

# The Language Teacher

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## 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

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Welcome to the May/June 2019 issue of *TLT*. Under the cherry blossoms, the graduation season in March, and the entrance ceremony of the new school year in April are over. We here at *TLT* hope you have had a wonderful start to the new academic year and are enjoying GW, especially when we are celebrating the new emperor era and a special 10-day Golden Week.

As the *TLT* Japanese editor, let me introduce our team of Japanese proofreaders and translators. For every issue, each member is assigned to check a Japanese abstract for the Feature Article (FA) and Readers' Forum (RF) columns as well as the Foreword. They then send the abstracts to our associate editor, Kazuko Sako, for further checking. After a third check, I send them to the *TLT* editors. Thanks to our teamwork, we can perform this process very promptly and efficiently. We also edit Japanese Feature and Readers' Forum articles. This process, involving reviews by two peer-reviewers, takes longer but we would like to encourage *TLT* members to submit Japanese articles, which are surely beneficial and insightful to *TLT* readers.

In this month's issue, we start with two FA articles and RF articles. The first Feature Article by **James Bury** titled *The Effects of Difference Discourse Moves on Students' Oral Output*. This article investigated the effect of 10 different discourse moves on students' oral output when used in English conversation classes in a Japanese university.

In the second FA article, **Robert Long** reveals in his article, *Comparing Authentic and Scripted Language Listening Comprehension in University-Level EFL Learners*, that investigating the significant differences on tests of authentic language (AL) or scripted language (SL), Japanese EFL learners scored higher on SL multiple choice tests than on AL tests on average.

In the first Readers' Forum column, **Brian Rugen** suggests in his article, *Verbal Aggressiveness and Hate Speech: New Considerations for Study Abroad Students*, how students preparing to study, or participate internships abroad in the U.S., can deal with verbal aggressiveness, including hate speech, that are escalating political and racial tensions across the U.S.

*Continued over*



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

The second Readers' Forum by **Josef Siegel**, *Notetaking in ELT: A Focus on Simplification*, demonstrates the pedagogic steps used in the classroom and shares samples of student work as well as student reactions to the innovative approach to notetaking in EAP courses, the Teaching Cycle for Simplification.

We are also experiencing some changes at *TLT*. We are very sorry to tell you that Eric Shepard Martin is leaving *TLT*. We would like to show our appreciation to Eric for his hard work and sincere attitude as a *TLT* editor. Unfortunately he will be no longer involved in *TLT*. Let's welcome our new editor, Nicole Gallagher, who will be transitioning from My Share.

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

— Toshiko Sugino, *TLT Japanese Language Editor*

**T**LTの2019年5/6月号へようこそ。桜の花の中、3月の卒業シーズンと4月の入学式を終え、新学期を順調にスタートさせていることと思います。今年は特に4月1日に新しい年号に変わりましたね。また、そのため、ゴールデンウィークが通常より長く10連休になりました。皆様、それぞれにGWを楽しまれていると思います。

*TLT*の日本語編集者として、和文校正・翻訳チームを紹介させていただきます。隔月毎にチーム全員が、Feature Articles (FA)やReaders' Forum (RF)やForewordのいずれかの日本語要約をチェックし、迫和子副編集長に送ります。私が3回目のチェックをした後に、*TLT*の編集長に送ります。良好なチームワークのお蔭で、一連の作業を非常に迅速に効率よく仕上げる事ができます。我々はまたFAやRFに投稿された日本語原稿もチェックします。このチェックの過程は、2人の日本語査読者による査読が入るので、出版に至るまで数か月かかります。日本語論文は、学習者や教授法が英語論文とは異なっている場合が多いので、*TLT*の読者にとって大変有益なものになります。会員の皆様の積極的な投稿を期待しております。

本号ではFeature ArticleとReaders' Forum が2本ずつ掲載されています。1つ目のFeature Article はJames Buryの*The Effects of Difference Discourse Moves on Students' Oral Output*です。この論文は、日本の大学における英会話の授業で、10の異なるディスコースムーブ(話し手が会話の流れを生み出すために何をどう述べるかを選択していく談話手法)がどのように学生の発話に影響を与えるのかを調査したものです。

