their language learning anxiety. The topics in *Get Set!* allow students to think about and learn what can help them overcome these problems. Because *Get Set!* consists of topics ranging from psychological aspects of learning to content aimed at specific language skills, it is well-balanced for the Japanese EFL context. In Unit 2 for example, students get a chance to understand the differences between internal and external motivation by answering a questionnaire and then discussing the results. In course evaluations, students reported an increase in out-of-class study

time and a decrease in tendencies to procrastinate and learning anxiety.

Get Set! fits nicely in a one semester 90-minute weekly course. *Get Set!* naturally made the EFL course a content-based course meaning students were learning not only language but also learning how to learn skills. Although my class included 35 freshman English majors, I needed to translate some parts entirely or add an occasional Japanese explanation because the textbook is almost entirely in English. All students used the free *Learning Vocabulary* app, which not only helped them learn the most frequent 2000 words, but also increased their confidence in English because they realized how many words they actually knew. As such, the textbook also provided many good activities for students to reflect on their learning.

We completed one chapter a week. Each unit starts with discussion questions (e.g., When you hear the word grammar, what other words does it make you think of?) to increase student's motivation to engage in the content. The discussion questions are followed by five to seven activities. For instance, Unit 8 on speaking skills includes activities such as attempting conversations using only one word at a time in turn, paraphrasing unknown words, and understanding nonverbal communication.

Students' out-of-class learning was also scaffolded with assignments provided for each lesson in its appendix (e.g., a TED talk assignment for the unit on listening skills). My students gained a deeper understanding of the TED website itself, and discovered how useful it was for independent study. In the students' course questionnaire, students reported continued usage of the TED website during the course and even branching out to other web content for independent study.

Every chapter ends with various recommendations of learning resources to encourage independent study and to gain a deeper understanding of unit topics (i.e., three websites, three YouTube videos, and three books). For homework each week, students had to visit at least one of these recommendations. This assignment generated active peer discussions the following week on learning how to learn. In the course evaluation, students reported increased study time from peer advice and recommendations during these discussions. The librarian also confirmed that students were putting in orders for many books recommended in *Get Set!*

It is rare for a student to enter their first university English class not wanting to learn anything or improve their English. However, it is often the case that students' motivation declines as classes move forward. This course allows students to understand how to maintain motivation by learning how to learn. I recommend every student get the opportunity to use *Get Set!* for a more effective language learning experience during and after courses at the university level.

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Recently Received

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*.

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.]

** Encounters on Campus*—Critchley, M. P. Tokyo, Japan: Nan'un-do, 2018. [14-unit speaking and listening coursebook for low-intermediate level students. Teacher's edition available on request.]

Integrate: Reading & Writing Basic—Foster, L. Seoul, 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, Japan: 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.]

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

*** Simply English: An Introduction to Today's Key Concepts***—Knudsen, J. Tokyo, Japan: Nan'un-do, 2017. [15 lessons written in simplified English dealing with subjects such as social history, anthropology, and education. CD available on request.]

! Vocabulary for Economics, Management, and International Business—Racine, J. P., & Nakanishi, T. Tokyo, Japan, 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

Japanese at Work: Politeness, Power, and Place in Japanese Workplace Discourse—Cook, H. M. & Shibamoto-Smith, J.S. (Eds.). London, England: Palgrave Macmillan, 2018.

Second Language Pragmatics—Taguchi, N. & Roever, C. Oxford, England: Oxford University Press, 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

This issue's Teaching Assistance *discusses a novel way in which graduate students can succinctly present their research findings to general audiences. A two-year Master's thesis can culminate with an oral defense to an examination committee that is often an hour's grilling. Doctoral candidates are required to speak even longer and must answer in an open-to-the-public venue. Their research papers can run for hundreds of pages. An 80,000-word academic thesis could take 9 hours to read aloud as a presentation in a classroom setting. The hypothesis supported in this essay is that students can efficiently explain a research thesis in just three minutes.*

"Tell Us About Your Research in Three Minutes"

David McMurray
The International University of Kagoshima

"What is your research about?" is a common question which graduate students are asked to field during entrance examinations, orientation sessions with supervisors, research fund and granting agency reviews, and at job interviews. That same question can also pop up while students collect data from survey participants or during seminar question periods with classmates.

