The Language Teacher

‹jalt-publications.org/tlt›

Feature Article

Readers' Forum

TLT Interviews

My Share

JALT Praxis

The Japan Association for Language Teaching
Volume 43, Number 1 • January / February 2019
ISSN 0289-7938 • ¥1,900 • *TLT* uses recycled paper

JALT Publications

JALT Publications Board Chair

Caroline Handley
pubchair@jalt-publications.org

TLT Editorial Staff

- *TLT* EDITORS
  Eric Shepherd Martin
  Antonija Cavcic
  tlt-editor@jalt-publications.org
- *TLT* ADVISOR
  Gerry McLellan
- *TLT* ASSISTANT EDITOR
  Peter Ferguson
- *TLT* JAPANESE-LANGUAGE EDITOR
  杉野 俊子 (Toshiko Sugino)
  tlt-editorj@jalt-publications.org
- *TLT* JAPANESE-LANGUAGE ASSOC. EDITOR
  迫 和子 (Kazuko Sako)
  tlt-editorj2@jalt-publications.org
- *TLT* WEB ADMIN & EDITOR
  Malcolm Swanson
  webadmin@jalt-publications.org

JALT Praxis Editors

- TLT INTERVIEWS
  Torrin Shimono & James Nobis
  interviews@jalt-publications.org
- MY SHARE
  Steven Asquith & Nicole Gallagher
  my-share@jalt-publications.org
- *TLT* WIRED
  Edo Forsythe & Paul Raine
  tlt-wired@jalt-publications.org
- BOOK REVIEWS
  Robert Taferner & Stephen Case
  reviews@jalt-publications.org
- PUBLISHERS' REVIEW COPIES LIAISON
  Julie Kimura & Ryan Barnes
  pub-review@jalt-publications.org
  School of Pharmacy and Pharmaceutical Sciences, Mukogawa Women's University, 11-68 Koshien Kyuban-cho, Nishinomiya, Hyogo 663-8179, JAPAN
- YOUNGER LEARNERS
  Mari Nakamura & Marian Hara
  younger-learners@jalt-publications.org
- TEACHING ASSISTANCE
  David McMurray
  teach-assist@jalt-publications.org
- THE WRITERS' WORKSHOP
  Paul Beaufait
  writers@jalt-publications.org
- OLD GRAMMARIANS
  Scott Gardner
  old-grammarians@jalt-publications.org

JALT Focus Editors

- SIG FOCUS
  Joël Laurier & Robert Morel
  sig-focus@jalt-publications.org
- JALT NOTICES EDITOR
  Malcolm Swanson
  jalt-focus@jalt-publications.org

Production

- COPYEDITORS & PROOFREADERS
  Casey Bean, David Cooke, Chris Edelman, Philip Head, Decha Hongthong, Zoe Kenny, Robert Kerrigan, Lorraine Kipling, Andrew Leichsenring, Laura MacGregor, Simon Park, Kevin Thomas, David Marsh, Brian Birdsell, Jeremy Eades, Colin Mitchell, Daniel Hougham

- 和文校正・翻訳者 (JAPANESE PROOFREADERS & TRANSLATORS)
  宮尾 真理子(Mariko Miyao)
  中安 真敏 (Masatoshi Nakayasu)
  阿部 恵美佳 (Emika Abe)
  植田 麻実 (Mami Ueda)
  伊藤 文彦 (Fumihiko Ito)

- DESIGN & LAYOUT
  Pukeko Graphics, Kitakyushu
- PRINTING
  Koshinsha Co., Ltd., Osaka

Review

- *TLT* EDITORIAL ADVISORY BOARD
  Eric Bray – Yokkaichi University
  Steve Cornwell – Osaka Jogakuin College
  Scott Gardner – Okayama University
  Chiaki Iwai – Hiroshima City University
  Todd Jay Leonard – Fukuoka University of Education
  Robert Long – Kyushu Institute of Technology
  Laura MacGregor – Gakushuin University
  Theron Muller – University of Toyama
  Bern Mulvey – Iwate University
  Tim Murphey – Kanda University of International Studies
  Jonathan Picken – Tsuda University
  Stephen Ryan – Sanyo Gakuen University
  Dax Thomas – Meiji Gakuin University

- ADDITIONAL READERS
  Dale Brown, Carol Borrmann-Begg, Peter Clements, John Eidswick, Patrick Foss, Naomi Fujishima, Austin Gardner, James Hobbs, Brandon Kramer, Aleda Krause, Paul Lyddon, Donald Patterson, Greg Rouault, Vick Ssali, Toshiko Sugino, Jerry Talandis Jr., Blake Turnbull, York Davison Weatherford, Jennifer Yphantides

JALT Journal

- *JALT JOURNAL* EDITOR
  Eric Hauser
  jj-editor@jalt-publications.org
- *JALT JOURNAL* ASSOCIATE EDITOR
  Gregory Glasgow
  jj-editor2@jalt-publications.org
- *JALT JOURNAL* JAPANESE EDITOR
  Yo In'nami
  jj-editorj@jalt-publications.org
- *JALT JOURNAL* JAPANESE ASSOCIATE EDITOR
  Natsuko Shintani
- *JALT JOURNAL* REVIEWS EDITOR
  Greg Rouault
  jj-reviews@jalt-publications.org
- *JALT JOURNAL* ASSISTANT REVIEWS EDITOR
  Bill Snyder

Post-Conference Publication

- EDITORS-IN-CHIEF
  Peter Clements
  Aleda Krause
  Phil Bennett
  pcp_editor@jalt-publications.org

Peer Support Group

- PSG COORDINATOR
  Loran Edwards
  peergroup@jalt-publications.org
- PSG MEMBERS
  Loran Edwards, Paul Beaufait, Steve McGuire, Theron Muller, Brandon Kramer, Dawn Lucovich, Anna Husson Isozaki, Joshua Myerson, Jarwin K. Martin, David Ockert, Brian Gallagher, Jean-Pierre J. Richard, Vikki Williams, Daniel Bates, Adam Pearson, Daniel Hooper, Hanon Junn, Amanda Yoshida, Veronica Dow, Suwako Uehara

JALT Central Office

Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016
t: 03-3837-1630; f: 03-3837-1631
jco@jalt.org

Contents

JALT Publications Online

Material from *The Language Teacher* (TLT) and *JALT Journal* (JJ) published in the last six months requires an access password. These passwords are only available to current JALT members. To access the latest issues of *TLT* and *JJ*:

https://jalt.org/main/publications

To explore our unrestricted archives:

http://jalt-publications.org

Follow us for the latest information and news on JALT Publications:

facebook.com/jaltpublications

#jalt_pubs

In this month's issue . . .

Akemashite omedetou gozaimasu and Happy New Year! Although it's already 2019, I think a lot of us are still processing what occurred in 2018. It was quite an eventful year in regards to global politics, women's rights movements, rapid climate change, and issues in the education sector in Japan. There was also the 44th JALT International Conference in Shizuoka. For those of you who attended or presented, you probably agree that it was a stellar success and a fruitful occasion to network and share ideas. Here's hoping that 2019 brings some positive changes in the lead up to the Tokyo 2020 Olympic Games and, at least for me, a riveting final season of Game of Thrones.

There were, of course, significant changes here at *TLT* too. Caroline Handley has moved on from her position as assistant editor and has taken over Jerry Talandis' position as JALT's Publications Board Chair. The lovely Peter Ferguson has taken replaced Caroline as Assistant Editor for *TLT*. In addition, Gerry McLellan has moved on to the role of *TLT* Advisor. He will be missed as a dedicated member of the editorial team here at *TLT* to the point that it even pains me to announce that I will be replacing him! In any case, I should probably introduce myself. As a former copyeditor for *TLT* and occasional peer reviewer, I'm just another masochistic volunteer who finds her work rewarding. I'm Antonija Cavcic and like Gerry, I've lived and worked here for a while. I certainly hope that I'm as well-versed in poetry as he is!

Introductions aside, let's take a look at some of the highlights of this issue. We have one Feature Article and two Readers' Forum articles for you to read at your leisure. Firstly, in his Feature Article, **MacPaul Hirata** introduces an essential cover letter wordlist for L2 learners which was compiled from a corpus of 400 cover letters. Not only the findings, but also the teaching tips offered are invaluable for teachers at university. In Readers' Forum, **Robert O'Mochain** discusses the #MeToo movement's impact in Japan and suggests how educators can raise awareness through activities and educational initiatives. To follow, **Josef Williamson** responds to Davey Young's article on turn-taking models in Volume 42(3) of *TLT* and highlights the significance of pragmatics as a major factor influencing turn-taking practices.

Continued over

TLT Editors: Eric Shepherd Martin, Antonija Cavcic
TLT Japanese-Language Editor: Toshiko Sugino

Aside from the Features and pieces in Readers' Forum, don't forget there's our regular *TLT Interview* column, as well as plenty of tips, tricks, reviews, and news to read. Stay warm, folks. Winter has come!

— *Antonija Cavcic,* TLT *Coeditor*

あけましておめでとうございます。すでに2019年になりましたが、まだ昨年の出来事を振り返られている方も多いのではないでしょうか。2018年の日本では、国際政治、女性権利運動、異常な速度の天候変化、そして教育部門における問題などの点において、様々な出来事がありました。また、第44回JALT国際大会が静岡で開催されました。出席された方や発表をされた方は、大会が大成功であったこと、そして色々なアイデアを配信しネットワークを広げる充実した場であったことを感じていただけたのではないでしょうか。2019年もまた、2020年の東京オリンピックまでの道のりにおいて、そして少なくとも私にとっては、「(海外ドラマの)ゲーム・オブ・スローンズ」の魅力的な最終シーズンに向けて、素晴らしい変化をもたらしてくれることを期待するところです。

もちろん*TLT*においても大きな変化がありました。Caroline Handleyが副編集者を退き、Jerry TalandisのJALT Publications Board Chairの役職を引き継ぎました。また、素晴らしいPeter FergusonがCarolineの*TLT*副編集者の仕事を引き継ぎ、加えて、Gerry McLellanが*TLT*アドバイザーへと移動しました。ここTLT編集チームの献身的なメンバーだった彼がいなくなるのは残念で、私が彼の後を引き継ぐことをお知らせするのは申し訳ないほどです。いずれにせよ、少し自己紹介をしなければいけませんね。私はAntonija Cavcicと申しますが、以前から*TLT*のcopy editorとして、また時には査読者として、このやりがいのある仕事を自虐的とも言えるほど多く引き受けて来たボランティアの1人です。Gerryと同様に私もしばらくこちらに住み、勤務しております。私も彼と同じように詩心があればと思います。

さて、自己紹介はさておき、今回のハイライトをいくつか見てみましょう。Feature ArticleとReaders' Forumの記事は、それぞれ楽しみながらお読みいただける内容になっています。まずMacPaul HirataのFeature記事では、400のカバーレターのコーパスから蓄積された第2言語学習者にとって不可欠な単語リストの導入を行なっています。その調査結果だけでなく授業法の提案も、大学教員にとって非常に価値のあるものです。Readers' Forumでは、Robert O'Mochainが日本での#MeToo運動の効果を論じ、活動や教育的取り組みで意識を高める方法を提案しています。そして、Josef Williamsonが、*TLT* 42(3)号のDavey Youngの話者交替に関する記事を受けて、話者交替練習に影響を及ぼす主な要因としての語用論の重要性に焦点を当てています。

FeatureやReaders' Forumの記事に加え、定例のInterviewコラム、数多くの助言や方法、書評、ニュースも忘れずにお読みください。寒さに備え、どうぞ暖かくしてお過ごしください。

— *Antonija Cavcic,* TLT *Coeditor*

Submitting material to *The Language Teacher*

The editors welcome submissions of materials concerned with all aspects of language education, particularly with relevance to Japan. For specific guidelines, and access to our online submission system, please visit our website:

http://jalt-publications.org/tlt/submissions

To contact the editors, please use the online contact form listed below, or use the email addresses listed on the inside front cover of this issue of *TLT*.

http://jalt-publications.org/contact

JALT Publications Copyright Notice

The Japan Association for Language Teaching (JALT)

A nonprofit organization

The Japan Association for Language Teaching (JALT) is a nonprofit professional organization dedicated to the improvement of language teaching and learning in Japan. It provides a forum for the exchange of new ideas and techniques and a means of keeping informed about developments in the rapidly changing field of second and foreign language education.

JALT Board of Directors, 2019-2020

President	Richmond Stroupe
Vice President	Naomi Fujishima
Director of Membership	Joshua Krill
Director of Program	Wayne Malcolm
Director of Public Relations	Parisa Mehran
Director of Records	Kenn Gale
Director of Treasury	Robert Chartrand
Auditor	Steve Brown

Contact

To contact any officer, chapter, or Special Interest Group (SIG), please use the contact page at <http://jalt.org>.

An English Cover Letter Essential Wordlist for Second Language Learners

MacPaul Hirata
Kanda University of International Studies

Writing a cover letter is an essential part of the job application process. To find ways to improve second language learners' cover letter writing ability, this author examined cover letters to create a list of words that are essential for writing English cover letters. A Cover Letter Essential Word List (CLEWL) of 347 words was created from a corpus of 400 cover letters. The CLEWL was analyzed in terms of its make-up, lexical coverage, and lexical frequency profile. This study presents those findings, as well as suggestions for teaching words from the CLEWL.

カバーレターを書くことは就職活動に不可欠な部分である。本論では第2言語学習者のカバーレター作成能力を向上させる方法を見つけるために、英語のカバーレターの文例を調査し、カバーレターを書く上で不可欠な単語リストを作成した。400枚のカバーレターのコーパスから、カバーレターの必須単語リスト（CLEWL）347語を作成し、それを構成、語彙の範囲、および語彙頻度プロファイルの観点から分析した。 本論ではその調査結果について述べ、CLEWLの単語を教える方法を提案する。

The purpose of this study was to determine which words would be most useful for L2 learners to know when they are composing a professional cover letter. The author looked at cover letters from a corpus linguistics perspective with the goal of creating a specialized word list for this text type. A cover letter is a document sent with applicants' resumes to a potential employer to provide additional information about their qualifications. Cover letters transverse every discipline and remain widely used. The significance of this study is that there is, to date, no study on the essential vocabulary for cover letters despite the benefits of such an endeavor. Words lists such as this one are important for helping L2 learners to gain both specialized receptive vocabulary knowledge and productive vocabulary knowledge (Yamamoto, 2014).

Making an Area-Specific Word List

With the availability of computing resources and the subsequent advancement in computer technology, computer programs have become the tool of choice for making specialized word lists. This is because of their ability to process a large amount of data in a limited time and their consistency in objectively identifying technical and non-technical terms when compared to other methods, such as compilation by human researchers and the use of technical dictionaries. When using computer programs to develop specialized word lists, four criteria can be applied. These are *range*, *frequency*, *dispersion*, and *ratio*.

Range

Range is the number of different texts in which a word appears. Both Coxhead (2000) and Nation (2016) rank range as the most important criteria. The reason is that range avoids the bias of the frequency criteria where a word might appear many times within a text, probably because of its relationship to the topic of the text, and yet fail to appear in other different texts in the same corpus. The more useful a word is, the more likely it is to appear in many different texts. Coxhead (2000), when making the Academic Word List (AWL), set the threshold of occurrence to 15 or more of the 28 texts in the corpus, while Yang's (2015) threshold for the inclusion of words in the Nursing Academic Word List (NAWL) was occurrence in 11 of the 21 subject areas of the Nursing Research Articles Corpus (NRAC).

Frequency

Frequency refers to the number of times a word occurs within each text. However, because topic-related words could have a high frequency in a single text, and yet have a limited range, frequency alone might not be sufficient criteria for the inclusion of a word. The generally accepted frequency threshold for a word is 28.57 times per million words, or 0.0028% of the total running words in a corpus (Coxhead, 2000; Lei & Liu, 2016; Yang, 2015).

Dispersion

The *dispersion* criterion is used to eliminate the bias of the frequency count by making sure that words occur evenly across the different texts in a corpus. The dispersion of a word in a corpus is acquired by

dividing its range and frequency data. Gardner and Davies (2014) used a dispersion threshold of 0.80 in creating their Academic Vocabulary List.

Ratio

The *ratio* criterion compares the frequency rate of the selected words in a target corpus with their frequency in another non-related corpus. The reason for this is the belief that items in a specialized list are more likely to occur more frequently in related texts than in other non-related texts. Gardner and Davies (2014) adopted a threshold of a 1.5:1 ratio in their Academic Vocabulary List. This means that the selected words had to appear in the specialized text at least 50% more than in non-related text.

The above four criteria are used in varying combinations in different studies on specialized word lists. For instance, Coxhead and Hirsch (2007) used a combination of range, frequency, and dispersion to determine the technical vocabulary of science texts. Wang, Liang, and Ge's (2008) Medical Academic Word List (MAWL) and Yang's (2015) NAWL were both based on range and frequency. Frequency, dispersion, and ratio were used by Zhu (2017) in his study of the technical vocabulary of newspapers, and by Lei and Liu (2016) to determine the technical vocabulary of medical texts.