2つ目はRobert Longの*Comparing Authentic and Scripted Language Listening Comprehension in University-Level EFL Learners*です。この論文では日本人大学生のリスニング力を、オーセンティック・ランゲージ(AL)とスクリプト・ラ

ンゲージ(SL)のテストで調査したところ、SL多肢選択テストの得点の方がALテストよりも平均して高かったという結果が出ました。

Readers' Forumの1つ目では、Brian Rugenが*Verbal Aggressiveness and Hate Speech: New Considerations for Study Abroad Students*の中で、アメリカ合衆国内での政治的、民族的緊張を高めるヘイトスピーチを含む言語的攻撃に、将来的に留学や海外インターンシップに臨む日本人学生達が対処できるような提案を行っています。

2つ目のReaders' Forumでは、*Notetaking in ELT: A Focus on Simplification*の中で、Josef Siegelが“*The Teaching Cycle for Simplification*”と呼ばれる、ノートテイクに関する革新的指導法を使った指導の手順、生徒のノートの例、および生徒の反応について述べています

*TLT*の役割担当が代わります。大変残念ながら*TLT*の編集を担当して下さったEric Shephard Martinが*TLT*を去ることになりました。誠実な仕事ぶりに感謝の意を表したいと思います。惜しいことに彼は他の*TLT*の仕事にも関わらないようです。*TLT*のMy Share.を担当して下さいましたNicole Gallagherが後任になりますので、彼に歓迎の意と期待を表したいと思います。

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

— Toshiko Sugino, *TLT 日本語編集長*

## 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:

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# The Effects of Different Discourse Moves on Students' Oral Output

James Bury  
Shumei University

This article investigates the effect of 10 different discourse moves on students' oral output when used in English conversation classes in a Japanese university. The 10 moves consisted of four question types and six other moves. It was found that the type of move employed by the teacher influenced both the length and type of output that the students produced, with three distinct groups being identified. Consequently, it is suggested that teachers should utilize a range of discourse moves in order to encourage student output, and to increase awareness of the possible various moves that they might encounter in authentic interactions.

本論では、日本の大学における英会話の授業で、10の異なるディスコースムーブ (discourse moves—話し手が会話の流れを生み出すために何をどう述べるかを選択していく談話手法) がどのように学生の発話に影響を与えるのかを調査した。10の談話手法は質問形式が4つ、それ以外が6つであった。教師が用いたそれぞれの談話手法は学生の発話の長さや型の両方に影響を与え、また、3つの明確なグループに分類できることが分かった。その結果、学生の発話を助長すると同時に、実際のやりとりの中で彼らが遭遇するかもしれない様々な手法をより認識させるためにも、教師は多様な談話手法を用いるべきであることが示唆された。

**C**lassroom interactions in formal education contexts are predominantly shaped by questions (Bury, 2014). Typical question-and-answer discourse patterns, such as IRE (Initiate-Respond-Evaluate) (Lemke, 1990; Mehan, 1998) and IRF (Initiate-Respond-Feedback) (Sinclair, 1992) are valuable tools when directing learning in the classroom as they provide the opportunity to initiate interaction and are effective for managing classroom behavior. However, research has indicated that by using alternatives to questions in their discourse moves, defined by Springer and Dick (2006, p. 106) as “a deliberate action taken by a teacher to encourage, facilitate, participate in, or influence . . . discourse,” teachers could encourage students to produce more oral output (Dashwood, 2005). It has also been argued that students should be exposed to a variety of discourse move types in order to make classroom interactions more authentic (Bury, 2018). This is important as teachers need to encourage students to communicate successfully in order to prepare them for real-life communicative contexts, not just formulaic, test-like speech patterns.