To keep things moving at academic society meetings and conferences, organizers have come up with various presentation formats and venues for presenters. *Pecha kucha* (which literally means prattling) rules that include showing 20 images, each for 20 seconds, have been used successfully in classrooms (Hayashi & Holland, 2017). Willey (2014) suggested that pecha kucha rules be changed to allow groups of three students to practice as a team under time pressure.

Altering the usual venue and revising the normal rules that graduate students follow to explain their research can lead to creative presentations. Restricting content, medium, time, and length can creatively stimulate students (and indeed their teachers). Shorter presentation formats can make a creative person even more creative. Creative people like to talk at length about their work, but long presentations that depend on Powerpoint software can stifle an audience. Scientific findings and difficult to comprehend reports and analyses by doctoral candidates must routinely be explained to scholarship granting agencies and occasionally to journalists. Researchers may be asked to wrap-up their findings in a few sentences. Some have even started to comply by composing haiku ("An Astronomers Meeting," 2018).

A severe drought in the Australian summer ten years ago triggered an idea that now challenges graduate students to explain their research in a way

that can be understood by non-specialists. Limited to a 3-minute shower to save precious water, a professor at the University of Queensland came up with the founding idea for the Three Minute Thesis competition. Three Minute Thesis (3MT®) is now a registered trademark and challenged by university students at 600 universities and institutions across 65 countries including Japan.

In Japan, Hiroshima University, Okinawa Institute of Science and Technology, Ritsumeikan University, and the United Nations University Institute for the Advanced Study of Sustainability host 3MT competitions. For this essay I observed 24 students from Trent University and Catherine Parr Traill College share their research at a town hall in Peterborough, a medium-sized Canadian city (see Figure 1). I photographed the presenters and took video recordings of their presentations with a handheld camera. I also participated in the audience vote.

Figure 1. MA student introduced by an emcee.

Presenting in a 3MT competition increases a student's capacity to effectively explain their research in a language appropriate to a non-specialist audience. Competitors are allowed one PowerPoint slide, but no other resources or props. Such creative limitation is the concept of how purposely limiting a task can actually drive creativity.

Implicit in the challenge to present a compelling spoken presentation on their research topic and its significance, graduate students must write a manuscript. A few of the competitors told me they wrote their scripts and started practicing two months prior to show-time. Although their supervisors encouraged them to enter the contest, lent an ear during rehearsals, and offered lexical advice, students said they relied more on their peers or family for support. They needed to make their speeches comprehensible and interesting for the judges and audience rather than for professors, and their supervisors or teaching assistants. To prepare for their 3-minute presentations, students whom I interviewed told me the process involved dozens of conversations, a bevy of emails, and lots of practice to comply with the following contest rules:

- A single static PowerPoint slide is permitted. No slide transitions, animations or 'movement' of any description are allowed. The slide is to be presented from the beginning of the oration.
- No additional electronic media (e.g., sound and video files) are permitted.
- No additional props (e.g., costumes, musical instruments, laboratory equipment) are permitted.
- Presentations are limited to 3 minutes maximum and competitors exceeding 3 minutes are disqualified.
- Presentations are to be spoken word (e.g., no poems, raps or songs).
- Presentations are to commence from the stage.
- Presentations are considered to have commenced when a presenter starts their presentation through either movement or speech.
- The decision of the adjudicating panel is final.

From the very start of the competition, student presenters tried every trick in the book to get around these strict rules. For example, psychology major Ashley Robertshaw got around a no-rapping rule by having the emcee introduce her title, *I'll Drink My Beer and Smoke My Weed–My Good Friends is All I Need.* Alison Fraser chose to rant against higher economic groups in society buying up the area where she hangs out as a black-clothed and colored-hair Goth. Her 3-minute rant *The City and the Dispossessed: Canadian Goths and Urban Realities* was communicated through dance-like gestures performed against a backdrop photo of the gothic Velvet Lounge on Queen Street in Toronto. The emcee, a principal at Catharine Parr Traill College, jokingly bantered with a competitor to check if he thought the 3MT acronym meant three minute title. Joshua Feltham's 22-word title was *Habitat Selection, Spatial Ecology, Mating Strategy and Sexual Size Dimorphism of an Ectothermic Vertebrate at the High Latitude Limits of its Range.* Eric Bridle was stymied however, because he couldn't use his cellphone to get his message across during his presentation *Was it Good For You?: Sexting and Satisfaction*.