In the present study, range, frequency, and dispersion were used to select words that are essential for writing cover letters. Ratio was not calculated, because this study was not concerned with a comparison of the cover letter corpus with another non-related corpuses.

Research Questions

Two research questions that form the basis of this study are:

1. Is there a list of words that are essential for writing English cover letters?
2. What is the lexical frequency profile of the Cover Letter Essential Word List?

Methods

Adopting the computer-based approach (Chung & Nation, 2004), a list of frequently occurring words was generated from a corpus of cover letters (CL). The result formed the Cover Letter Essential Word List (CLEWL). Because cover letters are quite personal documents, unlike other types of text such as newspaper articles, which are made for public consumption, this study relied mostly on online sources for the cover letter samples. These online sources were educational websites that offered training and advice on job applications. Three websites, dayjob.com, bestsampleresume.com, and monster.com, were included. Thus, while the samples might not have constituted authentic cover letters, they were no less representative of the actual form of this text type. The corpus consisted of 406 CL samples with a total of 83,196 running words. The samples varied in size from 300 to 600 words and were taken from 11 different fields of work (see Table 1) to ensure diverse representation. However, to make the samples computer readable, the cover letters from each field were merged into one large file.

Table 1. *List of Job Fields and Their Corresponding Number of CLs*

Field	Number of CLs	Tokens
Aviation	36	4,471
Education	37	7,265
Engineering	34	6,062
Finance	44	8,891
Health	40	9,930
Human resources	38	8,879
IT	36	7,101
Marketing & Advertising	34	7,874
Mass Media	37	8,425
Real Estate	36	6,640
Hospitality	34	7,658

At the processing stage, the samples were standardized by removing unnecessary information, such as addresses, and dates, which were of no value to the lexical analysis of the samples. Hyphenated words that had a different meaning from those of their individual words were moved into an off-list. Also, using a stop list, function words and proper nouns were eliminated from the samples because their meanings were independent of the subject matter. The WordSmith Tools (Version 7.0; Scott, 2018) program was used to determine range, frequency, and dispersion among the selection of words, and the intuition and knowledge of four human validators was relied upon to classify the make-up of the CLEWL.

The Range computer program (Heatley, Nation, & Coxhead, 2002) was used to obtain the lexical frequency profile of the resulting CLEWL. The lexical frequency profile shows how many items of

the CLEWL are distributed at different 1,000-word lexical frequency bands. This involved running the CLEWL as a text in the Range program, first against the GSL-AWL list, then with the BNC-COCA list. The GSL-AWL is a combination of West's (1953) list of 2,000 general high frequency English words, and Coxhead's (2000) 570-word family list of English academic vocabulary. The BNC-COCA (Nation, 2012) is a list of the 25 most frequent 1,000 word families common in English text.

Finally, according to Nation (2016), when developing a word list, "the unit of counting needs to reflect the kind of word knowledge needed by the end-users of the list" (p. 8). Because the end-users of the CLEWL are L2 learners who are writing cover letters, word type was used as the unit of counting in this study. A word type refers to every different word in a text or corpus. For instance, *write* and *writing* are counted as two different words. In comparison to tokens and word families, word types are more suitable for making word lists for productive knowledge (e.g., speaking and writing), because of the necessity for knowledge of the individual word forms and their appropriate use contexts (Nation, 2016).

Results

The CLEWL that was created from the CL corpus consisted of a total of 347 word types. These occurred 15,930 times and made up 29.31% of the total running words in the corpus. The most frequent 20 words of the list alone made up 4,269 tokens or 5.15% of the total running words in the corpus (see Table 2).

Also, 77.52% of the CLEWL words were contained in the GSL-AWL, and 89.91% were contained within the top 10 frequency bands of the BNC-COCA word list. This means that the CLEWL is composed mostly of high-to-mid frequency words.

Discussion

Henry and Roseberry (2001) note the importance of teaching learners genre-specific vocabulary because it will help to determine conformity to the conventions of the genre. This is particularly necessary in the cover letter subgenre because the success of the writer depends on adherence to the rules of the genre. Consequently, this study found a list of 347 word types that were determined to be essential for the writing of English cover letters. The CL-essential vocabulary was found to account for 29.31% of the total running words in the CL corpus. However, the less specialized nature of the CL subgenre means that its vocabulary would be more generally useful than, for example, vocabulary from a science-related

Table 2. *Most Frequent 20 Words of the CLEWL*

Word	Frequency	%
Experience	464	0.56
Position	395	0.47
Resume	339	0.41
Skills	279	0.34
company	257	0.31
Years	255	0.31
Job	223	0.27
Time	213	0.26
Organize	196	0.24
Interview	187	0.22
Service	168	0.20
Contact	163	0.20
Meet	163	0.20
Qualifications	161	0.19
Team	161	0.19
Enclosure	157	0.19
Application	125	0.15
Forward	124	0.15
Look	121	0.15
Discuss	118	0.14

Table 3. *Make-Up of the CLEWL*

Level	Description	Examples
1	Words that have no specific relationship with CLs	function words, proper nouns
2	Words that have meanings that are minimally related to CLs.	*high*, *highly*, *good*, *excellent*, *increase*, *last*, *previous*
3	Words that have meanings that are closely related to CLs.	*experience*, *interests*, *chance*, *motivated*, *goals*, *ability*
4	Words that have meanings that are specific to CLs	*CV*, *resume*, *skills*, *position*, *interview*, *advertised*, *job*

discipline. That is, the words can have the same exact meaning and usage in other non-CL texts.

The Make-Up of the CLEWL

The CLEWL was evaluated using Chung and Nation's (2003) four-point rating scale (see Table 3).

None of the words in the list belonged to the first level because the stop list of function words and proper nouns that was created at the data processing phase eliminated these words. Few words could be classified under the second level, and these words accounted for less than 5% of the words in the list. Most of the words from the list can be classified under level 3. These are words such as *motivate*, *chance*, and *achieve*, which are essential for writing effective CLs, but which are not specific to the subgenre. On the other hand, far fewer words were classified as level 4 words compared to level 3 words, and these were words that were considered specific to CLs. However, these are also likely to be found with the same meaning in other fields. The concentration of the essential words in level 3 attests to the less specialized nature of the vocabulary of CLs in general.

To validate the above classification, two English for specific purposes (ESP) instructors and two general English instructors rated the list and agreed that 70–80% of the CLEWL could be rated under level 3.

CLEWL Lexical Frequency Profile

An analysis showed that 77.52% and 89.91% of the CLEWL are contained in the GSL-AWL and within the first 10 frequency bands of the BNC-COCA. Less than three percent can be found at the low-frequency level of the BNC-COCA word list. This means that the CLEWL is made up mostly of high to mid-frequency level words. Because beginner and pre-intermediate level learners are unlikely to know a considerable number of these words, the CLEWL could be an effective learning resource for ESP students learning how to write English cover letters. Table 4 shows some of the CLEWL words within the GSL-AWL lists. Learning the essential vocabulary of cover letters is important because it can help to reduce learners' lexical burden and make it easier for learners to write effective cover letters.

Table 4. *CLEWL Items in the GSL-AWL*

1k	2k	AWL
experienced	advertisement	appropriate
applying	confident	challenges
opportunities	enclosed	dynamic
expectations	managing	energetic
current	improving	motivated
writing	education	role
training	match	professional
efficient	perform	schedule
fit	discuss	unique
lead	skills	tasks
position	qualifications	strategies

Teaching Implications of the CLEWL

One way in which the CLEWL could be taught to ESP learners would be to organize the words into the various parts of speech. For example, the words could be grouped under action verbs, self-descrip-

Table 5. *Cover Letter Functions and Corresponding Vocabulary*

Offering Candidature	Self-Promotion	Enclosing Documents	Welcoming Response
write	developed	attached	contact
apply	skills	CV	interview
position	possess	Resume	look forward
contact	efficient	proof	appreciate
interest	planned	enclosed	opportunity
advertized	managed	references	chance
express	experienced	information	consideration
	education	include	response
	current		convenience

tive adjectives, abstract nouns, and adverbs. Another way would be to group the words according to the functions that they serve in a cover letter (see Table 5).

There is much value in collecting and organizing the essential vocabulary of cover letters, as this study has done, before learners start to learn cover letter writing. If they can learn these words in advance, learners will then be able to focus more on learning the technical vocabulary of their field or industry of interest.

The main limitation of this study is the nature of the text type. CLs are personal documents and are usually available only to the writer and the target recipient. This makes access to authentic CLs very challenging. The data used in this study were acquired mostly from contrived samples which might have influenced the make-up of the CLEWL. Another limitation stems from the problem of socio-cultural differences among countries. These differences may cause variations in CL writing style from one country to another. For example, British CLs might differ from American CLs. Most of the sample CLs in this study were taken from American websites. A more representative corpus must contain samples of CLs from different countries. Also, while the 400 cover letters that make up the CL corpus might seem large, a much larger sample would insure a high representation of low-frequency words.

Conclusion

This study investigated two important research questions. The first was whether there is a set of words that are essential for writing cover letters. A cover letter essential word list (CLEWL) of 347 word types was extracted from a corpus of 400 cover letters based on range, frequency, and dispersion. Data showed that the CLEWL accounted for 29.31% of the total running words in the corpus. The second question examined the lexical frequency profile of the CLEWL by comparing it with the GSL-AWL and the BNC-COCA lists. The CLEWL was found to cover high- to mid-frequency band words and was therefore a useful resource for students in learning how to write cover letters. Given the importance of cover letters in every professional field, more studies on the essential vocabulary of cover letters using a larger corpus are needed.

References

BSR. (n.d.). *Cover Letters*. Retrieved from https://www.bestsampleresume.com/resume-cover-letter.html

Chung, T. M., & Nation, P. (2003). Technical vocabulary in specialised texts. *Reading in a Foreign Language, 15*(2), 103–116. Retrieved from http://nflrc.hawaii.edu/rfl/October2003/chung/chung.html

Chung, T. M., & Nation, P. (2004). Identifying technical vocabulary. *System, 32*(2), 251–263. doi:10.1016/j.system.2003.11.008

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly, 34*(2), 213–238. doi:10.2307/3587951

Coxhead, A., & Hirsch, D. (2007). A pilot science-specific word list. *Revue Francaise de Linguistique Appliquee, 12*(2), 65–78. Retrieved from https://www.cairn.info/revue-francaise-de-linguistique-appliquee-2007-2-page-65.htm

DayJob.com. (n.d.). *Cover letter examples.* Retrieved from https://www.dayjob.com/content/cover-letter-examples-314.htm

Gardner, D., & Davies, M. (2014). A new academic vocabulary list. *Applied Linguistics, 35*(3), 305–327. doi:10.1093/applin/amt015

Heatley, A., Nation, I. P., & Coxhead, A. (2002). Range [Computer software]. Retrieved from http://www.vuw.ac.nz/lals/staff/Paul_Nation

Henry, A., & Roseberry, R. L. (2001). A narrow-angled corpus analysis of moves and strategies of the genre: "Letter of application." *English for Specific Purposes, 20*(2), 153–167. Retrieved from https://www.sciencedirect.com/science/article/pii/S088949069900037X

Lei, L., & Liu, D. (2016). A new medical academic word list: A corpus-based study with enhanced methodology. *Journal of English for Academic Purposes, 22*, 42–53. doi:10.1016/j.jeap.2016.01.008

Monster.com. (n.d.). *Cover letters and resumes*. Retrieved from https://www.monster.com/career-advice/cover-letter-resume?intcid=skr_navigation_www_cover-letter-resume

Nation, I. S. P. (2012). *The BNC/COCA word family lists*. Retrieved from https://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/Information-on-the-BNC_COCA-word-family-lists.pdf

Nation, I. S. P. (2016). *Making and using word lists for language learning and testing.* Philadelphia, PA: John Benjamins Publishing Company.

Scott, M. (2018). WordSmith Tools [Computer software]. Oxford, England: Oxford University Press.

Wang, J., Liang, S.-L., & Ge, G.-C. (2008). Establishment of a medical academic word list. *English for Specific Purposes, 27*(4), 442–458. doi:10.1016/j.esp.2008.05.003

Waring, R., & Nation, I. (1997). Vocabulary size, text coverage, and word lists. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition, and pedagogy* (pp. 6–19). Cambridge, England: Cambridge University Press.

West, M. (1953). *A general service list of English words.* London: Longman, Green, & Co.

Yamamoto, Y. (2014). Multidimensional vocabulary acquisition through deliberate vocabulary list learning. *System, 42*(1), 232–243. doi:10.1016/j.system.2013.12.005

Yang, M.-N. (2015). A nursing academic word list. *English for Specific Purposes, 37*, 27–38. doi:10.1016/j.esp.2014.05.003

Zhu, J. (2017). *The technical vocabulary of newspapers* (Master's thesis, University of Western Ontario, Ontario, Canada). Retrieved from https://ir.lib.uwo.ca/etd/4872

MacPaul Hirata is a lecturer in the ELCC department of Kanda University of International Studies. He holds an M.A. in Applied Linguistics and TESOL from the University of Leicester, UK. His primary research interest is L2 vocabulary teaching and learning. He is also interested in technology integration in language learning. He can be contacted at hirata-m@kanda.kuis.ac.jp.

Appendix

The appendix of the complete *Cover Letter Essential Word List* can be found in the online version of this article at http://jalt-publications.org/tlt/.

Sexual Harassment: A Critical Issue for EFL in Japan

Robert O'Mochain
Ritsumeikan University

Since the end of 2017, many controversies and social media campaigns, especially the "#MeToo" movement, have kept the issue of sexual harassment in the public eye. While the #MeToo movement has impacted many in the United States and elsewhere, its impact in Japan has been considerably less. This is surprising as sexual harassment inflicts very negative effects on victims and the problem is prevalent in many social spheres in Japan, including in educational institutions. This article outlines the extent of the problem and provides suggestions on classroom activities and educational initiatives to raise awareness for the transformation of currently toxic conditions.

2017年末から、多くの論争やソーシャルメディアによるキャンペーン、特に「#MeToo」運動により、セクシャルハラスメント問題に世間の関心が向けられている。「#MeToo」運動は米国などで影響を与えた一方、日本での影響は少なかった。これは驚くべきことである、何故なら、セクシャルハラスメントはその犠牲者に多大な否定的影響を与えるものであり、日本においても教育機関を含め多くの公共の場で蔓延しているからである。本論ではこの問題の広がりについて概要を述べ、現在の弊害を変えるための意識を高める、教室でできるアクティビティおよび教育主導に関しての提議を行う。

In the early 1970s, around a number of US university campuses, such as MIT and Cornell, groups of activist women began to recognize, name, and analyze a social problem that had long gone unnamed and unchallenged: sexual harassment (Seagrave, 1994). They shared their stories, recognized patterns and commonalities, and identified two main types of harassment: "quid pro quo," when an employer or work colleague demands sexual favors for work benefits, promotion, or being spared dismissal; and a "hostile work environment", when colleagues habitually do physical, verbal, or non-verbal acts of a sexual nature that other employees find offensive (McKinnon, 1979). Sexual harassment also came to denote situations outside of the workplace. For example, when classmates stigmatize their peers as sexually promiscuous or engage in homophobic bullying, this can be seen as a type of sexual harassment, as it draws on social prejudice and affects our individual sense of sexual identity. Sexual harassment can also occur between people who are in intimate relationships. In Japan this is referred to as "Dating Violence" and is a phenomenon that affects large numbers of students (*Mainichi Japan,* 2016). In addition, "street sexual harassment" usually occurs when men believe they have impunity to do a range of inappropriate acts, such as shouting out offensive comments or epithets on the street, groping women on crowded trains or buses, or "upskirting" (taking photos of a person's lower body without his or her consent) on escalators and stairs. All of these offensive behaviors receive varying degrees of social approbation, in spite of the deleterious effects on the psychological well-being of victims.

Negative Effects

A recent *Mainichi Shimbun* news article (Miura, 2017) details the story of Ninomiya Saori, who experienced sexual harassment from her boss 20 years ago and even today still suffers from a stress disorder due to the long-term effects of the abuse. She works in programs to reduce incidents of sexual assault in Japan but feels that society still tends to lay blame and shame at the door of the victims much more than that of the perpetrators. Negative effects on students are also an issue for concern. In their research into the effects of sexual harassment on junior high school students in the U.S., Gruber and Fineran (2016, p. 112) argue that sexual harassment "activates sexist and heterosexist stereotypes, erodes school engagement, alienates students from teachers, and adversely affects academic achievement, to a greater degree than bullying does." This realization lies behind recent research initiatives in east Asia, such as the study by Yuan-Shan, Dih-ling, Hung-Shen, and Bai-Syuan (2012) in high schools in Taiwan. They found that over half of junior high school students had experienced sexual harassment within the previous year and that this was a source of psychological distress.