This study builds on the work conducted by Bury (2014, 2018) by exploring the effect of using four types of questions, and six teacher discourse moves other than questions, in the evaluation/feedback stage of IRE and IRF structures. This is explored through the amount and type of oral output that students produced in English communication classes in a Japanese university. This article differs from previous studies by using the question categories outlined by Wajnryb (1992). The 10 discourse moves (see Table 1) have been adapted from a combination of those identified by Bury (2014), Dashwood (2005), and Wajnryb (1992).

Table 1. *Types of Discourse Moves*

Type	Process	Example
Yes/No	Can only be answered with Yes or No	<i>Do you like Japanese food?</i>
Display	Asks for information already known to the asker	<i>What colour is rice?</i>
Referential	Asks for information not already known to the asker	<i>What did you eat for dinner last night?</i>
Non-retrieval/imaginative	Asks for opinions or other non-retrieval responses	<i>What is the best place to eat seafood in Japan?</i>
Reflective statement	Restatement of the student comment	<i>Ah, you think Japanese food is the best.</i>
Statement of mind	Reflection of the teacher's own views on the topic	<i>I think English food is the best.</i>
Declarative statement	Thought that occurs to the teacher as a result of what the speaker said	<i>Many people like Japanese food.</i>
Statement of interest	Expressing an interest in a person's views	<i>That's interesting.</i>
Speaker referral	Referring to a previous speaker's statement	<i>That's the same as Yuki.</i>
Back-channeling	Gestures, verbal signals, and pauses	[Nodding]

## Literature Review

Classroom discourse and the way that students interact with their teachers strongly impact language learning and development, shaping the ways in which learners respond to instruction and communicate (Mondada & Pekarek Doehler, 2004). Students can become accustomed to certain patterns of discourse (Hall, 2010), especially structures like IRE and IRF (henceforth IRE/F) (Mehan, 1998; Waring, 2009) and consequently find deviating from them difficult.

Within IRE/F interactions teachers are responsible for guiding the discourse and evaluating students' responses, controlling the type of interaction, who participates, and for how long (Hall & Walsh, 2002). Consequently, students have little freedom to communicate in authentic, meaningful ways, which limits their opportunities to extend and elaborate on their utterances (Thoms, 2012). As IRE/F sequences prevent students from managing turn-taking, developing their ideas, and directing the progression of interactions, they place teachers in the position of expert, consolidating the acceptance of the traditional, asymmetrical teacher-student discourse patterns in which teacher talk is maximized (van Lier, 1988). Such teacher-centered activities can reduce student engagement (Donato & Brooks, 2004), and thus impact their overall learning experience.

Although using IRE/F discourse patterns is a comfortable and convenient way of engaging students in conversation, previous research has indicated that the type of discourse moves teachers employ in their classroom interactions affects how fully students develop responses and how naturally they communicate (Bury, 2014, 2018). Furthermore, changing the discourse moves that teachers make in classroom interactions can lead to students participating more in whole-class discussion (Nassaji & Wells, 2000). Subsequently, what would appear to be appropriate pedagogical behaviour, such as asking further questions at every opportunity, might actually limit students' participation in classroom interactions, negatively affecting their language acquisition.

## Method

Data for this study were collected by taking two 10-minute recordings of four different English conversation classes in two consecutive lessons (a total of eight samples) at a private Japanese university. The four classes had an average of 12 students ( $N = 47$ ) with TOEIC scores ranging from 250 to 500, and the lessons had a strong focus on oral communication. The recordings were analyzed quantitatively, by counting the length of utterances the students produced in response to the different

discourse moves made by the teacher, and qualitatively, by noting the type of language the students produced. Transcriptions of representative excerpts of the recordings using the Jefferson system (Jefferson, 2004) (see Appendix) were made in order to illustrate the findings.

Referential or non-retrieval/imaginative questions were chosen to initiate interactions as it was thought that they would be more effective in stimulating student output than yes/no or display questions. Then, following a student response, the teacher attempted to use the 10 discourse moves equally in the third stage. Although it was necessary for the teacher to try and use the full range of discourse moves in their classroom interactions so that a fair and comparable analysis could be made, it was also important that the data were produced as naturally as possible.