The international contest stipulates English-only presentations. That rule could have created an unlevel playing field in Canada with its three official languages and a diverse population of citizens who

speak over 200 mother tongues. English was a second language for half of the 24 students in the competition, including Shengnan Kang who analyzed the effects of air pollution on the economy of her hometown Tianjin, China. In such an ESL context however, these short presentations provided a rich field for learning that extended beyond basic language communication. During two intermissions in the 3-hour event I overheard international students counter the statement "it must be hard for you in a second language" with "it was too bad you forgot your lines halfway through." Although students knew their research topics like the back of their hands, several stammered and two dropped out of the running when they couldn't remember their rehearsed lines.

As one of 100 attendees I was asked to vote for the best of 24 graduate student presentations. Sumiko Polacco's efforts to accent blood-red high heels with a black dress to assist her talk *Blood-in-the-Dark: Designing a Forensic Blood Substitute* did not go unnoticed. She garnered The People's Choice Award and the School of Graduate Studies Prize from the university's dean of graduate studies Craig Brunetti. The President's Prize went to Chris Magwood, a Sustainable Studies grad who started off by telling the judges he wanted to "grow my house." The winner received a $500 cash award (approximately 50,000 yen) and a travel stipend to compete in the provincial finals at York University in Toronto.

Figure 2. Seated 3MT contestants await their turn.

Figure 3. The crowds were keenly interested.

The central benefits of these short presentations were pedagogical. As students graduate into an increasingly competitive global marketplace, the skills gained through presenting in a short format are transferable to real-world settings. Speed and intensity is what made 3MT presentations enjoyable for the audience and presenters (see Figure 3). There is growing recognition among university educators about the need to provide students with such opportunities outside the classroom to demonstrate their English and ICT skills to help make them employable. The next Asia-Pacific 3MT Competition for universities in Australia, New Zealand, Oceania, Southeast and Northeast Asia will be held on Thursday 27 September, 2018 at the University of Queensland, Brisbane.

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Paul Beaufait

The Writers' Workshop is a collaborative endeavour of the JALT Writers' Peer Support Group (PSG). Articles in the column 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 consideration, please contact us.

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Strategies for a Successful Grant Proposal: Part Three

Robert Cvitkovic

Tokai University

Max Praver

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Previously on Grant Writing Strategies

In the last installment, we generalized a 3-year research proposal into three stages, roughly one stage per year. The first year consists of preparations, the second year is best spent on piloting, data collection, and analysis, followed by the final year of results dissemination. We also discussed many ways of generating and improving on a research idea, particularly if you are having trouble getting a proposal accepted. Lastly, we discussed the pros and cons of creating and working with a team. In this installment, we dive into the proposal details.

Nuts and Bolts of the Proposal

Should I translate my proposal into Japanese?

Not necessary. If Japanese is not your native language, having your grant translated into Japanese may cross your mind. Don't do it, unless there is a really good reason to do so. There may have been a time when it was beneficial to have proposals translated into Japanese, when English was first being accepted into the system, but not anymore. We personally have submitted translated proposals, and have known others who have too, only to have them rejected. The fact is, plenty of English proposals get accepted. It is not worth anyone's time and effort to translate a highly technical document and possibly make it more difficult to understand in the process. Don't do it.

Can I leave some white space?

Please don't. Grant proposals need to strike a balance between details and specifics, brevity, and clarity. The author needs to include all the critical information in order to explain theoretical underpinnings, analytical methods, and other scientific details without overwhelming a judge with too much complexity or technical jargon. Do not change the font or line spacing but be sure to fill up the space provided. If you find yourself struggling to fill in the space, it may be because you are not providing enough information or details. It could also be that you are not as familiar with your topic as you thought you were. A good proposal writer will write too much and then find ways to simplify and trim fat from the submission. On the off-chance that you have done your best to fill the space but still come up short, then expand a table, figure, or illustration to take up the slack.

What about bolding, highlighting, and underlining?

The key to bolding, highlighting, underlining, or using any other means to emphasize a point, is to be consistent. If you underline results, only underline results throughout the write-up. The reader may not notice this small detail but their mind will. Also, don't overdo the emphasis. Pick a few things you want to emphasize, and go through the document consistently highlighting only those items. Then go through the application only reading the summaries, highlights, tables, charts, and figures. It might be the case that an overworked judge does just that. If you can get the gist of the proposal from just those parts, you've done your job.

How about in-text citations and a bibliography?