Extent of the Problem

Over the past 30 years, many laws have criminalized workplace sexual harassment and employers who do nothing to prevent sexual harassment. Between 1974 and 2010 in the U.S., law courts heard ten

different cases that tightened federal law provisions against workplace sexual harassment (Conte, 2010). In addition, two civil rights acts and equal employment opportunity laws improved the situation during the 1980s and 1990s. While positive legal developments also occurred in Japan from the mid-1980s onwards, they were not as extensive as in the United States. The doubtful efficacy of provisions made during this period can be discerned from the fact that 9,500 people filed cases with the Japanese Ministry of Labor in 2000 (Huen, 2007). In a recent government survey, 30% of employees in Japan reported being sexually harassed at work (*Japan Times*, 2017). Justice Ministry figures estimate that only 18% of cases of sexual harassment actually get reported to police (Yamasaki, 2017).

Research data for educational institutions are also a cause for concern. A 2016 survey by Japan's Education Ministry reported that 129 teachers had to be dismissed from public schools due to sexual assault (*The Japan Times,* 2017). In total, 226 school staff members were found culpable of offences including secret filming or peeping, touching of a victim's body, and sexual intercourse. A General Union (2014) survey found that 57% of female instructors in Japan, as well as 48% of men had experienced sexual harassment in the workplace. Other findings from the survey were equally worrying. Appropriate action was taken against culprits in only 15% of cases and many respondents did not feel confident enough in the institutional system to report the incidents. Many who did report sexual misconduct found there were no procedures in place for them to pursue justice and to prevent perpetrators from re-offending. In fact, representatives at lower-management level usually discouraged victims from taking any further steps to deal with the situation. The survey also indicated that sexual harassment occurs in a wide range of educational institutions, from the largest to the smallest, and that many instructors feel unsafe in their work environment. Accounts of the language conversation school GABA (General Union, 2017) also indicate that language instructors in the *eikaiwa* (English language conversation school) sector may be vulnerable to sexual harassment. The principal causal factors may include short-term contracts, immigration status, language ability issues, cross-cultural miscommunication, and a lack of managerial support (cf. Currie-Robson, 2014). More empirical research needs to be done in Japan to determine the extent to which sexual harassment is happening in conversation schools and in other educational institutions.

Social Norms and Educational Institutions

Recent studies in Japan have focused on social and cultural factors that hinder anti-harassment initiatives. In a review of measures against workplace sexual harassment in Japan, Huen (2007, p. 826) argues that the reason why this problem is so extensive in workplaces in Japan is due to societal attitudes of acceptance, with unhelpful gender stereotypes that construct sexual harassment as part of a "normal" workplace. In her analysis of sexual harassment in Japanese culture, Kazue (2008, p. 57) argues that deep-rooted cultural values of *wa* (social harmony) and respect for fatherly authority often constrain institutions from initiating effective measures to protect individuals.

Each social institution has its own culture of gender relations, and this is often embodied in a culture of silence regarding sexual harassment (Seagrave, 1994, p. 5). Educational institutions are not exceptional in regard to cultures of silence surrounding sexual harassment, and this also applies in the field of language education (Waldron, 2017). Teachers and researchers can be targeted in diverse locales, including conference sites. In her review of sexual harassment at conferences in the ELT industry, Unlu (2017) reflects on widespread concerns about unwritten codes of negative values and further suggests that perpetrators often take advantage of circumstances at conferences to carry out abusive behavior. Physical proximity overnight in hotels is an obvious factor, but another factor regards the power relations of people involved. In some cases, senior academics who play a pivotal role in the awarding of masters and doctoral degrees to young graduate students see conferences as opportunities to carry out abusive behaviors. Concern for the well-being of language practitioners at conferences lie behind recent initiatives within JALT, which now has a code of conduct to deal with harassment at conferences (JALT, 2018) and is currently working on more online resources.

Author's Classroom Activities

Engagement with the difficult issues raised by sexual harassment should be seen as a vital concern for all language educators who share a commitment to critical applied linguistics and its "broader political and ethical visions that put inequality, oppression, and compassion to the fore" (Pennycook, 2001, p. 10). This ethical imperative motivates me to do what I can as an educator to challenge a disturbing social malaise. I have had positive experiences in my own efforts to challenge the culture of silence surrounding sexual harassment and to raise awareness

of the gravity of the issue. In a content-based course on Western culture which I conducted with a small group of students in a national university in western Japan in early 2018, I made use of a wide range of materials that students found motivating. Simple key word searches on major Internet search engines yielded fruitful results. For example, we used role plays and real-world scenarios from the University of Exeter's (2018) pedagogical resource toolkit, the *Intervention Initiative*. Activities in the toolkit underline the responsibility of bystanders to help prevent the continuation of acts of sexual harassment which are often ignored due to the influence of toxic campus cultures. The scenarios and role-plays provide realistic conversational texts with many casual register vocabulary items that students may well hear when they travel abroad. I also employed another text from the U.K., the Thames Valley Police Force's (2018) instructional video clip on the issue of consent. This is a three-minute, animation clip *Tea and Consent*, which succinctly and clearly explains the very complex and sensitive issue.

A particularly effective dramatization of a case of workplace sexual harassment is provided by the U.S. actor David Schwimmer who produced six dramatizations of everyday instances of sexual harassment, with all clips available online. The vignette, *The Coworker,* was particularly helpful, as we had access to a *New York Times* article (Miller, 2018), which provides the transcript of the video dialogue as well as a range of insightful comments from gender scholars and activists. Students could also easily access video clips from human resources wesbites and workplace training programs, such as those from U.S. media companies, Kantola (2018), and J. J. Keller (2018). We debated the various merits of different types of video dramatizations, as well as key points raised by TED Talk speakers. We also discussed clips from an interview (YouTube, 2018) with the journalist Ito Shiori, a woman who has come to be seen as the face of sexual harassment issues in Japan. Ito argues that high levels of rape and serious sexual assault will continue in Japan as long as broader social and cultural norms see sexual harassment as a relatively trivial issue. Ito's case, and other sexual harassment issues, have been elaborated in many newspaper articles in Japan and other countries, and these real-world texts proved a valuable resource in the classroom.

At the end of the semester, students were given a choice between a short essay on what they had learned about western culture or what they had learned about sexual harassment issues. Eight out of eleven students chose the latter. End-of-term written comments from students which reflected high levels of awareness included the following: *"I think Japan has a lot to work to do in terms of sexual harassment"*; *"Victims need to raise their voice and tell others"; "We do not learn about sexual harassment at school. We need to learn more about it"; "In the beginning of the class . . . I assumed that the problem was not so serious. Actually, I have never seen someone being sexually harassed. I thought the problem was not related to me too. But the class changed my thought."* Overall, my limited experience incorporating sexual harassment issues into a content-based curriculum indicated that these issues can be motivating for students and can make a difference from a critical perspective. Ideally, in the future, many language educators will incorporate sexual harassment issues into their teaching as these issues can involve transformative engagement with timely real-world topics that are of interest to many students

Initiatives Within Education

Some recent initiatives are aimed at proactively empowering young Japanese women who are vulnerable to sexual harassment. Organizations like *Chabudai Gaeshi Joshi Akushon* (Table-Turning Women's Action Group) are visiting universities and schools in Japan to conduct empowerment training and to educate students about issues of sexual harassment and consent (Ito, 2017). In the case of *Chabudai Gaeshi,* women turn the tables on male oppressors as they act out an expression of anger and defiance, strengthening their resolve to break the culture of silence that has shielded their harassers from justice. The group holds discussions that focus not only on empowerment of women, but also on transforming men and the models of masculinity that keep them tied to self-limiting and impoverished personae like "the classroom bully" or "the office harasser."

As well as raising awareness in the classroom, language instructors can also lend support to those initiatives which aim at eliminating sexual harassment from their schools, campuses, and all other social sites. Vocal support may be necessary if the interests of the institution's reputation are seen as more important than the pursuit of justice for victims. Creaser (2012, p. 34) shows that when concerned stakeholders try to initiate policies that proactively challenge sexual harassment offenders in Japanese universities, they are often met with a lethargic response, as avoiding rocking-the-boat and bad publicity seem to be the fundamental priorities. Yet, it is only when organizations and schools provide and implement clear guidelines and procedures that the task of seeking justice is made feasible, both for victims and for those who want to report

suspected breaches of conduct. If we see students being silenced in our classes because of sexually suggestive or abusive comments or behaviors, we should intervene and follow the guidelines that are designed to protect vulnerable individuals. When work colleagues have been victimized, our practical and moral support may prove invaluable, especially if the victims feel reluctant to pursue justice and challenge the perpetrators. A desire to encourage victims to break their silence has led to the setting up of a website for EFL practitioners, ELTtoo (2018). The site provides a forum for survivors of sexual harassment to share their stories and to raise awareness of the extent of the problem in the world of English language education.

Final Reflections

From a critical perspective, educators are complicit in the maintenance of unjust power structures in society if their classroom practices and institutional choices leave inequalities unaddressed. The seriousness of problems like sexual harassment urges us to acknowledge that praxis should involve problematizing all unjust power structures that are based in cultures of sexism, racism, homophobia, ableism, and all ideologies of discrimination. These ideologies often lead to the creation of an atmosphere in social institutions that allows people to be targeted due to their less powerful positioning, and issues of power are relevant whenever sexual harassment occurs. Research data indicates that sexual harassment is an issue of concern in many educational institutions, especially as the negative effects of harassment on young survivors are intensive and long-term. My own teaching experiences with undergraduate university students indicate that sexual harassment issues can be of interest to language learners in Japan and that a range of accessible multi-media resources exist to incorporate related issues into broader content-based curricula. By making use of a wide range of materials to raise these issues and promote lively, empathetic classroom discussion, we can help break the culture of silence which perpetuates a grave social injustice.

References

A turning point in the war on sexual harassment? (2017, October 30). *Japan Times.* Retrieved from https://www.japantimes.co.jp/opinion/2017/10/30/editorials/turning-point-war- sexual-harassment/#.W5dqGM-mICUk

Conte, A. (2010). *Sexual harassment in the workplace: Law and practice, 2010-1.* New York, NY: Wolters Kluwer.

Creaser, F. (2012). Harassment prevention policies at a Japanese university. *The Journal and Proceedings of GALE*, 5, 22–37.

Currie-Robson, C. (2014, September 28). Eikaiwa, deal with sexual harassment of teachers, before it's too late. *The Japan Times.* Retrieved from https://www.japantimes.co.jp/community/2014/09/28/issues/eikaiwa-deal-sexual-harassment-teachers-late/#.WiNKA4hpHIU

ELTtoo (2018). *A movement to raise awareness and take action against harassment and bullying in ELT*. Retrieved from: https://elttoo.wordpress.com/

General Union. (2014). Sexual harassment by students in eikaiwa. Retrieved from http://www.generalunion.org/sexual-harassment/1046-sexual-harassment-by-students-in-eikawa

General Union. (2017). Gaba meets General Union's demands. Retrieved from: http://www.generalunion.org/gaba/1817-gaba-meets-general-union-s-demands-client-blocking-procedure-published

Gruber, J., & Fineran, S. (2016). Sexual harassment, bullying, and school outcomes for high school girls and boys. *Violence Against Women, 22*(1), 112–133.

Huen, Y. (2007). Workplace sexual harassment in Japan: A review of combating measures taken. *Asian Survey, 47*(5), 811–827.

Ito, M. (2017, Jan. 6). Shifting attitudes towards sexual violence in Japan. *Japan Times.* Retrieved from https://www.japantimes.co.jp/news/2018/01/06/national/social-issues/shifting-a ttitudes-toward-sexual-violence-japan/#.WnekKojLjIU

JALT (2018). JALT Code of Conduct. Retrieved from https://jalt.org/main/jalt-code-conduct/.

J.J. Keller (2018). *Preventing discrimination and harassment for employees (Canada).* Retrieved from: https://www.jjkellertraining.com/Views/InteractiveTraining/CourseDescription.aspx?CID=1807

Kantola (2018). *Is your harassment training up to date?* Retrieved from https://www.kantola.com/

Kazue, M. (2008). The making of *sekuhara*: Sexual harassment in Japanese culture. In S. Jackson, L. Jieyu & W. Juhyun (Eds.), *East Asian Sexualities: Modernity, Gender and New Sexual Cultures* (pp. 52–68). London and New York: Zed Books.

McKinnon, C. (1979). *Sexual harassment of working women: A case of sex discrimination*. New Haven, CT: Yale University Press.

Miller, C.C. (2018, January 26). David Schwimmer made six short films about sexual harassment: We annotate one of them. *New York Times*. Retrieved from https://www.nytimes.com/interactive/2018/01/26/upshot/sexual-harassment-script-react.html

Miura, Y. (2017, Dec. 7).「まさか君が僕を訴えるとは」性犯罪加害者たちの滑稽なほどの"被害者意識 ["I Never Believed You Would Accuse Me": How 'Victim Awareness' among Sex Offenders Borders on the Absurd]. *Asahi Shimbun: Aera.* Retrieved from https://dot.asahi.com/dot/2017120500010.html?page=3

Pennycook, A. (2001). *Critical applied linguistics: A critical introduction.* New York, NY: Routledge.

Record 226 school staffers in Japan punished for obscene acts or sexual harassment in fiscal 2016. (2017, December 28). *The Japan Times*. Retrieved from https://www.japantimes.co.jp/news/2017/12/28/national/record-226-school-stfe rs-japan-punished-obscene-acts-sexual-harassment-fiscal-2016/#.Wm7XYoj LjIU

Seagrave, K. (1994). *The sexual harassment of women in the workplace: From 1600 to 1993*. Jefferson, NC: McFarland.

Survey finds male students in Osaka prefecture suffer more dating violence than females. (2016, February 8). *Mainichi Japan.* Retrieved from http://mainichi.jp/english/articles/20160208/p2a/00m/0na/017000c#csidx170cd 8ce367afb2948de0b3210ef084

Thames Valley Police Force (2018). *Consent is everything*. Retrieved from https://www.thamesvalley.police.uk/police-forces/thames-valley-police/areas/c/2017/consent-is-everything/

University of Exeter (2018). *The intervention initiative*. Retrieved from https://socialsciences.exeter.ac.uk/research/interventioninitiative/

Unlu, V. (2017). Some like to say 'what happens at conferences stays at conferences.' *ELT Gazette*. Retrieved from http://digital.elgazette.com/december-january-2017/some-like-to-say-what-happens-at-conferences-stays-at-conferences.html

Waldron, H. (2017). Speak out, but he heard: Against sexual harassment in ELT. *EFL Magazine: The Magazine for English Language Teachers.* Retrieved from http://www.eflmagazine.com/speak-heard-sexual-harassment-elt/

Yamasaki, A. (2017, November 8). In Japan too, we need to talk about sexual misconduct. *The Japan Times.* Retrieved from https://www.japantimes.co.jp/community/2017/11/08/voices/japan-need-talk-sexual-misconduct/#.WgjoulhpHIU

You Tube (2018). Shiori Ito broke Japan's silence on rape – the outcome was brutal. Retrieved from: https://www.youtube.com/watch?v=zcOTPMiCqe8

Yuan-Shan, C., Dih-ling, L., Hung-Shen, L., & Bai-Syuan, H. (2012). Psychological distress and experiences with sexual harassment among junior high school students in Keelung City. *Taiwan Journal of Public Health, 31*(4), 326–335.

Robert O'Mochain has been teaching English in Japan for the past twenty years. He is a graduate from Temple University Japan's language education programs and is currently employed as an associate professor at Ritsumeikan University's College of International Relations. He is involved in the activities of GALE (Gender Awareness in Language Education).

A Pragmatics Explanation for Japanese-English Turn-Taking Contrasts and the Need for Pedagogical Intervention: A Response to Davey Young's *TLT* Article

Josef Williamson
National Graduate Institute for Policy Studies, Tokyo

In *TLT* Volume 42(3), Davey Young presents contrasting models of turn-taking in Japanese and English and argues that this cross-cultural difference is primarily due to linguistic differences across English and Japanese. While rightly noting that proficiency in turn-taking is crucial for overall interactional competence and should be a focus of pedagogical intervention, Young's rationale for the difference in his models neglects the important factor of pragmatics, particularly the notion of politeness. In this response to Young's original article, Japanese-English differences in turn-taking behaviours are considered from a pragmatic viewpoint and analysed as part of a larger discursive leadership (Fairhurst, 2007) framework. The implications for teaching turn-taking are also discussed.