## Results and Discussion

The results (see Table 2) indicate that the type of discourse moves employed by the teacher influenced the length of the students' responses, with an overall difference of 9.3 words per move being demonstrated between the highest ranking move, reflective statement, and the lowest, back-channeling. Despite some variation in the ranking of the length of responses to the different discourse moves between the classes, three groups of moves can be identified based on the overall rankings of the four classes. Reflective statements and speaker referrals encouraged noticeably more output than the other moves; non-retrieval/imaginative questions, statements of interest, referential questions, and declarative statements encouraged above average responses within a range of 1.8 words of the overall average; and display questions, yes/no questions, statements of mind, and back-channeling encouraged less student output than the mean. In particular, it should be noted that in all four of the classes, students produced the least output following back-channeling.

The differences in the overall lengths of responses and the variations in the rankings of the discourse moves that can be noted between classes might be attributed to the levels of the groups. The classes were intact groups and the students had been streamlined based on TOEIC scores (students in Class A had the highest scores, and students in Class D had the lowest scores). Although TOEIC test scores might not necessarily have had a significant impact on the students' speaking ability and willingness to produce more oral output, the levelling of students might explain the differences between the classes and the indication that some discourse moves affected some groups more than others.

One possible reason that using reflective statements encouraged the longest responses from students is that such statements show students that their comments are being listened to, and thus are valued by teachers. This increases the students' motivation, confidence, and willingness to speak more (Bury, 2018). In terms of the type of output that was produced following reflective statements, it was noticeable that the students gave a range of different types of comments that departed from typical, formulaic answers. In the example excerpt below, the use of a reflective statement engaged the student. It encouraged them to expand on their ideas and give further contextualization by restating the previous point using a different grammatical structure and adding two extra sentences:

T: What was your idea?

S: (3.7) I wanted watch a ( ) movie (3.1) film.

T: (1.8) So you wanted to watch a film.

S: (3.4) Yes, (1.6) I thought to watch a film would ( ) best. I love movies. I always want to ( ) watch movie.

The finding that students provided relatively long responses after their teacher's incorporation of speaker referrals also supports previous stud-

ies (Bury, 2014; Dashwood, 2005). This type of move enabled students to link their ideas to their classmates', which enhanced the opportunities for collaborative communication and the shared co-construction of understanding. In the example excerpt below, the student (S1) restates her classmate's opinion and then confirms that their opinions match with a further sentence before adding another supporting sentence. This allows S2 the opportunity to re-enter the interaction. This is an important finding as students can often feel that their classroom interactions are isolated and that there is a lack of cohesion among classmates. This can cause them to become less engaged and to "switch off" once their turn has passed:

T: What do you: think about horror films [S1]?

S1: (3.2) Horror (2.1) I don't like them.

T: (1.8) Ah, that's the sa:me as [S2].

S1: (1.6) Yes. (2.7) She doesn't like either. (2.0) We are the same. They are (1.6) (Japanese) (2.9) grotesque.

S2: Yes!

The use of non-retrieval/imaginative questions generally prompted long answers and the students produced more output than was minimally required.

Table 2. Average Length of Student Responses to the 10 Discourse Moves

Move Type	Class A		Class B		Class C		Class D		All Classes	
	Words	Rank	Words	Rank	Words	Rank	Words	Rank	Words	Rank
Yes / No	7.5	9	7.3	8	5.5	8	6.7	8	6.8	8
Display	8.5	8	7.4	7	6.1	7	9.1	6	7.8	7
Referential	11.4	4	9.8	6	10.7	4	9.0	7	10.2	5
Non-retrieval/ imaginative	12.3	3	11.7	4	9.3	5	10.7	2	11.0	3
Reflective state- ment	14.7	1	12.7	2	11.9	2	12.3	1	12.9	1
Statement of mind	8.7	7	5.0	9	5.3	9	4.3	9	5.8	9
Declarative statement	10.1	6	11.4	5	8.5	6	9.7	4	9.9	6
Statement of interest	10.3	5	12.7	2	11.1	3	9.4	5	10.9	4
Speaker referral	14.5	2	13.3	1	12.7	1	10.3	3	12.7	2
Back- channeling	4.7	10	3.1	10	4.3	10	2.3	10	3.6	10
Total average words	10.3		9.4		8.5		8.4		9.2	

However, the output tended to be more “test-like,” with students producing short sentences that did not link to other previous interactions. The sample below demonstrates this with three reasons given in response to the teachers’ question. This was also often the case following referential questions:

T: What did you watch last night?