By all means, make 10-20 in-text citations; but no, do not waste space on the bibliography for all those citations. We are aware of many successful proposals without bibliographies. Judges will not bother to check the veracity of any of the references, but they will want to see that you are aware of the literature. The simplest and fastest way to show this is to use in-text citations. Be sure to include several seminal paper or book citations that anyone familiar with your topic would recognize.

How important are the purpose and method summaries?

Very! The summaries at the top of the first and second sections are windows into your proposal. Judges

might have 50 proposals to get through, so you need to clearly summarize your purpose and methodology. There is not enough space for rambling or detail. Get feedback on your wording and ask colleagues whether they get the gist of the project from just the summaries. These summaries can make or break a proposal, so spend some time on them.

What about repetition?

It is a good idea to reword the purpose and outcomes of the research for emphasis throughout the proposal. There are several places this can be done: within the summary section, wherever it is explicitly asked for, at the end of the method section, or any other place that makes sense. Do not go overboard, but approaching the purpose and hypothesized results from several different perspectives may help a judge understand the value of your proposal. Combining repetition of key parts of your proposal, purpose, analytical methods, and results with consistent highlighting is a good strategy for success.

Should I include tables, charts, and figures?

Yes, please! Use tables, charts and figures not because they fill space, but because they clarify an idea, convey meaning, or explain a concept better than a lengthy description. Space is at a premium and chances are that if you are knowledgeable about your field you will not have enough space to write everything you would like to convey. You need to refer to tables, charts, and figures in the text and explain the main points, but they may clarify a complex idea in a succinct way.

Can I fool the judges? If so how?

No. You won't be able to. Just know what is expected of a successful proposal and include all those elements. The judges know all the tricks that you do, so you won't be able to fool them. Just write a solid proposal, presenting what is expected and following the rules, and it should pass. Learn about the grading criteria and keep them in mind when writing the proposal (more on that later). Also, read the instructions on each page carefully and follow them. It's pretty straightforward. Oh, and keep tweaking that awesome research idea until you have something original, fun, and exciting.

Will they reject my proposal because of my budget?

No. Your proposal will not be rejected because you ask for too much money. If your proposal is sound, it will pass, and they will adjust the budget appropriately. No need to meticulously calculate every item in your budget to the last yen. Round up to about 1000 yen for each item. You will need to inflate your budget anyway because you can expect a lot of cuts. More on that topic in the fourth and final article.

What should I do if my proposal fails?

Check your feedback and take it seriously. Study the reasons given and address the points that reviewers have critiqued. Were you given an A, B, or C failing grade? Know why it failed, fix your mistakes, and reapply the next year. A failing grade of A means that you were in the top 20%, a B is 20% to 50%, and a C is in the bottom 50% of all failing applications. If you got an A then you might want to tweak your existing idea and resubmit the same proposal next year. If you got a C then you probably want to seriously rethink your research approach and the value of your idea. A failing grade of B is the hardest to interpret. If you are really in love with your idea, then you may want to keep it and try again. But if you can think of a better one, then you might want to redesign your experiment or try another idea. Either way, you will need to do major work on the proposal that got a B. Remember this misconception: Since 33% of applications pass, if I submit three years in a row, then on average my proposal will pass by the third year! That is not true. The reality is that solid, well-written research proposals will pass every time. Poor ideas and poorly written proposals will fail 10 years in a row. Take the reviewer's feedback seriously and address all the comments as best you can.

Titles

You are allowed up to 200 characters for the title. Make several titles and sleep on them for a while. Don't wait until the last minute to come up with one. Be sure that you have encapsulated the essence of either the purpose or the expected results in the title, or both. Also, think about the contributions to your field. Spend time on the title and get feedback from colleagues.

Fun Fact Box: *Failing grades*

There are three levels of failing grades: A, B, and C.
Failing Grade Range
A: Top 20% B: 20% - 50% C: Bottom 50%
If you receive an A failing grade then all you need to do is adjust your proposal with the issues they nicked you on and resubmit next year. Don't just resubmit the proposal exactly as is unless you are a masochist. Seriously address the issues they mention in your feedback. If you scored a C failing grade, you might want to think about rewriting the entire project from the ground up. Reconsider the methodology, the purpose, the research relevance in your field, everything. You are not striking a chord with many of the judges. If you score a B failing grade then you could go either way, either do some tweaking or rewrite from the ground up, but definitely address the feedback issues.