*TLT*42巻3号においてDavey Youngは日本語と英語の話者交替の対照モデルを提示し、この異文化間の相違は、主に英語と日本語の言語的相違によるものであると述べている。Youngが指摘している通り、確かに話者交替の能力は相互行為能力全体の中で極めて重要であり、教育的介入の中心的課題の1つとなるべきである。しかしながら、Youngのモデルにおける日本語と英語の話者交替の相違に関する理論は、語用論における重要な要素、特にポライトネスの概念が欠けている。このYoungの論説の補遺は、話者交替における日本語と英語の違いを語用論の見地から考察し、より広い談話管理（Fairhurst, 2007）の枠組みで分析した。また、話者交替指導の点からの考察も加えた。

Davey Young's article on the contrast between turn-taking in Japanese and English in TLT 42 Number 3 (2018) is a timely reminder for teachers working in Japan on the importance of helping learners develop interactional competence (IC) in general and turn-taking skills in particular. Young notes that floor changes in Japanese typically feature more pauses between turns than English, a language in which new speakers (NSs) often overlap current speakers (CSs) at turn changes, and he assigns the cause of this phenomenon to a linguistic difference between the way that Japanese and English are grammatically structured. This is explained in terms of Sacks, Schegloff, and Jefferson's (1974) notion of transition relevant places (TRPs), or the points in the speech of CSs where NSs may assume the floor. Being able to anticipate, or 'project', TRPs is key to being able to manage turn changes effectively according to Young. The pragmatic force of an utterance—whether it is a request, an assertion, a suggestion and so on—is often identifiable at turn beginnings in English, Young's example being the request: "*Would you like* to see a movie this weekend?". Japanese speakers, on the other hand, must wait until the end of the utterance to recognize a similar request: "*Shumatsu ni eiga wo mimasen ka*?". Thus, English speakers overlap more because they *can,* he asserts. Because they are able to identify the nature of the utterance early, they have more time to prepare a suitable response.

According to Young's (2018) hypothesis, given instruction and practice in the projection of TRPs, Japanese learners should be able to develop English turn-taking techniques in a straightforward manner. However, while Young's article shines a welcome light on a neglected obstacle to the development of English speaking skills and identifies a valid linguistic causal factor, it neglects an important additional cause: pragmatics. There are pragmatic reasons why Japanese turn-taking differs from English and and why there are pragmatic obstacles to learning English turn-taking. This response to Young's article aims to support the case for instructional intervention, but argues for a more expansive view of the problem by adding to the linguistic explanation for learner difficulties, one from a pragmatics perspective. Speaking is a wide-ranging category within which behaviours vary considerably. Due to the limitations of the scope of this paper, the case will therefore be constrained to group talk only and due to its significance to the needs of Japanese graduates, will focus mainly on talk in professional contexts.

The Case for Teaching Turn-Taking Skills

Young (2018) is right to argue that the development of turn-taking proficiency should be an educational priority in Japan as most observers recognize that Japanese learners of English lag other second language English learners when it comes to interactional competence (IC), as exemplified in Yoshida (2003). Indeed, a perceived lack of IC in professional contexts has been one of the driving forces behind foreign language educational reforms in recent years (Aspinall, 2006; MEXT, 2012). The limited body of research into intercultural interaction in the workplace involving Japanese participants supports this impression. In business meetings for example, a quantitative study of turns and turn durations in the meeting of an airline alliance revealed Japanese participants underperforming their western and Asian colleagues in both categories (Tanaka, 2003); a phenomenon also replicated in elicited data (Du-Babcock & Tanaka, 2013). In a cross-cultural analysis of English meetings, Mergel and Williamson (2018) reported not only was there more pausing between turns among Japanese groups as compared to native-speaker ones, but there were also different dynamic patterns, with more reliance on a facilitator to allocate turns among Japanese groups and more autonomous turn-taking among native English speakers.

These differences in turn taking can impact both business goals and business relationships (Yamada, 1997). Students of business English communication training programs in Japan who use English in intercultural workplace interactions frequently report the need to participate more effectively in group talk with foreigners as a high priority. They often view their inability to do so as a handicap in their capacity to influence others. In a qualitative study of this in action in an authentic context, Tanaka (2008) described a decision-making meeting held between three French executives of Renault and three Japanese executives of Nissan. In a part of the meeting devoted to negotiating a disagreement between the two sides, only one of the Japanese participants took a significant number of turns while all three of the French participants spoke often and at length. A post-meeting interview conducted in Japanese revealed that a lack of confidence in turn-taking was a primary cause. The decision was made in Renault's favour.

Analysing Different Turn-Taking Behaviours

While Young's (2018) linguistic thesis remains valid, studies repeatedly show that turn-taking is both culture and situation dependent (Tannen, 2012). For example, Hazel and Ayres (1998) found that Americans were more likely to self-allocate than Japanese in monocultural group talk. This conclusion was also supported by Mergel and Williamson (2018) in a business English context. On the other hand, Uchida (2006) reported how Japanese speakers interrupted more than English speakers when agreeing but less when disagreeing. The question then must be asked: what influences these differences and what intercultural conflicts might arise? There appear to be two causal factors underlying these differences: to whom we are speaking and about what we are speaking about.

In regard to the first, Japanese turn-taking appears to be particularly dependent on the comparative status between speakers and hearers. In an intercultural English meeting dominated by Japanese participants, Yamada (1997, p. 102) found turn frequency to exactly match hierarchy within the company. In her data, the section head took 48% of turns, while the subsequent ranks took 28%, 15%, 7%, and 3%. In regard to speech content, face threatening acts (FTA) (Brown & Levinson, 1987), especially disagreements, appear to produce culturally different turn-taking behaviours. In Uchida's (2006) comparison of Japanese and American talk show discussions, she found that agreement was signalled more quickly in Japanese but disagreement moves were more quickly and directly made in English.

In fact, disagreement moves appear to be a key area of pragmatic difference in turn-taking, at least in formal, professional interactions. Mergel and Williamson compared native-Japanese English speakers and native-English speakers discussing the same decision-making problems and found that pauses between turns were much shorter between native-English speakers when performing disagreement moves than between native-Japanese English speakers doing the same. There were also more overlaps: while linguistic ability may be a factor affecting this difference, it did not appear to be the only one. This can be seen in the following extract from their data in which a native English speaker (R) interrupts the Japanese speaker (J) for the explicit purpose of disagreeing with him:

Extract 1.

15:21	R:	I'm sure, I'm sure that in a moment like this we need to think about what's best for the company. Because if there's no company in three months' time, ... clearly, um, it's irrelevant. [D- Um], So I think that [J- oh, ok] at this point um the-
15:35	J:	-It's not, it's not irrelevant … is it? It's not irrelevant to our ... personal situations.

This exchange contrasts with the way a Japanese group handled a similar type of disagreement (in Extract 2 below). After realizing that participants held opposing views, the meeting chair, T, made an excessively long pause indicated by a twin set of three dots (more than six seconds).

Extract 2.

04:06 T: ... ... each, each person opinion is different ((laughter)) ...

A top-down theoretical analysis produces similar conclusions. The *discursive leadership* view of group interactions (Fairhurst, 2007) sees discourse in terms of how it is managed. This includes not only how turns are allocated, but also how discourse is framed (i.e., topics are managed) and how conflicts within the group are resolved (Aritz & Walker, 2014). According to the discursive leadership view, rather than being driven by any single individual, leadership is often of a collaborative quality emerging when, as Robinson (2001, p. 93) states, "ideas expressed in talk or action are recognized as capable of progressing talk or problems". This view resembles that of Young's description of IC as being 'co-constructed by all participants in a discursive practice". In other words, discursive leadership views the features of interaction such as turn-taking, as neither isolated from other relevant factors nor as entirely within the control of single interactors. Turn-taking is, therefore, dependant on what is being discussed and who is discussing it. These are pragmatic factors.

Furthermore, because what happens in interactions depends on the participants, it reflects the preferences of the individuals within particular discursive groups. This includes their personality-oriented discursive preferences but also inevitably, those preferences influenced by shared cultural values. Groups of Japanese interactors are therefore likely to create Japanese styles of interaction, including Japanese styles of turn-taking, regardless of the language they are using. This is what was found by Aritz and Walker (2014), who using elicited data derived from various American groups and Asian groups, identified three culturally aligned types of discursive leadership they named Cooperative, Collaborative and Directive. They found cultural bias among Asian test groups for their Cooperative Leadership model and a cultural bias among American groups for their Collaborative Leadership model. This finding was replicated in an intercultural study by DuBabcock and Tanaka (2013) and a cross-cultural comparative study by Mergel and Williamson (2018).

Using an analytical framework with turn-taking, discourse framing and conflict resolution along one axis and roles, rights and responsibilities and politeness conventions along the other, Mergel and Williamson (2018) analysed the behaviours of groups of native-Japanese speakers of English and groups of native speakers of English role-playing the same decision-making scenarios. The differences aligned closely with Aritz and Walker's (2014) Collaborative and Cooperative Leadership models respectively (see Table 1). In other words, the different quality of turn-taking across the two groups was situated within a different overall style of interaction.

Table 1. ***Two Discursive Leadership Types for Decision-Making Meetings***

Cooperative Leadership (Japanese)		
	Roles: Rights & Responsibilities	Politeness Conventions
Turn -taking	Turns allocated by chair in an egalitarian order	Significant pauses between turns, few interruptions
Discourse framing	Discourse framed and directed by chair	Discourse framing seen as institutional right of chair
Conflict resolution	Conflict mediated by chair, tacit pressure to conform to majority view	Disagreements significantly hedged, strategic alliance-building moves rare or absent
Collaborative Leadership (English native speakers)		
	Roles: Rights & Responsibilities	Politeness Conventions
Turn -taking	Turns allocated by individual initiative	Overlapping and interrupting common
Discourse framing	Discourse framed by chair but not exclusive right	Discourse framing seen as shared responsibility
Conflict resolution	Conflict mediated by chair, sometimes others - compromises proposed, arguments made and alliances formed	Disagreements usually hedged but direct disagreement tolerated

A Pragmatics Obstacle for Japanese Learners of English

The differences observed by Mergel and Williamson (2018) across the two discursive leadership styles are significant and reflect, in many cases, deeply held subconscious cultural beliefs—what Hall (1983) called "primary-level culture"—about discourse roles and politeness. If we take this into account, it may well be that the contrast in the extent and duration of pauses at turn exchanges between native English speakers and Japanese speakers of English is due as much to these beliefs about what is appropriate social behaviour as to an inability to project TRPs. If this is the case, teachers hoping to encourage their Japanese students to conform to the norms of English turn-taking are seeking changes in both linguistic proficiency and sociopragmatic behaviour. While the former involves learning new linguistic knowledge, the latter involves adapting to a new set of social values (Brown & Levinson, 1987; Leech, 1983). It may even seem to some learners as if they are being asked by the teacher to behave impolitely. It is not surprising, therefore, if resistance to instruction is the result and this may offer a possible explanation for why Young's (2018, p. 11) learners "remained oriented to a Japanese style of floor management" despite his instruction.

If pragmatics is preventing Japanese learners from developing English IC in addition to and apart from any linguistic differences, then instruction must address it. This means that learners should be made aware of: 1) turn-taking differences between typical L1 and L2 practices; 2) pragmatic reasons for those differences; and 3) the potential consequences of not adapting their behaviours. At the same time, teachers should be aware of and sympathetic to the psychological difficulties of changing from one style of interaction to another. Instruction should focus on strategies and avoid prescription which may be viewed as overly ethnocentric and leave the choice and extent of accommodation up to the learner. Showing videos, of authentic English group talk with many overlaps (any extract from a TV discussion show these days will likely suffice) may help learners see just how proficient speakers manage the complex dynamic while (usually) maintaining rapport. Communication tasks such as games offer ways for learners to try out strategies in non-face-threatening contexts. The author gives an example of this approach in an interrupting game published in issue 39(2) of *The Language Teacher* that has proved effective and fun in many teaching contexts (Williamson, 2015). In other words, pragmatics instruction requires sensitivity to pragmatics factors and the culturally-shared values that often underly them. Where pragmatics is an obstacle to what teachers are trying to teach, underestimating its influence or worse, ignoring it completely, is unlikely to lead to successful learning outcomes.

Conclusion

Young's (2018) article brought some welcome attention to the difficulties Japanese learners of English have in adapting to the turn-taking dynamics of English. Being better able to participate in and influence group talk in English is a key demand from employers and should, therefore, hold a high priority among teachers preparing students for the workplace. However, the difficulties learners experience are at least as much pragmatic in origin as they are linguistic. The evidence suggests that English speakers and Japanese speakers conform to different norms of turn-taking influenced by the relationship between speakers and listeners and the face-sensitivity of the content of the speech. Because these differences are pragmatic in nature, developing English turn-taking skills may sometimes involve behaving in ways that conflict with underlying culturally-oriented values about interactional behaviour. This adaptation can be difficult from a psychological perspective. Teachers must understand what is at stake. Failure to do so may put at risk the pedagogical outcomes they are striving for.

References

Aritz, J., & Walker, R. C. (2014). Leadership styles in multicultural groups: American and East Asians working together. *International Journal of Business Communication*, *51*, 72–92.

Aspinall, R. W. (2006). Using the paradigm of 'small cultures' to explain policy failure in the case of foreign language education in Japan. *Japan Forum*, *18*(2), 255–274.

Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge, England: Cambridge. Cambridge University Press.

Du-Babcock, B., & Tanaka, H. (2013). A comparison of the communication behaviors of Hong Kong Chinese and Japanese business professionals in intracultural and intercultural decision-making meetings. *Journal of Business and Technical Communication*, *27*, 263–287.

Fairhurst, G. (2007). *Discursive leadership*. Thousand Oaks, CA: Sage.

Hall, E. T. (1983). *The Dance of Life*. New York, NY: Anchor Books.

Hazel, M., & Ayres, J. (1998). Conversational turn-taking behaviors of Japanese and Americans in small groups. *JALT Journal*, *20*(1), 91–99.

Leech, G. N. (1983). *Principles of Pragmatics*. New York, NY: Longman.

Mergel, E., & Williamson, J. (2018). Discordant discourse styles in the decision-making meetings of Japanese English speakers and native English speakers. *Daitou Bunka Daigaku Kiyou*, *56*, 67–81.

MEXT. (2012). *Daigaku kaikaku jikko puran ni tsuite* (Concerning the action plan for university reform). Retrieved from http://www.mext.go.jp/b_menu/houdou/24/06/1321798.htm

Robinson, V. M. J. (2001). Embedding leadership in task performance. In K. Wong & C. W. Evers (Eds.), *Leadership for Quality Schooling* (pp. 90–102). London, England: Routledge.

Sacks, H., Schegloff, A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language*, *50*, 696–735.

Tanaka, H. (2003). *Assessing needs for intercultural communication within three Japanese business corporations: An interpretive qualitative approach*. Doctoral Dissertation. Temple University, Japan.

Tanaka, H. (2008). Communication strategies and cultural assumptions. In S. Tietze (Ed.), *International Management and Language* (pp. 154–170). Oxford, England: Routledge.

Tannen, D. (2012). Turn-taking and intercultural discourse and communication. In Paulston, C. B., Kiesling, S. F., & Rangel, E. S. (Eds.), *The Handbook of Intercultural Discourse and Communication* (pp. 135–157). Oxford, England: Blackwell.

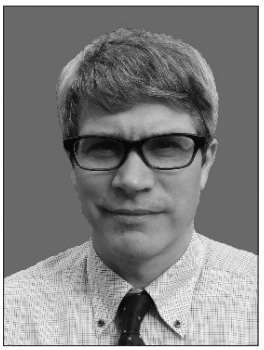
Uchida, L. (2006). Interactiveness of turn-taking in English and Japanese from the functional perspective. *Tokyo Denkyoudenkidaigaku Sougou Bunka Kenkyuu* [Bulletin of Tokyo Denki University, Arts and Sciences], 4, 99–106.

Williamson, J. (2015). Stop the story: A game for encouraging interruptions and practice of short question forms. *The Language Teacher*, *39*(2), 38.

Yamada, H. (1997). *Different Games, Different Rules: Why Americans and Japanese Misunderstand Each Other*. Oxford, England: Oxford University Press.

Yoshida, K. (2003). Language education policy in Japan: The problem of espoused objectives versus practice. *The Modern Language Journal*, *87*(2), 290–292.

Young, D. (2018). Contrastive models for turn-taking in English and Japanese. *The Language Teacher*, *42*(3), 9–12.



Josef Williamson is a university teacher, corporate trainer, and communications researcher based in Tokyo, whose academic interests are intercultural communication and pragmatics in professional contexts. He has worked extensively with Japanese professionals and currently teaches a pragmatics-based course on diplomatic communication for government ministry officials at the National Graduate Institute of Policy Studies. Josef has an MA in TESOL from Sheffield Hallam University and is the Chair of Publications for the JALT Business Communication SIG.