S: (1.6) Variety show.

T: (.) Why do think (.) why are variety shows so popular in Japan?

S: (1.8) Why? (2.7) They like the comedy. (2.1) It is fun (Japanese) (1.7) Yes (.) fun. Watching variety is (2.6) relax.

Following statements of interest, the students often expanded on utterances made in their previous moves, producing more output than would be minimally required to fulfil their role in the interactions. This was also evident in the responses to declarative statements. In the example excerpt below, two extra sentences are produced:

T: Do you: prefer watching TV alone (.) or with friends?

S: (1.8) I (.) like alone.

T: (1.3) That’s interesting.

S: (1.9) To watch with (.) other people is noisy. (2.2) I like to concentrating (.) so alone is good.

In response to Yes/No questions, the students were generally able to reply and answer, but there was little elaboration. In the majority of cases only a single reason or extra sentence was produced, as in the example excerpt below. This was also apparent in the students’ responses to display questions:

T: What’s your favourite film?

S: (2.7) I don’t know. (Japanese) (.) I watch TV.

T: (2.2) Japanese TV?

S: (1.4) Yes. It’s better for me.

In response to the teacher’s use of a statement of mind, students commonly produced short utterances. This could be attributed to students possibly interpreting the move as an evaluation, which might have created a sense of finality, thus discouraging further language production. This is well illustrated in the excerpt below:

T: Do you like (.) action or romance more?

S: (2.7) Action (.) They are exciting.

T: Yeah (.) Action is better.

S: (2.2) Yes.

Students produced by far their shortest utterances in response to back-channelling. Analysis of the recordings indicated that students often misunderstood the teacher’s intentions, leading to relatively long pauses in the classroom discourse.

### Limitations

Although this study produced some interesting findings that support previous studies, there are a number of limitations that must be acknowledged. Due to the relatively low number of participants ( $N = 47$ ), no statistical analysis was conducted, thus any noted differences in student responses to the discourse moves might not be statistically significant. Also, unlike a study conducted by Consolo (2000), this research did not investigate any possible variations in the use of different moves by native speaker teachers and non-native speaker teachers. Furthermore, it was outside the scope of this paper to examine student-student interactions following the introduction of different moves. In addition, studies by Hellermann (2003, 2005) indicated that the timing of the teacher’s move can affect student output, but this was not considered during this study. Finally, the number of times the discourse moves were used by the teacher was not recorded and this might have affected how comfortable students were when attempting to respond to certain moves. In future research on this topic, these variables should be taken into account. Furthermore, the most effective ways to introduce and practice the different moves, and any differences in results at different stages throughout the course as students become more comfortable responding to the greater range of utterances, would be interesting and useful additions.

### Conclusion

This research has indicated that the use of different teacher discourse moves can affect the amount of oral output and also the type of output that students produce. In other words, the discourse moves employed by teachers can either aid or hinder the length and quality of interaction. The pedagogical implication of this is that teachers should try to regularly expose students to the various different moves that they might encounter in authentic, everyday interactions. Doing this would provide students with the opportunity to improve their communicative competence and increase their confidence when responding to different discourse moves.

As some of the discourse moves employed in this research were regularly misinterpreted or misunderstood by the students, it might be beneficial for teachers to get further training in how to effectively



incorporate different moves into their classroom discourse or practise using them more often with their students. This could help improve the fluidity and authenticity of their interactions and enable students to better recognize the intention of the moves and respond to them appropriately.