Filling out the forms

Rather than show each page of the grant application and give an example of a successful proposal, we will give sentence stems for each section and subsection. This way, it will be more generalizable to any research context. This will increase the usefulness for your own project and help you get started immediately. Furthermore, this method will help you to think about your own project details without having to interpret from an example which may not use the same methods or analysis as your own. Not all sentence stems will be applicable, so, if not, simply skip that stem and move to the next. Comments are included to emphasize and clarify points relevant to that section of the application. Sentence stems are indicated with a bullet point, and comments are in numbered lists. There is a lot of information that follows so we invite you to come back to this section repeatedly during your proposal writing process.

Fun Fact Box: *Red skulls*

In the military, some manuals have little red skulls next to a procedure or set of instructions. Those skulls refer to how many people died because they didn't follow the instructions to the letter. On aircraft carriers, around jets and on a submarine, following protocol and instructions carefully can mean the difference between life and death. However, in our case, no one is going to die if your grant proposal doesn't get accepted, but it sure does feel that way sometimes. Just note that the following stems and comments have been culled over a 10-year period from the authors' trial and error hard knocks, and many years of discussions with successful and unsuccessful applicants. We hope you will get some use out of them. Each one has at least two red skulls next to it.

Purpose of the Research

Purpose of the research (summary)

- The purpose is…
- The aim/ objective/ goal is to …
- In phase 1 we will…
- In phase 2 we will…
- We expect to find…

Scientific background for research

1. Aim for 10-20 in-text citations. Sprinkle references in as many places as you can.
2. It is not necessary to put a bibliography in the proposal. There is not enough space to include it, especially if you have upwards of 20+ citations.
3. Underline, italicize, or highlight either the purpose, originality, or other important points. Be consistent with your emphasis.
4. Put the most condensed literature review you have ever written on one page. That's it. Write for a highly educated person, but chances are they will not be familiar with the nuances and subtleties in your field or topic. Explain technical jargon when needed and try to include diagrams and charts for explaining complex ideas.
5. Pick one main theory and write as clearly as possible.
6. A good way to end is with the *gap*.
7. Clearly state how and to what extent you will fill that gap with your proposal.

- In recent years, …
- Although (relevant field) has made significant gains in the last several years, more research into (the mechanism, interaction between A and B, how A affects B) is needed. Our research aims to investigate this area.

What will be elucidated and to what extent will it be pursued during the research period

1. This is a good place to put your research questions (RQs) for each phase of the research with optional RQs if the research progresses faster than expected. Also, indicate which is the primary RQ.
2. Don't include too many RQs. Don't overreach. Balance is the key. Don't think that putting as many goals as possible is better than one good one. Many judges will take points off for inability to complete a project in the required time due to an over-ambitious proposal. Balance and simplicity is often the best approach.

Scientific characteristics

1. For qualitative analysis, indicate what method you will use.
2. For quantitative analysis, clearly state what statistical methods you will use.
3. For material creation, it might be helpful to mention the pedagogical approach you will be using that informs your content creation.
4. In general, mention the theoretical underpinning that guides your research reasoning and choices, for example: cognitive science, social-constructionism, game-based learning, or self-determination theory.
5. This is a good time to repeat the purpose from a statistical point of view. How will you calculate/ determine or triangulate your data?

- Our research design will use X, Y, Z statistical analysis.
- The design will combine qualitative and quantitative components, specifically…
- We will validate our instruments using Rasch

and PCA, etc...
- We will run a multiple regression analysis, 2-way mixed ANCOVA, Path analysis, SEM (structural equation modelling), Rasch, etc. to investigate/ explore/ study/ scrutinize/ research...
- In phase 1 we will run a X to determine Y
- In phase 2 we will run a K to determine L

Originality
- There exists a gap in the literature...
- The original elements of this research are...
- This research design has never appeared in the literature before... to the best of our knowledge.
- First, we intend to carefully investigate ...
- Second, we will measure X over a period of Y weeks, months, semesters to determine Z.
- Third, we will do something that has never been done before...
- We will contribute to the field of X by explaining Z

Expected results
1. Be specific. State your hypothesized results. What is the scope of this research? Stay concentrated and focused. Three years may seem like a long time, but it goes by quickly when you are setting up an experiment, collecting data, and trying to make sense of it.
- In Phase 1 we expect to find...
- In Phase 2 we expect to find...
- In experiment one, we expect to find a strong correlation between A and B.
- In experiment two, we hypothesize that A will outperform B because of XYZ.