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 January/February edition of TLT Interviews*! In the first issue of 2019 we are delighted to share with you two fascinating conversations, one on cross-linguistic influence and the other on curriculum methodology. Our first interview is with Dr. Nan Jiang. Dr. Jiang is an associate professor in the School of Languages, Literatures, and Cultures at the University of Maryland where he teaches second language acquisition. His research field is the psycholinguistics of adult second language acquisition, and his research papers have appeared in journals such as Journal of Neurolinguistics and Applied Psycholinguistics. He was interviewed by Daniel Dunkley, an English lecturer at Aichi Gakuin University, Nagoya.*

An Interview with Dr. Nan Jiang

Daniel Dunkley: *Thank you for this interview, Dr Jiang. To begin, what do you mean by cross-linguistic influence?*

Dr. Nan Jiang: This is an old topic that has been around for at least four decades. When people started looking at the language acquisition issue, they realized that the learner's L1 plays a very significant role. It started in the theory called contrastive analysis in the 1950s. Now, the study of cross-linguistic influence has expanded tremendously. In the early days, we analyzed the learner's errors to see whether you can trace these errors back to the learner's L1. Later, we looked at language processing data in different aspects of language: phonology, vocabulary and syntax.

How about your own cross-linguistic influence research?

My own work has been in the area of semantics and morpho-syntax. For instance, in the area of semantics, each language has its own unique semantic structure, both at the lexical level and at the language level as a whole. For instance, in Japanese you have the concept of *yohkai*, which is a monster-like creature which can be a good *yohkai* or a bad *yohkai*. We have the same concept in Chinese: *yohwai*. In English, we don't have such a concept, so in order to learn the word *yohkai* for English native speakers you have to learn this new concept. In this regard, you have a difference between what has been lexicalized in one language and in another. That's an example of a semantic difficulty for English L1 students of Japanese or Chinese.

Let's consider a similar problem for Chinese learners of English. In English, you have two words: *criterion* and *standard,* but in Chinese we have one word, *byojun* (*hyojun* in Japanese). The semantic distinction between the two words exists in English but is absent in Chinese. So, the L1 Chinese student of English has to learn a new distinction, which can be very difficult. That's one area where semantic transfer occurs a lot. There are many examples from my own experience: even though in theory I know the difference between *cap* and *hat*, I sometimes use these words interchangeably. This is because this semantic distinction is not rooted in my mind.

That deals with semantics. How about morpho-syntax?

In terms of morpho-syntax, Chinese, like Japanese, doesn't mark plural obligatorily, so we have a huge problem with plural marking. I have done some research showing, firstly, that it is an authentic difficulty among Chinese native speakers. It's not that they have already developed English-specific plural marking, but for some reason, they forget to use it—that's the processing explanation of this difficulty. My view is that this difficulty is at the representational level; they haven't developed a native-like knowledge about plural marking. They have the explicit knowledge for sure because that's what's taught in the classroom, but they are not able to use such knowledge in spontaneous communication. My research also shows that plural marking errors have a lot to do with the first language. For instance, Russian native speakers don't seem to have that much difficulty with plural marking in English, but Chinese and Japanese native speakers

do. To complete my summary, we must mention phonology. After a certain age, you begin to have an accent when speaking a second language. In short, these three areas- semantics, morpho-syntax and phonology, have constantly shown a cross-linguistic influence from L1 to L2.

Is there any hierarchy of difficulty between these three areas?

Phonology is definitely the most difficult. The foreign accent is common after a certain age. In fact, very few people can develop native-like pronunciation after puberty. Some researchers have abandoned the term c*ritical period* for the term *sensitive period*, for the reason that the loss of a certain ability is gradual rather than sudden.

Pronunciation seems to be a hopeless case, but is it possible for adults to overcome L1 influence in grammar and vocabulary as a result of study?

As far as plural marking is concerned, I haven't seen many Chinese native speakers who have developed native-like competence in this area after living in an English environment. In my own case, I've lived in America for 25 years, and I still have difficulty with plural marking in spontaneous speaking. On the other hand, in writing, it's less of a problem because I can always correct myself. As for vocabulary, learning semantic distinctions is slow, but with time, one may approach native-like competence.

You've talked about Japanese and Chinese languages, which lack many features of English. In some respects, they are simpler than English. What about English students with grammatically more complex L1s, such as Russian or German?

If something is marked in their native language—for example German marks the plural or marks the past tense—then that shouldn't be a huge problem. On the other hand, when we study English, L1 learners of French or Spanish have great problems mastering grammatical gender marking.

How about the articles in English?

We published a paper showing that if your language doesn't have an article system, it's extremely difficult to develop a native-like use of the articles.

In teaching, do we put more emphasis on teaching articles or just give up?

It's a tough question. Articles are very complicated in the sense that they are associated with different meanings and different uses. Some uses are easier to learn than others. For instance, the zero article is difficult for me—that is when no article is necessary. We can't talk about the learning or teaching of articles as if it is a monolithic concept. There are different uses of articles. Some uses can be taught explicitly, and it may be effective. For example, with the use of sports and musical instruments, we play the piano, but we play baseball. But even native speakers are not completely consistent in their use of articles. For example, contrary to the apparently simple rule I've just given, we often hear people say, "I play guitar." In short, there are certain rules that are useful, and others which are less helpful.

How do you do cross-linguistic research?

At first, people used to collect lexical errors as evidence for language transfer. Now, methods have changed. My research is more lab-based. At the lexical level, one topic I'm looking into now is whether adult non-native speakers (NNS) can develop new semantic distinctions. One study I did was to compare NNS's reaction time on pairs of English words that share the same L1 translation and pairs of English words that do not. As I said earlier, *standard* and *criterion* are always translated into the same Chinese word, so a semantic distinction is not made. By contrast, an example of a different translation pair is *interfere* and *interrupt*. These are related in meaning, but they have different Chinese translations, so a semantic distinction is made in both languages. What I asked people to do was to decide whether two English words are related in meaning. They press the *yes* button if they think they are related and the *no* button if they think they are not related. What is interesting is their performance on the related items. The related items are divided into similar translation pairs and different translation pairs. By looking at the reaction times between the two types of pairs, we can get a sense of whether these pairs of English words are still mapped to the same Chinese concepts. If they are, then the Chinese people should respond to the same translation pairs faster than different translation pairs. English native speakers should respond to these two sets in the same amount of time, showing that they are very similar in terms of semantic relatedness.

Finally, what should teachers in Japan bear in mind about cross-linguistic differences?

The first thing is to know that there are cross-linguistic differences. Many teachers know that. The second thing is to understand that such differences cause problems for learners. And if they are aware of such differences, they can provide explanations when necessary. For example, the Chinese word

"sofa" comes from sofa in English. But we can use the word *safa* in Chinese to mean a padded chair. So, explicit explanation might help. Another approach would be to provide targeted input so that the learner may come to their own understanding about differences between words. For example, the word *meeting* is different in English and Chinese. A meeting in Chinese always has more than two people, whereas two people can only have a talk, not a meeting, while in English you can have a meeting with two people. To summarize, my recommendation is that you provide targeted input and explicit explanation.

Thank you, Dr Jiang, for your lucid explanation of this topic.

References

Jiang, N. (2002). Form-meaning mapping in vocabulary acquisition in a second language. *Studies in Second Language Acquisition, 24, 617-637.*

Jiang, N. (2016). *Conducting Reaction Time Research in Second Language Studies*. London, Routledge.

For our second interview, we have a discussion with Ruth Breeze. Ruth Breeze is a senior lecturer of English at the University of Navarra in Spain. She has researched and published on various aspects of English including teaching methodology and bilingual education which include Rethinking academic writing pedagogy for the European university *(2012), and the volumes* Integration of theory and practice in CLIL *(2014) and* Essential competencies for English-medium university teaching *(2017). She was interviewed by Rube Redfield. Rube has recently relocated to Pamplona, Spain after 35 years in Japan as a university professor in Kansai and is a long-time JALT member. He has recently become interested in Content and Language Integrated Learning (CLIL) and is excited about what CLIL has been able to accomplish.*

An Interview with Ruth Breeze

Rube Redfield: *Please briefly tell us what CLIL is.*

Ruth Breeze : CLIL stands for Content and Language Integrated Learning. It's a way of conceptualising the teaching of curricular subjects (history, music, art, maths, etc.) through the medium of English, particularly in primary and secondary education. The theory and practice of CLIL have been developed in Europe over the last twenty years, but CLIL is now widely understood and practised beyond Europe. CLIL is similar to other approaches, like immersion programmes or English medium instruction (EMI). But what is special about CLIL is that it factors in the learners' need for language support. In CLIL, we understand that the learners have limited language resources available. The teachers are supposed to provide scaffolding for their pupils' language development so that students can improve their English-language skills at the same time as they learn the contents of the course and acquire cognitive skills.

It's important to understand that this makes CLIL different from the older idea of "immersion programmes," in which the course is simply delivered in English with no concessions to the learners' level. CLIL courses are usually taught alongside standard English courses—CLIL is an "extra," not an alternative. CLIL courses are specially designed so that students gradually learn the vocabulary, typical grammar structures, functions, and genres associated with the discipline that they are studying. So, a CLIL science course will include help with English scientific vocabulary, and give learners support with language needed in the laboratory or for researching projects. A CLIL history course will ensure that students acquire a rich vocabulary to talk about historical events and concepts, and the narrative and argumentative skills they need to write about them. Of course, as the learners' level of English improves, the amount of language help they need decreases. This means that by the time young people reach university, most courses fit into the paradigm of English-medium instruction, which means that the material is simply taught in English the same way as it would be for English natives, and the students' language skills are taken for granted.

So CLIL programmes are unique in that they really take language seriously and provide the help that students need to make a big leap forward in English. When it works well, it's a way of getting more English into the school curriculum, and it can prove very motivating for the students when they find that they are actually capable of "doing things" with their English. CLIL has been implemented very widely here in Spain, with some areas such as Andalusia and Madrid offering all students up to 12 hours a week—around half the school day—in English.

Can you explain why you became interested in CLIL?

I became very interested in CLIL when the local authorities here in Navarra launched a CLIL programme in the state school system some years ago. As with all educational innovations, there were some challenges at the beginning, particularly for the teachers. It is hard to change the way you

teach—and especially difficult when that also means changing the language that you teach in! I could see that teacher training was going to be particularly important to help people get through the transitional period successfully, and I wanted to get involved. Today, the CLIL programme is going well, and the pupils reach the end of secondary school with a much higher level of English than before.

How has your experience with CLIL been?

I've been involved in training primary and secondary school teachers for CLIL for some years now. One of the most important things that we do is go to schools and observe good practices. It's interesting to see how creative many teachers are. When they start to give their classes in English, they come to question their teaching methodology—and this is often a very healthy thing! CLIL teachers know that it is important to motivate their students, make their classes more communicative, use different channels of communication (images, videos, games, worksheets), and generally find more ways for students to get involved in the learning process.

I also tutor a group of students every year for the Cambridge Assessment English TKT CLIL certificate. This has been a good experience because the preparation for this exam really makes the students focus on teaching methodology and reflect about how they can give students more help with English while they are teaching their content courses.

What possible benefit could CLIL bring to Japan or any other educational system?

If the authorities in Japan are serious about improving the level of English in the young population, they should think seriously about implementing CLIL. There is plenty of evidence from Europe (particularly Spain, but also Germany and Scandinavia) about the general improvement in students' English-language competences. CLIL students tend to be around two years ahead of their non-CLIL counterparts in terms of measurable language skills, but they also have a better general coping ability. It's also important to note that the skeptics here predicted that students' content learning would decline when they took courses in English—but in fact, this did not happen. There is plenty of convincing research to show that CLIL is a win-win situation, provided the teachers are well prepared and the schools allow them room for creativity and initiative.

References

Breeze, R. (2012). *Rethinking academic writing pedagogy for the European university*. Amsterdam: Rodopi.

Breeze, R., Saíz, C. L., Pasamar, C. M., & Sala, C. T. (Eds). (2014). *Integration of theory and practice in CLIL*. Amsterdam: Rodopi.

Breeze, R., Sancho Guinda, C. (Eds.) (2017). *Essential competencies for English-medium university teaching*. New York, NY: Springer.

[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

Happy New Year everyone, and welcome to the first My Share of 2019. Many of us at this time of the year set resolutions to foster our personal and professional growth. By creating more rewarding and stimulating classes we can not only improve our students' experiences, but also add colour to our daily lives. Through resolving to participate in the My Share community of readers and authors this year, we hope very much that 2019 can be both a little more creative and fulfilling.

This edition's selection of ideas provides really practical and accessible ways of encouraging students to think critically and creatively. In the first article, Martin Wood suggests an ingenious way of teaching learners about the scientific method by having students design and implement simple experiments. This not only introduces scientific language, but also has learners apply it in a practical and engaging way. The second article focuses on the creative act of storytelling as Adrian Heinel describes a method of using picture cards to stimulate learners' imaginations and encourage oral fluency. Personally, I would really like to try this out with not only my students in class but also my kids at home. Thirdly, John Pryce introduces a fun collaborative problem-solving activity in which learners are required to

think outside the box to transport a group of students across a classroom using only a single sheet of newspaper. In the final article, Joe Moody explains a really innovative method for creatively extracting themes using vocabulary from songs.

—Steven Asquith

Science Experiments in the English Classroom

Martin Wood

Kanazawa Institute of Technology

mwood@neptune.kanazawa-it.ac.jp

Quick Guide

- Keywords: *Scientific method, autonomy, active learning*
- Learner English level: *Lower intermediate and above*
- Learner maturity: *University*
- Preparation time: *30 minutes*
- Activity time: *90 minutes*
- Materials: *Worksheets, tape measures, spare paper, balls (e.g., table tennis).*

Conducting in-class science experiments can be a fun way to bring science and engineering topics into the English classroom. The activity described here allows students to apply practical skills to in-class experiments by using the scientific method. The scientific method is a problem-solving technique that is used to investigate problems or answer questions. There are five steps to the scientific method: i) ask a question, ii) make a hypothesis, iii) plan and conduct an experiment, iv) collect and analyze the data, and v) draw a conclusion. In groups, students are given a question to investigate. The students then use the scientific method to come up with an answer to the assigned question.

Preparation

Step 1: Prepare some questions for the students to investigate in class, such as, "Does the shape of a paper plane's nose affect the distance it can fly?", "Does the height from which a ball is dropped affect how high it will bounce?", or "Does the height of a person affect their step length?"

Step 2: Prepare a worksheet that guides students through the five steps of the scientific method (see Appendix 1).

Procedure

Step 1: Arrange students into groups of 4-5 and distribute the worksheets. Each group can be assigned a different question.

Step 2: Introduce students to the five steps of the scientific method by writing them on the whiteboard and introduce key terms.

Step 3: Provide the students with a model of an "If…, then…" hypothesis statement. For example, "If we fold back the nose of a paper plane, then it will fly further than a standard paper plane"

Step 4: Give each group a question and have them write a hypothesis statement.

Step 5: Students design an experiment to test their hypothesis. Students must consider three main points. First, what factor they are trying to test (i.e., the shape of the paper plane's nose, this is often referred to as the independent variable). Second, what data they aim to collect (often referred to as the dependent variable). Finally, what factors must they keep the same between experiments (often referred to as controlled variables).

Step 6: Students conduct their experiments and collect the required data. Remind the students they should repeat their experiment at least three times to make sure that the results are accurate.

Step 7: After finishing their experiments, give the students some time to analyze the data and come up with a conclusion.

Step 8: Finally, have the students review the hypothesis they wrote at the beginning of the lesson. Get the students to make a statement as to whether their data agrees or disagrees with their original hypothesis.

Variations

To provide students the opportunity for oral output, a presentation component could be included in the lesson plan. Students present their original hypothesis to the class and describe their results to see if their hypothese was correct or not.

Conclusion

Students enjoy this lesson because it provides them with a chance to have autonomy in the design and implementation of their experiments, while at the same time students have the opportunity to practice the content language of the scientific method in a practical and fun way. It also offers a wide range of flexibility in terms of topics and potential follow-up activities that teachers can adapt to their specific needs.

Cooperative Tall Tale Telling

Adrian Heinel
Ehime University
heinel.adrian_richard.vx@ehime-u.ac.jp

Quick Guide

- Keywords: *Speaking, sequence words*
- Learner English level: *Low intermediate to advanced*
- Learner maturity: *High school to adult*
- Preparation time: *5 minutes*
- Activity time: *15-45 minutes*
- Materials: Tell Tale *(Hirschfeld & Bleuze, 2011) cards or other similar picture cards*

Recounting an event or telling a story is often a required speaking task in English courses in Japan. This speaking activity uses *Tell Tale* cards or other similar picture cards as a creative stimulus for students to make original stories to tell their classmates. The activity is student-centered as learners have to come up with and share entertaining stories, both as individuals and collaboratively in pairs. The activity also gives the students the opportunity and incentive to practice using sequence words such as 'first,' 'after that,' and 'finally.' Due to the nearly infinite number of ways the images on the cards can be interpreted, this activity can harness students' imagination and help them to come up with fantastical ways of using their English.