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## Appendix

### Summary of Transcription Notation

- (.) Just noticeable pause  
 (.3) Examples of timed pause  
 wo:rd Colons show that the speaker has stretched the preceding sound  
word Underlined sounds are louder

**James Bury** is an associate professor working in the Kanto region of Japan. He has taught in a range of universities, colleges, and schools in England, Thailand, Vietnam, and Japan. His research interests include classroom discourse, developing students' communicative confidence, and teaching English for specific purposes.



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# Comparing Authentic and Scripted Language Listening Comprehension in University-Level EFL Learners

Robert Long

*Kyushu Institute of Technology*

This study investigated whether Japanese university EFL learners' listening comprehension differed significantly on tests of authentic language (AL) or scripted language (SL). Possible differences in comprehension between low and intermediate proficiency students, and how lexical density of the listening samples correlated with listening comprehension, were also explored. Participants scored higher on SL multiple choice tests than on AL tests on average. There was no significant difference in the performance between low and intermediate proficiency students in this study, but there was a significant difference between scores of learners in the two pre-intermediate groups. The inclusion of more content words also appeared to aid the lowest performing students in better understanding authentic listening passages. The researcher suggests explanations for these findings, and suggests the need for more authentic listening practice in language classrooms.

本論は日本人EFL大学生のリスニング力が、オーセンティック・ランゲージ (AL) のテストあるいはスクリプト・ランゲージ (SL) のテストにおいて大きく異なるかどうかを調査したものである。初・中級者間における理解力の相違の可能性や、リスニング・サンプルの語彙密度とリスニング力の関係も調査した。SL多肢選択テストの得点の方がALテストよりも平均して高かった。初・中級者間には有意差はなかったが、2つの準中級学習者群間の得点には有意な相違が認められた。また、内容語をより多く含めることは英語力の低い学習者がオーセンティックなリスニング題材を理解する助けになっているようであった。これらの研究結果に対する説明と、よりオーセンティックなリスニング練習の必要性についても述べる。

**W**ith continued emphasis placed on students in many institutions in Japan to achieve high scores on standardized tests such as the Test of English for International Communication (TOEIC) and the *Jitsuyō Eigo Ginō Kentei* (EIKEN), educators are faced with the choice of using materials that resemble test listening passages or materials that use unscripted, authentic language (AL). However, such materials might not be perceived as helpful for test-taking. AL material also might be viewed by some students as too difficult.

However, to successfully deal with English as it is spoken outside of the classroom, learners must become familiar with the linguistic and sociocultural characteristics of English as spoken by members of

different cultures. Standardized listening passages, on the other hand, tend to eliminate many features of authentic speech, such as fragmented speech, repetition, and rephrasing.

To better understand how authentic language listening passages compare with scripted language listening samples, this study investigated several issues. The first issue was whether university EFL learners' comprehension of SL and AL samples differed significantly. The second issue was whether proficiency (as indicated by TOEIC scores) affected listening comprehension on both SL and AL listening samples to similar degrees. The third issue was how lexical density indices of listening sample transcripts impacted students' listening comprehension of the two varieties of listening tests.

## Literature Review

Hedge (2000) argued that the notion of authenticity was popularized with the communicative approach to language teaching in the 1970s. Seven interpretations of authenticity emerged (Carter & Nunan, 2001; Herod, 2002; Herrington & Oliver, 2000; Jacobson, Degener, & Purcell-Gates, 2003; Jordan, 1997; Nunan, 1988; Stubbs, 1996). For listening, these resulted in three basic concepts: AL refers to language that (a) is relevant to students' lives, (b) models real-world situations, and (c) is not produced for language teaching purposes. Martinez (as cited in Berardo, 2006) listed the following advantages and disadvantages of authentic language use:

### Advantages:

- Students are exposed to real language, which reflects language variation.
- There is factual acquisition.
- Textbooks do not contain inaccurate language that is found in authentic speech.
- Authentic materials might motivate students.
- One piece of text can be used for various activities.

- There is a wide choice of styles, genres, and formality in authentic texts.
- Authentic reading materials can make students eager to read for pleasure.