Significance of the research
1. Closing statement about how this research will contribute to a) your research field, b) students, c) institutions, d) society at large, or e) the betterment of humanity.

Research plan and method

Research plan and method (summary)
- This project consists of two experiments. In fiscal year (FY) 2026 (experiment one), X will be added to Y and tested. There will be 200 participants in four treatment groups. Data will be collected along with A, B, and C. A MANCOVA will be carried out to measure XYZ to determine their influence. In FY2027+ (experiment two), we will repeat experiment one with LMN to determine whether ABC.

Team
- The team consists of three researchers, see Table 1 for responsibilities and expertise. This research project consists of two experiments. Experiment One will run for approximately XX-YY months. Experiment Two will run for approximately XX-YY months.
1. This information is also used in the online system. If you have it in your proposal you can cut and paste it into the system when the time comes.

Table 1. *Investigator roles, responsibilities, and areas of expertise*

Investigator	Roles & Responsibilities	Area of Expertise

Fiscal year (FY) 20XX (1st year)
1. Who will do what, when?
2. How are you going to collect data?
3. How long will things take?
4. Add tables, figures, and illustrations to clarify your method or explain complex theories.
- The purpose of Experiment One is to determine the influence of ABC on XYZ.
- The number of participants will be...

FY 20XX achievements
- During the first year, we plan on setting up equipment, preparing X and contacting Y for data collection in the second year. As a result, we expect to be ready to collect data when students return in the spring of ...
- During the first year, we expect to have finished preparations for data collection... Also, we will have completed a small pilot study and expect to know Y.
- We expect to find a significant effect from at least one ABC.
- The extent of the influence will be revealed by Experiment One.
- We hypothesize XYZ will occur to this extent due to the effect of treatment Y.

FY 20XX contingencies
- The only issues that we foresee occurring during experiment one are ...
- These may cause delays of between X and Y months which would ...
- In the event of this delay we will adjust our X

accordingly and ...
- We expect that there could be a small delay in X, causing us to push back Y...

FY 20YY (2nd year and thereafter)

1. How far along the experiment do you intend to be?
2. How are you going to collect data?
3. Who will do what and when?
4. How long will things take?

FY 20YY achievements

- We expect to find ...
- We hypothesize that ...

FY 20YY contingencies

1. What could go wrong and how you will deal with it?

State of preparations ...and methods to disseminate ...

The current state of research environment, facilities and materials

1. Mention equipment that you have..., but that you need X to continue.

The state of preparation for starting the research

1. Mention that you have gone as far as you can, and to continue, you need new funding.

How the research achievements are disseminated to society

1. Mention that you will write papers for international journals and present at conferences. Hold workshops for the public. Create a website.
2. Cover standard academic methods for dissemination. Write a book chapter...

Research achievements

1. Don't forget to number each entry.
2. Double underline the primary investigator.
3. Single underline all other co-researchers.
4. This is another reason why working with others is beneficial. Find someone with recent publications and together you can fill up two pages over the previous 5-6 years.

Research funding received and achievements

If you have internal funding from your school, or if you plan on combining this with your personal budget, you need to list funding here. But more importantly, if you have previous grants or funding that have ended and this research is related, then you can put down your previous achievements. It keeps your research momentum going and shows the judges that you have been trusted in the past and are more likely to continue doing high quality work moving forward.

Protection of human rights ...

Write some boilerplate ethics stuff here about ...

1. Participants privacy
2. Consent forms from participants
3. Approval from institutions
4. Data encryption on hard drives
5. Locked cabinets for sensitive papers
6. Other ethical concerns

Rationality and justification of the research costs

1. After you have finished creating your budget, break it down by year and category.
2. Describe where the money will be spent, and be specific.
3. You don't need to fill in all this white space but be thorough.
4. Judges will want to cut your budget out of habit. Don't give them a reason to do so. If you have a large line item, explain why the cost is so high and why it is important to the success of your project.

Budget

See the next article in the series for budget details.

Application for research funding, current state ... and effort

Add project titles and effort as a percentage of your total workload.