Preparation

Step 1: Pre-teach some sequence words and how they are used.

Step 2: Prepare enough *Tell Tale* or other picture cards so that each pair will get at least 3-4 double-sided cards with different unrelated images on each side.

Procedure

Step 1: Show students the double-sided *Tell Tale* or other similar cards.

Step 2: Then take 3-4 cards yourself and demonstrate how to tell a story using the cards.

Step 3: Explain that a single picture can be used multiple times, and that it is unnecessary to use every card.

Step 4: Put students in pairs and pass out at least 3-4 cards per pair.

Step 5: Put any extra cards on a desk at the front of the classroom and tell the students they can exchange any of their cards with these cards if they need to.

Step 6: Give students a few minutes to look at their cards and ask each other or the teacher any questions.

Step 7: Give students a few minutes to quietly look at the cards and individually come up with a story.

Step 8: Give students about 5 minutes to take turns telling their individual stories to their partner.

Step 9: Give students 5 minutes to choose which of the two stories they liked best, improve it, and then retell the story, taking turns showing each card and using sequence words when appropriate.

Step 10: Have students stand up, meet with another pair, and take turns telling their collaboratively created tall tales while showing the picture cards and using sequence words.

Step 11: Students move around the room meeting other pairs and telling their stories until the time is up.

Variations

Students could be given feedback sheets for either assessment purposes or to help students to find the best stories. The pairs that score the highest can tell their tall tales to the whole class as a finale.

Conclusion

This creative speaking activity gives students a chance to both tell and listen to many unique stories. The combination of visual cues together with students' original interpretations of what they mean can be amusing, so motivation to participate in the activity is high for both speakers and listeners.

References

Hirschfeld, Y., & Bleuze, F. (2011). *Tell Tale* [card game]. San Francisco, CA: Blue Orange Games

Combining Grammar and Critical Thinking in a Fun Activity

John Pryce
Kyoto University
<papapryce@gmail.com>

Quick Guide

- Keywords: *Critical thinking activity, group work, prepositions, phrasal verbs*
- Learner English Level: *Low-intermediate and above*
- Learner maturity: *Junior High School - University*
- Preparation time: *5 minutes*
- Activity time: *60 minutes*
- Materials: *A newspaper*

Introducing Critical Thinking Skills (CTS) into the Japanese EFL classroom can be challenging but also deeply rewarding as students acquire new skills and perspectives. This activity introduces an active and fun method by combining grammatical items with group problem solving that gets the students working together and out of their seats. The potential for multiple effective solutions provides both teachers and students the opportunity to think creatively (out of the box).

Preparation

Step 1: Take a broadsheet newspaper and give each group of students a single sheet.

Procedure

Step 1: Ask the students to brainstorm prepositions of place and share their vocabulary on the main board (10 mins).

Step 2: Repeat Step 1 asking the students to add verbs to their prepositions to create phrasal verbs; for example, 'step + on', 'move + over', 'pass + back', etc. (10 mins).

Step 3: Split the students into equal groups (6-8 students) and give each group a sheet of newspaper. Explain to the students that they must use the piece of paper, in ***any way*** they can, to cross from one end of the classroom to the other without touching the floor with any body part. The only rules are that if they touch the floor or use Japanese they must return to the beginning. Students must use the prepositions and phrasal verbs to give each other verbal instructions (ensure relevant examples are introduced in the brainstorm stage). Finally, all students must cross the classroom never touching the floor and the fastest group wins. *Hint*: The main challenge will be how to return the newspaper to the students at the beginning end of the classroom to get everyone across without touching the floor. Ensure the newspaper sheet is either small enough or the group sizes large enough for them to not simply tear the newspaper into foot sized pieces and then slide across the floor in a skating action (5 mins).

Step 4: Ask the students to discuss how they might achieve this (critical thinking activity – 10 mins).

Step 5: Use a stop watch to time the task (5-15 mins).

Step 6: Finally, after the task, ask students for homework to create a group exercise to challenge the other groups and allow a little time for their group to brainstorm some ideas. They can share and try their exercises in the next class (10 mins).

Conclusion

The activity above shows that grammatical items can be combined easily with CTS in a fun and stimulating way for students. Additionally, it could be used to begin bridging the gap between implicit and explicit teaching approaches where teachers are seeking to move towards introducing a stronger version of CTS in their classrooms. To further consolidate the learning objectives, the teacher could ask students to reflect upon where they use these skills in other classes or even beyond educational contexts to everyday life.

Connecting Meaning to Common Themes within Songs

Joe W. Moody
Kanda University of International Studies
<moody-j@kanda.kuis.ac.jp>

Quick Guide

- Keywords: *Learner autonomy, critical thinking, vocabulary acquisition*
- Learner English level: *Intermediate*
- Learner maturity: *University*
- Preparation time: *30 minutes of a pre-lesson/ homework*
- Activity time: *90 minutes*
- Materials: *Pencils, paper, a dictionary, access to the internet (either in school or at home)*

This activity promotes learner autonomy by allowing students to interact with the material in unique ways. The process should not be considered as purely an alternative to vocabulary acquisition, but as an approach to the development of a larger understanding of theme as an umbrella under which related words may be developed and acquired. This is similar to the creation of vocabulary word maps or concept maps in which students can attach significance to a word by connecting it to a larger idea. This activity requires students to attach the significance of the word to themes within popular music.

Preparation

Teach a lesson that helps the students to understand common themes found within song structures. For example, you could create a concept map based on the theme of love. While brainstorming with the class, attach words such as heartbreak or happiness or marriage to the theme. Play song examples with accompanying lyrics of songs connected to themes such as love, death, not fitting in, and so on. Have each group (of 3 or 4) choose a theme and bring song lyrics to the next class that reflect the chosen theme. Each student in the group should choose a different song. From the song, have each student select and provide a definition for 2-3 words that connect to the chosen theme.

Procedure

Step 1: Divide the class into groups of three or four students. The object of the group is to create shared meanings of terms relating to the chosen theme. It focuses on teamwork and student-led discussions.

Step 2: Then, groups present the song lyrics to the rest of the class and discuss how the song lyrics relate to the theme. Each group should present approximately ten words and their definitions.

Step 3: Following the group discussion, students pass the words (and definitions) they have chosen from their song to the person on their left. Each student makes visual representations of the words given. They draw pictures or cartoons showing their understanding of the words or concepts related to the words.

Step 4: Each student displays their art to the other members of the group and explains how it relates to the understanding of the word or concept.

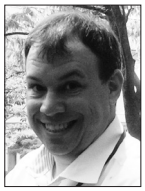
Step 5: Students discuss how they can use these chosen words and visual representations to write a short skit based on the chosen theme. Each student should write their own lines in a shared script. All of the vocabulary words should be used.

Step 6: Finish the script as homework.

Step 7: Allow the groups time in the next class to practice their lines. Help with pronunciation and grammar when needed. Have each group present their skit in front of the class. You may decide to film the skits for the students. If the students have access to a movie application such as iMovie, they could take this a step further and record a short film based on the skit. Students can be assessed on grammar, pronunciation, and content.

Conclusion

The focus on meaning in these lesson activities could broaden students' understanding of words related to a chosen theme. The teacher may use the follow-up activity to focus on a variety of skills. The students have many opportunities to assess their own abilities by observing their own pronunciation problems (if recorded) as well as grammatical issues. It also allows for students to get a broader understanding of the chosen vocabulary.




Edo Forsythe & Paul Raine

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

Inter-CALL: VLOGs for Intercultural Exchange in a Japanology Course

Diane C. Obara
Sophia University

In 2014, Sophia University's Center for Language Education and Research (CLER) revamped its curriculum to reflect its status as one of the "Super Global Universities" in MEXT's Top University Project. In addition to the basic Academic Communication courses required for freshmen, electives were added as well. These include three types: academic, practical, and professional English.

Among these, the Japanology electives (in English) have turned out to be some of the most popular. Having been assigned one of these courses for the first time, it brought to mind a similar course that a friend, Ms. Sigler, teaches at the University of Akron in the U.S. entitled "Japanese Culture through Film." Since she and I have been using CALL to collaborate on various projects throughout the past 15 years, it seemed like the perfect opportunity to try to add some kind of intercultural communication between our classes.

Textbook and Films

The text we selected was *The Japanese Mind: Understanding Contemporary Japanese Culture* by Roger Davies and Osamu Ikeno. This book has essays that focus on various aspects of Japanese culture, such as communication styles, behavior patterns, values, and attitudes. In the spring semester, the class at Sophia would focus on: *bushido* [the way of the warrior], *omiai* [arranged marriage in Japan], *ikuji* [child-rearing practices], and *gambari* [Japanese patience and determination], to name a few. In addition, students would watch four films that demonstrate these concepts (*Twilight Samurai*, *Jiro Dreams of Sushi*, *Parenthood*, and *Departures*). Finally, students would answer some of the questions at the end of each book chapter to use in small-group discussions. During her spring semester, Ms. Sigler's class watched films, had discussions, wrote blog entries, and gave short presentations related to several chapters from this same text as well.

Students

Sophia University students who had at least completed the spring semester of the required Academic Communication course were permitted to enroll. For this semester of collaboration, there were 28 students initially enrolled. The course was listed at an Intermediate 1 level, but because many students take it based on the time that it is offered, there are often advanced and near-native speakers participating as well. In this class, levels ranged from CEFR B2 to C2, with a couple of students even having lived in English-speaking countries for a few years. Thus, in reality, the collaboration class had mixed levels.

University of Akron students were native-English speaking upperclassmen (sophomores - seniors) from various departments (Nursing, Business, Engineering, etc.), who were interested in Japanese culture. On average, there were about 25 students who participated in the collaboration.

Assignment

Due to the time difference between Akron and Tokyo, synchronous communications were impractical. Therefore, the instructors chose asynchronous video blogs (VLOGs). When this collaboration began in mid-April, the American students were almost ready to conclude their semester (in early May), so they had already watched all of their films and completed the majority of their discussions and work. However, here in Japan the students were only just beginning their term, so they had yet to begin their studies. Thus, the instructors decided to ask the American students to reflect on their course through the creation of VLOGs. We asked students the following questions:

- What was your favorite movie from the class, and why?

- What did you learn about Japan that was the most interesting?
- What do you want to know more about?
- If you had to choose key concepts about the US to teach Japanese students, what would they be?
- What movies would you recommend to Japanese students to watch that portray these concepts?
- Do you have any other questions?

Ms. Sigler's students completed this assignment with their own devices, and then uploaded them to the class blog on Tumblr. Seventeen students completed the VLOG responses.

In their second class, in the CALL classroom, students at Sophia each watched one of the American student's VLOGs, and responded to the question, "What do you want to know more about (of Japan)?" For example, if the American student wanted to know more about the Japanese education system, then the Japanese student might explain their high school life, club activities/sports, and the pressure of entrance exams. Because the CALL room is not equipped with video-recording software, they were not able to record their own VLOG responses (which the American students had requested), so they gave written responses instead. Ultimately, because of the timing of the semesters during the spring, as well as the available technology, the American students were not able to receive equivalent responses/reactions, making the assignment feel incomplete. These are issues to consider for expansion of the activity in the future.

Benefits of Using VLOGS

In all the years that Ms. Sigler and I have been collaborating, her students always commented about how exciting it is to talk to real Japanese students. At their universities, they have exposure to studying with many international students, but to actually have the opportunity to speak with someone who is living and studying in Tokyo is a rare opportunity.

For the Japanese students, it is motivating. They can test their English listening skills with a native speaker. VLOGs are great, because students can start, stop, and rewind them to clarify misunderstandings when watching them. After the assignment, students were asked whether listening and reacting to the American students' VLOGs had been beneficial or motivating. Twenty-six out of 28 answered that it had been. One of their responses was "American students tried to tell more details about each question with no hesitation. In general, Japanese students don't participate so much, so we should imitate their attitude as we can." Another student responded, "Yes it has!!! Through this video, I could imagine what kind of classes they [American students] were taking, know what Americans think the uniqueness or key concepts of their culture, and know what they were interested in! These information [sic] are something we can only gain for student's real voice, and it is a valuable experience." Yet another student stated, "Yes, it has been motivating for me because I want to study abroad, so this activity is very close to study in the overseas and useful. And also, we can learn American student's idea about Japan. It's very interesting." Specifically for listening, one student said, "It has been motivating for me. I'm not good at listening, so that listening and reacting to the American students' speech promotes my listening skill and also writing skill." Finally, one student said, "It was interesting, for in the VLOG, I could see a sort of American personality. It's normally difficult to know about foreigners without going there."

As the teacher, I could globally monitor all of the students' levels by walking around the classroom or listening in on the CaLabo system, to get an overall idea of how to pace future discussions. Plus, as the students mentioned, it was a great activity for the beginning of the semester, because the students could hear a native model of how I would like them to engage in discussions throughout the semester. It brings the discussion questions to life, sets the tone, and gets them off to a strong start.

Challenges

Other than the lack of video-recording technology for the Japanese students, the only other notable challenge was regarding the difference in the semester calendar. Another risk might be that students can often be resistant to the idea of homework, or not have a high enough English level (at least CEFR B2) to listen to native speakers. However, the students in this course were highly motivated and capable, so those were not problems in this collaboration. For teachers who have never attempted a collaborative activity like this, I would say that finding a reliable and enthusiastic teacher to work with might also be an initial challenge.

Conclusion

In the end, a VLOG assignment of students recording their answers to questions on a topic, uploading, and sharing them, is really not that much extra work for the teacher and students. It can easily be

adapted to different levels and added as an extension activity to lessons. As a teacher of this Japanology course, the greatest benefit was being able to help new university students to understand the mindsets of foreign students and also to imagine the kinds of conversations they themselves should be having in their upcoming discussions during the term.

In the years that I have been teaching at Sophia, many of my students have commented that the reason they chose this university was because it is international or because they wanted to study with foreign students. CALL activities like these are a great way to satisfy that expectation of their desired college experience, especially for students in CLER, for whom these opportunities might not be as readily available.

Editor's Note: *I hope everyone has enjoyed a wonderful holiday season and is now looking forward to a happy, healthy, and productive New Year. We're delighted to announce that a new Co-Editor is joining the Wired column staff. Paul Raine will be assisting with the editorship of the Wired column over the coming year, with the goal of him eventually taking over the reins. We look forward to sharing our readers' experiences with CALL and technology in language learning in the coming year, and we are always looking for authors to share their successes and challenges. If you would like to submit an article, please contact us at the email address listed at the top of the column. Best wishes for a Happy and* **Wired** *New Year!!*

[JALT PRAXIS] YOUNGER LEARNERS


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

Lessons Learned from Observing Young Learners

Ann Mayeda
Konan Women's University
amayeda@konan-wu.ac.jp

What can we learn from observing young language learners? How can we use observation as an aid for raising awareness about language learning in teacher-training programs? There is a good deal of literature on what makes for a successful language learner, much of which centers on cognitive areas such as memory and language processing. But what about the affective reactions to stimuli; such as curiosity, imagination, and attitude? How do factors such as a willingness to communicate, to guess at meaning, to risk being wrong, and to tolerate ambiguity serve as creators of experience and lead to a greater sense of control and autonomy in the learning environment? Some of the ways in which undergraduates in a teaching-training course observe young learners, and how these observations influence their own approaches to language learning, will be briefly explored in this article.

In addition to teaching courses in our Teaching English to Young Learners (TEYL) program, I have always had an interest in learner autonomy and development, self-access learning, and advising. Much of what we do in self-access is to offer our students some choice and provide opportunities to take a more active role in their own language learning. Learner advising, access to a variety of resources and how to use them, opportunities to use English outside of the classroom, and other spaces for agency and responsibility are all part of the autonomy toolkit. In short, the aim is to allow students to (re)learn and (re)discover the gratification of learning. But isn't this what we already do in YL classrooms, particularly in the pre-primary and primary years? Much of what happens in the YL classroom focuses on getting the children involved in enjoying the learning process. The students enrolled in our TEYL program come into it knowing that, at this age, learning English should be interesting and enjoyable. Their task is to keep it that way. Often, without even being aware of it, the students focus on encouraging and developing particular

behaviors in the YLs that promote autonomy. It is through this process of working with children that the student-teacher-learners begin to discover what it means to be self-directed, engaged, and motivated in their own language learning.

In the fall semester of 2017, two class observations were planned for nine second-year students in the TEYL program. We discussed the following list of attributes of successful language learners which the students were tasked with considering when observing the children:

Autonomous learners:

1. have insights into their learning styles and strategies.
2. take an active approach to the learning task at hand.
3. are willing to take risks, that is, to communicate in the target language at all costs.
4. are good guessers.
5. have a tolerant and outgoing approach to the target language.