### **Disadvantages:**

- Authentic language might be difficult to understand because of a culture gap.
- The vocabulary might not be immediately useful for learners.
- Authentic language might be too difficult for beginners.
- Preparation of the texts and activities is often demanding and time consuming.
- Accents and dialects can vary.
- Some materials (e.g., news broadcasts) might become outdated quickly.

For many researchers, authenticity is important because it prepares learners for realistic situations. According to Brown and Eskenzai (2004), by using textbooks alone, learners are not exposed to language as it is used in the real world. Using fewer authentic materials with learners might lead to problems in interactive competency. Otte (2006) argues that learners need to “practice using authentic language themselves, in order to be better prepared to deal with authentic language in the real world” (p. 56).

Liu (2016) found that the exploitation of authentic materials can be used as a bridge for students to better understand original sources. He wrote that the proper adaptation of various AL samples is needed to make them accessible to learners and that teachers should be aware of the strengths and weaknesses of the materials that are chosen. Furthermore, Yin (2015) explored how listening comprehension is improved by authentic listening practice. She examined the listening practices of 22 American ESL university students in an intensive English program. She conducted a statistical analysis to examine the relationship between the learners’ outside-of-class language activities and their listening comprehension performance in listening tests. Her results showed a significant correlation between authentic listening activities (such as communicating with native speakers and watching English television shows) and listening comprehension performance. Yin’s analysis also revealed a positive relationship between learners’ self-efficacy and their listening comprehension ability. In short, such research reinforces the idea that authentic language listening practice has a role to play in EFL learning.

## **Research Questions**

Three research questions were investigated:

1. In this study, would there be significant differences between listening comprehension scores of authentic language and scripted language listening samples?
2. Do low and intermediate proficiency learners perform differently on authentic and scripted language listening comprehension tests?
3. Is there a correlation between correct answers and lexical textural density measurements of listening scripts?

## **Methodology**

### **Participants**

The 82 participants in this study were 18- and 19-year-old first-year students at a national university. The participants were engineering majors and came from three English communication classes that were held weekly. These classes focused on developing learners’ English speaking and listening skills. One class included 29 intermediate students (TOEIC range 450-600), and the other two classes together were composed of 53 low to low-intermediate proficiency students (TOEIC range 285-449). There were 13 female participants and 69 male participants.

### **Material**

Eleven listening samples from GoldFish ([www.goldfish365.com](http://www.goldfish365.com)) and nine listening samples from Voice of America (VOA) Easy Listening ([www.learningenglish.voanews.com](http://www.learningenglish.voanews.com)) were used for this study, both of which are free online EFL resources. GoldFish is a teacher-produced English listening and fluency practice website that provides recordings of unscripted conversations. VOA Easy Listening provides scripted listening samples and texts about an array of topics, such as animals, health, and history. Each recording was four-to-six minutes long.

The recordings varied by vocabulary use and rate of speech, but were not sorted by difficulty levels on their websites. They were comparable only in that each recording lasted between four-to-six minutes. Quizzes for both authentic and scripted listening samples were created by the researcher and included 15 multiple-choice referential questions about details and key terms. These quizzes were read by fellow teachers and were judged to be appropriate for the participants of this study.

**Procedures**

Two listening tests were conducted in each class from July 2017 through February 2018, except for the months of August and September. Students listened to each sample once and answered 15-question comprehension quizzes. Each procedure lasted about 10 minutes. *BBC News Report* (BBC, 2015) samples were also used occasionally, but students' scores for these quizzes were not collected. Twenty quizzes were given in total, with 11 from GoldFish website and nine from VOA. Only data from those quizzes were analyzed for this study.

**Results**

The statistics for each group's listening AL and SL comprehension scores are shown in Table 1. To answer the first research question concerning listening comprehension scores on SL and AL listening tasks, a paired-samples *t*-test was conducted, and assumptions for parametric statistics were checked and met. The results showed a significant difference between average scripted and authentic quiz scores,  $t(81) = 12.18, p < .001$ , with a large effect size ( $d = 1.35$ ). This suggests that students found the AL quizzes significantly more difficult than SL quizzes.