Next issue

In the final installment of this series of grant writing articles, we will address the main reason for this whole process, namely, the budget. The budget is not a make or break topic but there are a number of pitfalls that you will want to look out for. Your proposal will not be rejected because you ask for too much money, or make some other budgetary misstep, but you don't want to leave it to the last minute. In our last article, we will discuss all things financial. We hope you come back.


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

Greetings from the SO SIG!

Many SIGs address different aspects of the educational side of what happens in our classrooms, but no other SIG within JALT addresses business issues, thus the School Owners' (SO) SIG was born. The SO SIG is a place where owners or prospective owners of language schools in Japan meet, discuss and learn the business aspects of running language schools in Japan. School owners are unique in that they must balance the educational goals of their students with the economic realities of running a business. Managing one's own school can have significant advantages, such as allowing one the freedom to teach in the ways that one feels are most effective. It also entails unique challenges, such as signing employment contracts, managing staff, collecting fees, conducting marketing, and many other aspects that involve finances and management.

Events

The SO SIG ran its first conference on Sunday, January 28, 2018 in Osaka. The full day of presentations and discussions on topics ranging from search engine optimization (SEO) to hiring practices and teacher management gathered 67 attendees from all over Japan. A resounding success for our first event. The next conference is tentatively scheduled for Tokyo in January 2019. Members of the SO SIG are able to attend the conference for free. Non-members can attend for a fee.

Webinars

The SIG hosts several webinars each year. Some recent topics have been SEO, creating a positive employment culture, and making employment contracts. These webinars are free for members, and when attended live, allow for real-time interaction with the presenters and do not require attendees to travel. Recordings can also be accessed at any time by SIG members (https://jaltsosig.wixsite.com/home/members-only).

Publications

The SO SIG produces a newsletter with articles related to running a language school in Japan. Some sections have highlighted mistakes different owners have made or contain articles on the balance between educational quality and maintaining a profit.

Website

The SO SIG website (https://jaltsosig.wixsite.com/home) is our main source of information. Members are able to login and access videos of presentations from past conferences, audio from past webinars, and PDF versions of past newsletters. It is also a good location to see information on upcoming events.

Facebook

Please join the "JALT School Owners SIG" group on Facebook (https://www.facebook.com/groups/SchoolOwnersSIG/). It is currently open to anyone interested in issues related to school ownership, not just SIG members. It is a great place to ask questions and see issues school owners are discussing.

Upcoming Event

- Jan 20, 2019 (Tentative), Second Annual SO SIG Conference

If you are a school owner who cares about operating a school that offers quality education and is fiscally and operationally sound, the SO SIG is a great resource. We look forward to sharing our unique perspective with JALT.

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—Pan-Asian Consortium of Language Teaching Societies
- 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

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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*

Great Anime/Manga Series I Missed

Gundam Style

In a post-apocalyptic world people have forgotten how to socialize directly, preferring to interact using giant 10-story-tall transmutable robotic exoskeletons. Gobo, a university dropout and part-time aircraft hangar, secretly has feelings for his neighbor Rin, an artist who works nights as a discotheque. One day Gobo gets bitten on the leg by Rin's bus-sized robotic Corgi, and the two gradually get acquainted as they share zany misadventures involving city zoning laws and the Japanese Aerospace Exploration Agency. Through it all they learn that friendship, like a well-oiled robot, won't seize up even if someone has been crying in its command module for the better part of a half hour.

Cashcow Boy (in Japan,* 金鵄鳥アトム *[Kingachou Atomu] or "Golden Goose Atom"):

A lonely old man designs a superhero action figure in the likeness of his missing son and begins selling models of it to neighborhood kids. Cashcow Boy action figures become a huge hit, making the old man a multimillionaire. But the missing son miraculously reappears, demanding a majority cut of his father's earnings. Meanwhile lawyers for Manganese Comics, a huge media franchise, take the old man to court on the charge that Cashcow Boy closely resembles their own superhero Captain Bonanza. In the end everyone's mercenary designs are foiled when the original Cashcow Boy's wish to become a real human is granted by a magical fairy and he retires from show business.

Squeegee of Destiny* (宿命のスクイージー *[Shukumei no Sukuiijii])

A young, brash martial artist named Onchi wants to prove herself by setting out on a journey to retrieve the fabled Squeegee of Destiny, which gives its owner unprecedented powers of observation and foresight. Her mentor, Bulbous, thinks she is far from ready, both for the challenge of the quest and for the power the artifact would give her if she found it. But once it is discovered that the evil Prince Pistachio has his sights set on acquiring the Squeegee for himself, Bulbous has no choice but to help his reckless protégée in her quest.