(Ommagio as cited in Wenden, 1998, pp. 41–42)

The first observation took place at a local preschool, where the students organized an English picture book reading event. This was their first opportunity to work with very young learners in the target language and to practice their skills in reading aloud with meaning, emotion, and fluency. The children ranged in age from 3- to 6-years old. The session was video-recorded for more careful analysis later. The event was quite successful, based on the reactions of the children, with requests for more reading events throughout the semester. On the same day, we had a debriefing and feedback session during which the students were asked to think about how the YLs were able to understand the stories without necessarily understanding the language. More specifically, 1) what tools did they as student-teachers use to encourage understanding, and 2) what were the YLs doing in their attempts to understand? They were asked to consider the above list when writing reflections. The following week we discussed their reflections at length and then reviewed the recorded session. For the focus of this article, only the second question will be addressed. The students were able to point out the exact moments where they observed the YLs engaging in the noted behaviors.

The second observation took place in a class of 27 grade three primary school children. The same group of students observed the class that was led by fourth-year student-teachers doing their final practicum training. Following the observation, as above, the students were given the same two questions and asked to submit their reflections the following week.

It is worth noting here that the student-teachers in both the picture book reading event and the practicum session conducted the lessons entirely in English and refrained from resorting to their L1 when communicating with the YLs. The students decided that this was important as they felt that this was expected of them as role models and users of the language. It also served as a powerful incentive to work on their own language skills and to use all the resources at their disposal to engage the children.

The students came to the following conclusions with several examples of each observation gleaned from the video recordings:

1. Young learners in the pre-primary and early primary years clearly know and express what they want to do, and not want to do as individuals, and without particular regard to the needs of the group.
   Author's note: While this is not directly related to metacognitive awareness in the use of strategies, it does point to an awareness of *competence* as learners generally enjoy what they can do reasonably well and shy away from what they cannot.
2. They take an active approach to the learning task at hand. They like to experiment and play with the language. They enjoy movement and rhythm that engages their whole body.
3. They are willing to take risks and are willing to communicate in English even at the expense of being wrong. They seem to enjoy producing the unfamiliar sounds of English loudly and clearly.
4. They are good guessers of meaning. They do not have a need to understand everything but simply enjoy the parts that they do at that time, pointing to a high tolerance for ambiguity.
5. They have a tolerant and outgoing approach to English. They are generally not shy about shouting out what they know and sharing this knowledge with their peers.

In the final reflection assignment, students were asked to consider this list in terms of their own language learning. Most responded on how much they needed to improve their English skills if they

expect to teach children in the future. Several responded that while they understood the need to "play" with the language in various ways such as using movement, gestures, games, and songs, these approaches were meant for teaching children and felt it was not appropriate for their own learning. They understood that while making mistakes and guessing were important, several indicated their own reluctance to do so. As one student put it, "it is not the Japanese way, we must answer right," which can be understood to mean that this is discouraged in most formal schooling contexts. Another student also expressed that she, "… must understand sentences completely or feel shame" indicating less tolerance for ambiguity in her own learning due to outside pressure. None of the nine students considered themselves "outgoing." Rather, they identified as undemonstrative and reluctant users of English, except when working with children. Two students made comments indicating that they did not need to behave like children, but rather should aim to do activities and tasks that promote the attributes of successful learners geared for their age and maturity. One wrote, "when I study new vocabulary, I guess meaning of vocabulary and try. I don't use dictionary right now." She seemed to be indicating the use of a strategy (guessing meaning through context) before immediately resorting to looking up meaning in a dictionary. The other student commented, "I must speak like children speak. Don't be shy, say my opinion each time." All of the students could clearly observe that the attributes of successful learners aptly applied to young learners. Although the majority could not necessarily see themselves in the same light, due to other socio-affective factors, the above two students did make this connection, and applied strategies that adjusted for their maturity.

Working towards autonomy is a complex process and it is the teacher's role to guide learners in understanding it by showing them ways to employ it (Candy, cited in Thanasoulas, 2000). If my student-teachers can observe the success of YLs engaging in some of these strategies or attributes, then they may begin to realize that with just a few changes to accommodate for adult learners, they too can achieve similar success. Such observations and reflections are a step forward in their journey towards self-direction, taking responsibility for their own language learning, and personal development. Observing my students engage with YLs is a constant reminder of the power of learning-by-teaching. I hope it serves as an opportunity to be responsible for self and others, to develop teaching skills, and to increase autonomy in their own language learning.

References

Thanasoulas, D. (2000). What is learner autonomy and how can it be fostered? *The Internet TESL Journal,* 6(11). Retrieved October 6, 2018, from <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>

Wenden, A. (1998). *Learner strategies for learner autonomy: Planning and implementing learner training for language learners*. New York, NY: Prentice Hall.

Ann Mayeda lectures at Konan Women's University in Kobe. She has worked with young learners for over 20 years and conducts workshops and teacher-training programs for pre- and in-service pre-primary and primary school teachers. She also has an interest in learner development and issues in autonomy as they apply to young learners and young adult learners. Her current research has taken her to Nepal where she has been working with schools in implementing extensive reading programs and conducting in-service teacher training for the past several years. In her free time, she enjoys watching her cacti bloom.


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 Kanami Ikeda's review of Active Learning & Active Testing.

Active Learning & Active Testing

[David McMurray. Kagoshima, Japan: Shibundo, 2018. p. 100. ¥1,000. ISBN: 978-4-901352-39-0.]

Reviewed by Kanami Ikeda, Graduate School of The International University of Kagoshima

Active Learning & Active Testing uses the Active Learning (AL) method of combining business case studies with the English language learning activities from pre-intermediate to advanced levels. This classroom textbook introduces Active Testing (AT) which is a way to evaluate students on their ability to learn actively in teams. In AL classrooms, students discover and suggest ways to solve social issues and gain a deeper understanding of a particular topic. AT is used to evaluate how well students have actively learned through rigorous debates and negotiations based on the case studies.

As the title suggests, this book is divided into two sections. The first section introduces three business cases. The cases are stories about international trade and tourism, recruiting staff for restaurants, and governing an island rich in resources. Keywords and new vocabulary in these stories are explained through easy-to-understand word-matching and fill-in-the-blank exercises. Finally, the students from each team give a succinct 10-minute presentation to answer the teacher's initial questions. An example of such a question, provided in the book for teachers to use is: "How can the company recruit employees from overseas?" A basic solution can be found in the text, but for deeper learning the team must actively search newspapers online.

This textbook was suitable for teaching my once-a-week Business English class for junior-year university students that focused on reading, writing, speaking, and listening at the intermediate level. My class was a mixed-class of Japanese and Chinese students. At the beginning of the 15-week course, students studied the first section individually. Conversation between students of different nationalities went well, although some pre-intermediate level students needed extra support to understand the business terms. I also needed to occasionally compensate for their lack of knowledge about business strategies.

Research conducted in foreign language classes at universities using AL techniques (Settles, 2012) found a direct correlation between students' motivation and their achievement levels. As such, I regularly divided my class of 24 Business English students into groups of four during classes that covered the second section of the textbook. All students were given their own tasks or roles in their groups, and they reflected on whether they fulfilled their own tasks in weekly reports. This helped me to evaluate their ability to actively learn, and helped students make up for any lack of knowledge about business case studies. I also suggested we use flipped learning techniques, in which students practiced their presentations at home. During class, students discussed the problems presented in the textbook. This activity helped students to discover better ways to solve the business cases and present their ideas with confidence in class, and I was able to observe group work activity and motivation levels by briefly interviewing some of the students after the class. I worried that if a student who wanted to improve his or her English knowledge paired up with a student who hesitated to take part in the activity, their shared goals could not be achieved. However, the second section of the textbook covered interesting topics which seemed to encourage all students to discuss and debate the business cases in pairs or groups.

With classes that have students from different countries, the language teacher should apply testing criteria fairly for each student. For example, different cultural backgrounds influence how knowledge management is viewed. In their research on a comparison between Western and Japanese employees, Wildman,

Bedwell, Salas and Smith-Jentsch (2011) claimed that Japanese view knowledge as being primarily tacit, whereas Western cultures tend to focus on explicit knowledge. The case studies in the book enhance the tacit type of knowledge in students. The textbook can be helpful for the language teacher to keep in mind how to effectively use testing techniques.

In terms of how students felt about the pedagogical approach of this course, the feedback was generally quite positive. One Japanese student mentioned that the content of the textbook reflected that of real business cases that may happen in today's Japan. One of the international students said that the learning content of the book could improve their future business plan. Accordingly, the study with the textbook seemed to help them greatly to think deeply and creatively.

In summary, this textbook is designed to enhance AL through the study and the testing of students on three business case studies. These three cases in the textbook do enhance group learning and discussion activities. The cases in the book were effectively used for international participants during a business case debate. In conclusion, from my observations and informal interviews with the students during this Business English class, I found this textbook to be useful in maximizing student involvement with the material and creating an effective learning environment.

References

Settles, B. (2012). *Active learning*. New York, NY: Morgan & Claypool.

Wildman, J. L., Bedwell, W. L., Salas, E., & Smith-Jentsch, K. A. (2011). Performance measurement: A multilevel perspective. In S. Zedeck (Ed.), *APA handbook of industrial/organizational psychology 1* (pp. 303-341). Washington, DC: American Psychological Association.

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 Julie Kimura 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 February 28. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviews published in *TLT*)

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

! Breakthrough plus. (Second edition)—Craven, M. London, England: Macmillan Education, 2016. [New edition of a communication-focused course that builds young adult and adult learners' confidence to use English in everyday situations.]

** English for pharmacists*—Miyata, M., & Osawa, S. Tokyo: Houbunshorin, 2016. [15-unit textbook which prepares pharmacy students to help English-speaking patients.]

Flow: Building English fluency—Jackson, J. Leicester, England: Eurasian Editions, 2017. [14-unit speaking textbook that shows students how to build on short answers and develop extended conversations. Additional materials and activities available online.]

** Four corners. (Second edition)*— Bohike, D., & Richards, J. New York, NY: Cambridge University Press, 2018. [An integrated four-skills course for adults who want to be able to communicate in English effectively in their daily lives.]

! Four thousand essential English words. (Second edition)—Nation, P. Seoul, South Korea: Tryalogue Education, 2018. [6-book series designed to focus on high-frequency words to enhance vocabulary of learners from beginner to advanced levels. Free app and MP3s audio recordings available.]

** Prism reading*—Adams, K., Ostrowska, S., Lewis, M., O'Neill, R., Baker, L., Westbrook, C., Kennedy, A. S., Sowton, C., & Williams, J., New York, NY: Cambridge University Press, 2017. [5-level reading course to help English learners prepare for college courses].

Running into yourself: A teacher's journey of growth and discovery—Ochi, K., & Jackson, J. Leicester, England: Eurasian Editions, 2017. [A reading textbook that follows a British woman in Japan and her attempts at teaching English. Incl. audio download.]

** Taking care of business*—Craig, T. Ashiya, Japan: BlueSky Publishing, 2018. [A hands-on business English textbook that brings business English to life by having students create and manage their own "virtual" companies. Audio recordings of listening exercises are available online].

Books for Teachers (reviews published in *JALT Journal*)

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

Experimental research methods in sociolinguistics—Drager, K. London, UK: Bloomsbury. 2016.

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

For this issue's Teaching Assistance, *a graduate student explains why she took a calculated risk in planning lessons for students in a remedial class. Taking advice offered by her supervisor and an administrator with a grain of salt, Hikaru Hirata felt her lessons not only inspired under-achieving students, but also met their diverse needs, prevented them from dropping-out, and helped improve their attendance rates.*

TAs Can Motivate Students in Remedial Class

Hikaru Hirata

When I got a job offer to teach in a remedial class of English at a private university, I was hesitant to accept it. The remedial education program was initially constructed for freshmen students as a single semester pathway into Mathematics, English, and Japanese language courses. These three subjects were identified by career development administrators as essential skills required in most careers in Japan. McMurray (2017, p. 28) noted that "Retired teachers and business professionals are sometimes recruited on a part-time contract basis as Remedial Teachers (RT)." However, I am a first-year graduate student majoring in American literature. The class I was offered not only included freshmen, but also sophomores and seniors majoring in economics, social, or intercultural studies. I was asked to teach 30 underperforming students for about an hour at individual desks in one room equipped with a whiteboard. I worried about how I could organize such a diverse class.

The introduction of a grade point average system (GPA) in 2014 served to focus administrators and teachers on addressing the issue of under-performing students more urgently than they had in the past. No longer could students graduate despite infrequent attendance or poor grades. A non-credit bearing remedial program was opened in 2015 for students whose low English skills cause them to fall behind students in mainstream classes, as well as students who want to repeat course materials they couldn't grasp.

A review of the application forms that students had completed for the program in 2018 revealed myriad reasons for enrolling. The stated long-term goals for improving English were even more varied. During PTA interviews several teachers and parents jointly recommended students enroll when GPA scores dropped below 1.5 or attendance fell below 60% in mainstream courses. This meant my remedial class would be a mix of slow learners and non-attenders. Some students wanted to improve their GPA and TOEFL scores to allow them to study abroad at an English-speaking university. Others said they wanted to improve their chances in tests and interviews during job hunting.

According to Starfire (1999), although there is a difference between laziness and slow learning, all students need to feel successful, whether they are seen as lazy or just cannot learn quickly. With motivation and self-esteem in mind, Pope (1975) suggested, "Each learner must feel respected, dignified and successful as he attempts to learn the English language" (p. 140). Convinced by these readings that it is possible to motivate 30 students in a remedial English class, I decided to accept the part-time job and salary for one semester. I remained puzzled, however, as to what to teach and how to motivate each of the students during the next 10 weeks.

Seeking support from a professor, I was advised not to teach difficult grammar forms, not to make students feel uneasy, and not to make students dislike studying English. I was informed that students in remedial classes find speaking in English to be difficult, and they believe that they are better writers than speakers. When I consulted with a remedial class administrator, I was advised against conducting activities and playing games. The advice I received contradicted Starfire's (1999) findings that it was beneficial to give remedial students a review game to play, claiming that she wanted them to see that learning can be fun too. She suggested using the board game Snakes and Ladders with five

students tossing a die to move a marker each time they answered a review question. Students then consulted their mainstream class textbooks to help them answer these questions.

Figure 1. The author inspires students in her remedial class.

I made a lesson plan for my first class based on my supervisor's advice; however, I included an English activity because my teaching beliefs differ from the beliefs of the administrator. Even though I had been warned that some students do not like this kind of activity in mainstream classes, it became a kind of challenge for me to try. Twenty students showed up on the first day. When I asked them to play an English word chain game, their positive attitude surprised me. So, I divided the students into two groups and had them form a line. I was the time-keeper. Students competed to see how many words they could chain together. To start, I wrote "English" on the blackboard. Students chained words such as "high" or "have" to the final letter, and words such as "egg" or "easy" to the first letter. In this way, they pushed themselves to recall vocabulary they had already acquired in mainstream classes. They cooperatively chained words with other students. I was glad to see this situation. One student said, "I found how English can be fun in this class."

To describe other ways in which I tried to motivate students in my remedial class, I will introduce two students. One of the students, let's call him Taisei, came to the class already equipped with good communication skills. He loves traveling, so he planned to study abroad. In our second class, I did a level check of his grammar. For example, I asked him to fill in these blanks, "A: Where ( ) your sister live? B: She lives in Fukuoka." and "Tokyo is ( ) crowded ( ) Kagoshima." I recommended he study grammar with me in Japan, so that he could spend a more fulfilling time studying abroad in Canada. If he were to go abroad without basic grammatical skills, I reasoned that he would waste his time. I scheduled time for a speaking activity with Taisei and two classmates using a board game requiring the past simple grammar form to talk about a variety of everyday topics. I prepared a game board and dice. In the class, I divided the students into groups of three and gave each group a game board and die. Students took turns to roll the die and move their counter along the board. When a student landed on a square, they had to talk about the topic using the past simple tense. I observed Taisei speaking in English positively and taking a leadership role in his group. When a member of his group stammered for a moment, he tried to help the member. Taking note of his aptitude in the speaking activity, I introduced him to additional sentences that can be used in everyday conversation. I also asked him to memorize easy sentences through drilling or chanting of "How are you doing?" and "How have you been?" I advised Taisei how to use English sentences depending on the situation, and confirmed that he was trying to understand each sentence and taking notes in his journal. He seemed eager to tryout one-point English conversation sentences.

Taisei's classmate, Yuta attended this class to improve his basic skills and prepare for job hunting. A quiet student, he attended the class almost every week. His shyness meant he had few opportunities to use his English skills. That's why he had gradually fallen behind in his English ability. When he finished the first term, he told me "I started to remember what I learned at junior high school. I got the hang of it again." He voluntarily returned to the remedial class during the second semester, but he surprised me with a big change in the purpose for his study. Yuta was asked to teach English to his younger cousin. He realized that he had to learn English more than ever if he was going to teach other people.

The RT lowers the standards set for normal classes to help students learn at a slow, comfortable pace. Iwazume (2016) claimed that as an RT, "I am not pushing students to study faster and faster, I am trying to pull them along gently in tandem with their mainstream professors" (p. 29). She found that the low-achieving students in her class tended to confide their concerns to her first rather than to classmates or teachers in the faster moving "gateway courses" of the regular curriculum.

At the outset, I wasn't supposed to set too high a goal for students in the remedial English class. However, by doing activities and playing games based on what students had picked up in mainstream classes I observed eight of them come away

with a real sense of accomplishment. Remedial classes encouraged these students to study English again.

In summary, remedial classes should encourage and motivate students. Having students repeat a class can be discouraging. In many cases, instead of empowering students or putting them in charge of their learning, repeating lessons may actually make the students feel more like failures than before.

In remedial classes it is essential for students to clearly define the reasons they want to study. Remedial classes should neither contain new information nor new textbooks; they are for clear and simple review material only. No final examination should be given. To afford each student enough personal attention, limit class size to 15. Bring an ample supply of spare handouts and mainstream course textbooks. Class should consist of a variety of activities and games, conducted at a slower pace, for at most one hour. Since these students find English difficult, it demands their intense concentration; therefore their attention spans tend to be short. To reduce absenteeism, the once-a-week classes should not be held on the weekends and should be scheduled at the end of regularly scheduled mainstream lessons.

I can now confidently counter suggestions from advisors who presume that students don't like English-speaking activities. And contrary to what administrators felt, I have found that students can learn from playing games. Students need opportunities to use English and feel a sense of accomplishment. RTs can help students outside the mainstream curriculum. Remedial education can help students who are underprepared for college-level classes.

References

Iwazume, N. (2016). Teaching assistance: Extracurricular English instructors on campus. *The Language Teacher, 40*(5), 28–29.

McMurray, D. (2017). Teaching Assistants. *The Language Teacher, 41*(4), 30–32.

Pope, L. (1975). Teaching remedial reading. New Jersey: Book-Lab.

Starfire, V. (1999). What to do with Non-Performing Students: The Remedial Make-up Class. *The Language Teacher, 23*(7) 25–29.

[JALT PRAXIS] WRITERS' WORKSHOP

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.

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

Predatory Open Access Journals: Risks of Association

Gary Henscheid

Tokyo University of Science

Open access journals can be broadly defined as those freely available to readers online. While they are lauded by proponents for improving access to information, not all are completely open. Many offer access to some content while restricting access to other articles, and still others provide full online access after a certain time period. JALT publications, for example, are available to non-JALT members after six months.

Multiple studies indicate that open access research is significantly more likely to be cited than research published in non-open-access journals. There are two major open access models - those that charge authors to publish, and those funded under any of multiple other business models. Those charging authors are known as "gold open access", and this article investigates the ethics of paying to publish. The primary concern is that objectivity in the peer-review process is compromised by profit motives. University of Colorado at Denver librarian Jeffrey Beall dubbed them "predatory journals," and his account of them is discussed next.

Background

Beall observed a proliferation of journals that charge authors fees to publish. He alleged a conflict of interest between paying to publish and peer review, and published lists of predatory journals and publishers from 2008 to 2017. Joelle Mornini (2017) provided a history of Beall's lists and related, on-going endeavors on her blog, The Always Learning Librarian.

Predatory publishers, Beall charged, "consider money far more important than business ethics, research ethics, and publishing ethics, and that these three pillars of scholarly publishing are easily sacrificed for profit" (Beall, 2017, p. 275). Many language journals are included on the lists, and if true, Beall's allegations raise serious ethical questions:

> Since the advent of predatory publishing, there have been tens of thousands of researchers who have earned Masters and Ph.D. degrees, been awarded other credentials and certifications, received tenure and promotion, and gotten employment – that they otherwise would not have been able to achieve – all because of the easy article acceptance that the pay-to-publish journals offer. (Beall, 2017, p. 275)

With careers and reputations at stake, it was only natural that Beall noted a fervent defensiveness among many pay-to-publish authors, but even more troubling were the tactics that gold journal publishers would use to discredit him. Under pressure from his employer, Beall ceased publishing his lists in January 2017. Please see Beall's (2017) article for details. A cache of his lists as they last appeared can be found on Catherine Voutier's Exploring the Evidence Base blog (2017).

Despite being inadequate substitutes for thoughtful evaluation of research, blacklists and whitelists are widely used by universities. Beall predicted increased use of preprint servers such as arXiv.org [https://arxiv.org/] in academic publishing, which he believes will result in "the elimination of author fees and all the corruption that goes along with them" (Beall, 2017). In the meantime, pay-to-publish journals are rapidly proliferating, and the next section discusses the magnitude of the problem globally.

A Monumental Problem

In order to assess the scale of the problem, Shyamlal Yadav (2018) summarized the work of an International Consortium of Investigative Journalists (ICIJ), which provided an online venue "to share findings on 175,000 publications published by some of the most important predatory publishers." Yadav also commented on the diversity of the journals, noting that they ranged "from Journal of Aging Research and European Journal of Medicinal Plants to Journal of Religious Studies, Buddhism and Living."

Predators have heretofore operated largely unscathed, but in the article, "Denialism on the Rocks: It Just Got a Lot Harder to Pretend that Predatory Publishing Doesn't Matter," Rick Anderson explained the causes for action by the US Federal Trade Commission in 2017 against OMICS, an Indian publisher. In addition to making fraudulent promises of peer review in return for fees that were not disclosed, OMICS allegedly made false claims about its editorial board, and it would not allow authors to withdraw papers they had submitted (Anderson, 2018).

While the scope of the problem in language education in Japan is hard to fathom, the author knows of at least one university English instructor posting articles published in predatory publications on academia.edu, and of another employed on a pay-to-publish editorial board. As Hirosaki Gakuin University Professor Edo Forsythe, editor of *The Language Teacher*'s Wired column, argued:

> There may be good people who will maintain high standards while using author fees to provide a quality journal to the public for free. But for every one of them, there will be 10 more who take any paper without real standards and those who are rejected from the "good journal" will flock to the others because they need to publish quickly and don't have the time or inclination to work to improve their writing ability enough to get into the "good journal." (E. Forsythe, personal communication; June 20, 2018)

Brown and Cook (2013) asserted that the risks to one's reputation of being associated with them were not worth taking. It therefore behooves scholars and writers not only to familiarize themselves with extant lists, but also with tools enabling independent assessments of various repositories and venues for publication. The next section offers a few suggestions for avoiding dubious publications.

Avoiding Shams

One resource for legitimizing open access journals is the Directory of Open Access Journals [https://doaj.org/], a comprehensive database that attempts to exclude predatory journals. The ICIJ will hopefully soon be releasing names of the thousands of predators that it has identified, but ThinkCheckSubmit [https://thinkchecksubmit.org/] provides helpful tips for avoiding predators as well.

Perhaps more of the onus for screening predatory journals should fall on faculty members during application screening and in interviews. If an author's work has truly undergone scrutinous peer review, then email, Google Docs, or other records of correspondence with reviewers could easily substantiate their authenticity.

Besides where to publish one's work, authors also must decide which sources to cite in their research, and in light of the caveats issued by prominent researchers in Japan, avoiding predators seems prudent. Finding corroborating evidence is always a good idea, but it's imperative if a source or its findings seem suspicious somehow.

Conclusion

Paying to publish is legal, but Beall and other investigators have questioned the ethics of publishers whose reviews are tainted by the influence of money, as many on Beall's lists and others are strongly suspected to be. Though Beall discontinued publishing his lists, they are still considered authoritative by many, and those and other lists like them are readily available online.

JALT publications are widely recognized in Japan, and since neither they nor university journals accept payments to publish, these are probably two of the better options for authors here. Standards in university journals vary widely. Those for the elite universities may be relatively high, while other universities publish materials without any review at all. Nevertheless, subjecting one's work to peer-review is prudent and well worth the extra effort.

Despite the risks and pitfalls, fresh perspectives must be welcomed, and writers cannot be discouraged by occasional setbacks. Hiring committees usually request copies of applicants' papers, and job candidates are given opportunities to answer questions about their work and about their approaches to teaching in interviews. Provided authors have thoroughly explored their topics, and can defend the value of their ideas in language teaching, their knowledge, integrity and enthusiasm should shine through in interviews, as well.

References

Anderson, R. (2018). Denialism on the Rocks: It Just Got a Lot Harder to Pretend that Predatory Publishing Doesn't Matter [Web log post]. Retrieved from https://scholarlykitchen.sspnet.org/2018/08/07/denialism-rocks-just-got-lot-harder-pretend-predatory-publishing-doesnt-matter/

Beall, J. (2017). What I learned from predatory publishers. *Biochemia Medica, 27*(2), 273-278. doi: 10.11613/BM.2017.029

Brown, H., & Cook, M. (2013). Unscrupulous journal solicitations: What they are, what they do, and how you can protect yourself. *The Language Teacher, 37(3)* 48-49.

Mornini, J. (2017). Legacy of Beall's list: Ongoing efforts to identify predatory journals [Web log post]. Retrieved from https://alwayslearninglibrarian.wordpress.com/2017/07/29/legacy-of-bealls-list-ongoing-efforts-to-identify-predatory-journals/

Voutier, C. (2017, January 23). Beall's List of Predatory Publishers [Web log post]. Retrieved from https://clinicallibrarian.wordpress.com/2017/01/23/bealls-list-of-predatory-publishers/

Yadav, S. (2018, July 19). Inside India's fake research paper shops: pay, publish, profit. *The Indian Express*. Retrieved from https://indianexpress.com/article/india/inside-indias-fake-research-paper-shops-pay-publish-profit-5265402

Gary Henscheid is an adjunct English instructor at Tokyo University of Science and at Daito Bunka University. He holds a B.B.A. in financial management from St. Mary's University of San Antonio, and an M.Ed. in counseling from the University of North Texas. Prior to moving to Japan in 2000, he worked in building material sales and banking.

Websites Mentioned

- **ArXiv.org** (https://arxiv.org/) is an e-print service of Cornell University for the fields of math, science, engineering, economics, and finance.
- **Directory of Open Access Journals** (https://doaj.org/) is an independent, community-curated online directory that indexes and provides access free of charge to high quality, open access, peer-reviewed journals.
- **ThinkCheckSubmit** (https://thinkchecksubmit.org/) is an international, cross-sector initiative that aims to educate researchers, promote integrity, and build trust in credible research and publications.


Joël Laurier & Robert Morel

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

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

The Literature in Language Teaching SIG

The evolving role of literature in the language classroom

The purpose of our SIG is to encourage and promote the use of literature in language classrooms. Created in 2011, members of our group work with traditional literature, such as short stories and novels, as well as poetry, film and creative writing. As we learn more from reading and teaching with literature we would like to welcome new members to the SIG, new authors for our publication, and innovative ways for literature teachers to approach literary texts with curiously and creativity.

Why *Literature* for the Language Classroom?

Literature teaching in language-based instruction continues to be a thriving area of research around the world (Hall, 2015, Paran, 2008). This is the second time for us to write about the SIG (see Bibby & McIlroy, 2013) since its creation. The SIG does not seek to determine or delimit what 'literature' *is* (or indeed is not), duly noting Hall's (2015) systematic attempts to pin down this very item. In discussing and the sharing of teachers' ideas about literature, we take a wide, inclusive view. Writers and presenters for the SIG have explained their uses of varying genres and text types, including TV series, short stories, sonnets, poems, novellas, and full-length novels. Further, we are not limited to only the English language classroom (be it EFL or ESL), and have hosted recent talks and articles on Spanish literature in Spanish language classes, for example. There are three reasons and motivations that we have identified why teachers may choose to use literature in their classes. To briefly summarize, there is the language model, focusing on well-chosen examples of the target language being used; the cultural model, whereby texts are considered as representative artifacts; and the personal growth model, where literature is used as a tool for improv (see Carter & Long, 1991 for a detailed discussion). In reality, this framework has evolved since its creation, yet remains a robust starting point for those aiming to begin using literature in their language teaching classrooms.

Events, Publishing, and Sponsoring

Our main SIG activities are organising events, publishing a journal and newsletter, and co-sponsoring speakers. The Journal of Literature in Language Teaching (JLiLT) started up in early 2012. JLiLT officers noted the supply-driven nature of organisations such as JALT, where members need opportunities for presentation and publication, with the latter counting more heavily for career advancement. We decided to start up a new journal to provide members with the chance to publish quality papers, and did so with a rigorous double-blind review process in place. The journal can be found on our website: http://liltsig.org.

In addition to participating in Pan-SIG and JALT International, the SIG has hosted collaborative events on the topic of literature. We have co-sponsored international guests, working with the C-Group and teacher-trainers Pilgrims, based in the UK. We have worked to host events with several chapters, and welcome interest from any JALT chapters who may want a literature-themed event in 2019. As ever, the synergies are there between chapters and SIGs - chapters have a venue and members, while SIGs can provide content, and we have many speakers who can team up and provide that content!

Final Thoughts, and Looking to the Future

Within the last five years, we note increased research into the emotional 'transportation' that occurs when reading. We are interested in the

Continued on p. 41

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

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

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

Joining JALT

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

notion that close reading involves imagining the thoughts of others (Stockwell & Mahlberg, 2015) and that reading develops empathy (Bal & Veltkamp, 2013). We expect that the role of literature language teaching will continue to evolve in the digital era, partly due to the changing types of texts, moving away from the strictly linear. The changing role of research in this regard may impact on how we use literature, how we determine what literature 'is', and how we evaluate literature use within language teaching.

Finally, we thank all those who have helped us so far, as officers and as members, and all those who have written and published with us, and have been part of our bookish JLiLT journey thus far. Drop us a line at <liltsig@gmail.com>

—Tara McIlroy and Simon Bibby

References

Bibby, S. & McIlroy, T. (2013). Literature in Language Teaching: What, why and how. *The Language Teacher 37* (5), 19-21.

Bal, P.M. & Veltkamp, M. (2013). How does fiction reading influence empathy? An experimental investigation on the role of emotional transportation, *PLoS ONE, 8*(1) p.1-12. Accessed from https://doi.org/10.1371/journal.pone.0055341

Carter, R., & Long, M. (1991). *Teaching literature.* Harlow, UK: Longman.

Hall, G. (2015). *Literature in language education* (2nd ed.). London, UK: Palgrave Macmillan.

Paran, A. (2008) The role of literature in instructed foreign language learning and teaching : An evidence-based survey. *Language Teaching, 41* (4) p. 465-496. Accessed from http://discovery.ucl.ac.uk/10002413/

Stockwell, P. & Mahlberg, M. (2015). Mind-modelling with corpus stylistics in David Copperfield, *Language and Literature, 24*: 129-147. Accessed from https://doi.org/10.1177/0963947015576168

[JALT FOCUS] NOTICES

Malcolm Swanson

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

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

Introducing our newest JALT Associate Members:

The Hong Kong Polytechnic University

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

In the Department of English, our primary mission is to provide applied English language studies for the professions, and we aim to be recognised internationally as a leading provider of undergraduate and postgraduate studies focusing on professional communication. Applied English language studies include not only the acquisition of the very high level of English language skills needed to succeed professionally, but also a thorough and critical understanding of the English language and a developed awareness of English communication in multicultural professional contexts.

There is a clear need for graduates with highly developed knowledge of language and communication, along with critical thinking skills, who are able to contribute to a range of professional and business contexts. No matter whether at undergraduate or postgraduate level, the Department of English is one of Hong Kong's key providers of graduates with the kinds of English communication and language skills and knowledge that are so highly prized by the professions.

CALL FOR SUBMISSIONS

Dear readers,

The Language Teacher has, under this name, been in production and serving readers with quality material for 40 years! It is a labor of love, and we aim to continue maintaining the quality of the journal for many more years to come. However, we, the editors of the Features and Readers' Forum columns, can't do it without submissions from dedicated educators and researchers such as yourselves. Not only are Features and Readers' Forum articles peer-reviewed, but they are sure to reach every member of JALT. We also support novice writers who submit material within the purview of our readership. Have something to share? Want to impress your friends? Got an idea for a paper and want a peer-reviewed résumé bump? Consider *The Language Teacher* for your next submission!

Feature Articles

WANTED: Well supported and clearly written research articles of about 3,000 words (excluding appendices). The content should be applicable to language teachers in Japan. If you presented at the JALT2018 but did not write a paper for the Postconference Publication, then consider this as another avenue for publication.

Readers Forum

WANTED: Essays about issues, methodologies, and teaching trends related to second language learners and teachers in Japan. Submissions should be about 2,500 words (excluding appendices).

For more information:

http://jalt-publications.org/tlt/submissions

— *The Language Teacher editors*