B-On!

A group of high school boys decide to break from tradition and start a quilting circle. For the next three years they face challenges in the form of bullying, heartache, pricked fingers, broken trusts, FARTs (fabric acquisition road trips), boll weevils, and even an alien invasion that catches everyone by surprise. Through it all they learn that friendship, like a good quilt, needs to be well scrimmed or else all the batting will sag down at one end.

Psychic/Cool-brained Hoki* (ホキの霊能／冷脳 *[Hoki no Reinou])

This life-after-death series follows an assistant demon named Hoki whose job is to read residential gas meters in hell. His only friend, Simpleton, happens to be the one who accidentally killed them both as humans in a freak accident at a cosplay convention. Together they have quirky encounters with other condemned souls, some of whom represent well-known celebrities and sports figures. In one episode the ghost of grand-scale environmental sculptor Christo wants Hoki and Simpleton to convey a complaint to the town council about his noisy neighbors. But the two luckless heroes get the address wrong and wind up shutting down an Iron Maiden concert being attended by Satan himself.

What The...?!* (ありえない! *[Arienai!])

Five junior high school kids selected by a quasi-governmental agency to operate nuclear powered, transdimensional, laser cannon equipped flying amphibious tanks, engage in regular battles with undead aliens from an alternate past who have stolen the bodies of extinct microbes to pilfer the world's supply of Euphonium, a rare element found only in the nether regions of certain prep school and military brass bands. Between their weekly life-threatening melees, the kids hang out at onsens, eat soba noodles, and talk about love. Through it all they learn that friendship, like a good animated series, succeeds best when it is logically unhinged.

Getting to JALT2018 at Granship in Shizuoka

KANSAI INT'L AIRPORT (KIX)

By **JR Limited-Express HARUKA** (48 min.)
Departures: 06:30 - 22:16
(30 min. intervals)

SHIN-OSAKA STATION

By **JR Bullet trains KODAMA** (140 min.) or **HIKARI** (110 min.)
Departures: 06:08 - 21:06
(30 - 40 min. intervals)

CENTRAIR INT'L AIRPORT (NGO)

By **Meitetsu Limited Express train** (28 - 35 min.)
Departures: 05:24 - 23:31
(10 - 25 min. intervals)

NAGOYA STATION

By **JR Bullet trains KODAMA**(70 min.) or **HIKARI** (51 min.)
Departures: 06:20 - 22:14
(30 - 40 min. intervals)

NARITA INT'L AIRPORT (NRT)

EITHER

by **Limousine Bus** (80 min.) Departures: 07:00 - 22:55 (10 - 30 min. intervals)

OR

by **JR Narita Express** (59-80 min.) Departures: 07:44 - 21:44 (30 - 60 min. intervals)

TOKYO STATION

By **JR Bullet train KODAMA** (80 min.) or **HIKARI** (64 min.)
Departures: 06:33 - 22:10
(30 - 40 min. intervals)

HANEDA INT'L AIRPORT (HND)

By **Keikyu** (13 min.)
Departures: 05:26 - 24:01
(10 - 30 min. intervals)

KEIKYU SHINAGAWA STATION

5 min. walk between stations

JR SHINAGAWA STATION

By **JR Bullet train KODAMA** (76 min.) or **HIKARI** (55 min.)
Departures: 06:34 - 22:18
(30 - 40 min. intervals)

SHIZUOKA STATION

By **JR Tokaido Local Line** (3 min.)

1-5 min. walk from South Exit

- ★ Hotel Century Shizuoka
- ★ Shizutetsu Hotel Prezio Shizuoka-Ekinan
- ★ Shizuoka Daiichi Hotel
- ★ Hotel New Shizuoka

1-5 min. walk from North Exit

- ★ Hotel Associa Shizuoka
- ★ Kuretake Inn Premium Shizuoka Ekimae
- ★ Shizutetsu Hotel Prezio Shizuoka-Ekikita
- ★ Shizuoka Grand Hotel Nakajimaya
- ★ Hotel Garden Square Shizuoka
- ★ Hotel A'bant Shizuoka
- ★ Shizuoka Kita Washington Hotel Plaza

HIGASHI SHIZUOKA STATION

3 min. walk

Shizuoka Convention & Arts Center "GRANSHIP" (Venue)