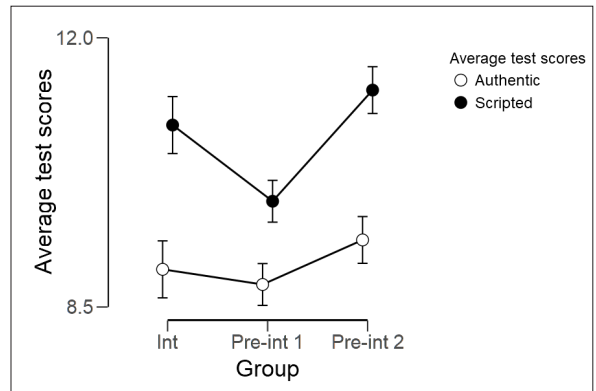
**Table 1. Participants' Average Quiz Scores by Group and Listening Type**

Groups	Quiz Types	Min	Max	M	SD
Lower group 1 ( <i>n</i> = 28)	AL Average Scores	6.8	10.6	8.8	1.2
	SL Average Scores	7.6	12.8	9.9	1.4
Lower group 2 ( <i>n</i> = 25)	AL Average Scores	5.6	11.2	9.4	1.5
	SL Average Scores	7.5	12.9	11.3	1.0
Inter-mediate ( <i>n</i> = 29)	AL Average Scores	6.0	11.8	9.0	1.4
	SL Average Scores	7.6	13.2	10.9	1.5

Note. AL = authentic listening, SL = scripted listening.

The second research question was whether there was a significant difference in comprehension scores between the different groups of learners. To answer this question, a repeated measures ANOVA was run. A statistically significant difference was found with a medium effect size,  $F(2,79) = 4.591, p = .013, \omega^2 = 0.081$ , so post hoc comparisons were

made using the Bonferroni correction to control for type 1 errors. No significant differences were found between the intermediate proficiency group's AL and SL quiz scores and those of either lower proficiency group. However, there was a significant difference between the scores of the two lower proficiency groups, with students in group two performing significantly better on the listening quizzes (see Figure 1). This surprising result is discussed later.



**Figure 1.** A descriptive plot of average listening scores per group.

Note: Error bars represent 95% confidence intervals.

The third research question asked whether a correlation existed between participants' scores and listening texts with higher or lower lexical density values. As shown in Table 2, the average lexical density was higher for the scripted than the authentic texts. An independent samples *t*-test showed that this difference was both significant and had a large effect,  $t(18) = 4.59, p < .001, d = 2.06$ .

**Table 2. Average Lexical Density of the Authentic and Scripted Listening Texts**

Text type	Min	Max	M	SD
Scripted	0.51	0.73	0.63	0.072
Authentic	0.38	0.58	0.49	0.060

Correlations were calculated between the average scores of all participants on all quizzes and the average lexical density of all texts. Both categories were also broken down by student group and text type. As Table 3 shows, there was a large and statistically significant overall correlation between the average quiz scores and the average lexical density of the texts,  $r = .559, p = .01$ . This correlation is positive,

which means that students performed better as lexical density increased, which seems counter-intuitive.

Although breaking down the results by student group and text type results in very small sample sizes, which must be interpreted with caution, this analysis does suggest a possible explanation. As can be seen in Table 3, the positive correlation between average quiz scores and average lexical density of the listening texts is driven by the authentic texts. The scripted listening texts show no significant correlation. In addition, the lower proficiency group one, the group with the lowest average quiz scores, is the only group which maintained a significant positive correlation between quiz scores and average lexical density of the authentic texts. This suggests that natural language features of the authentic texts, such as fillers or increased grammatical complexity, were particularly detrimental to the students' comprehension in this group. Implications of these findings are considered in the discussion.

## Discussion

Comprehension scores between the low-intermediate proficiency EFL learners and the intermediate learners indicated that both levels of students found authentic listening more difficult to comprehend than scripted listening in this study. Although the data show that participants scored higher on the scripted listening tests, the scripted language recordings in this study often presented various social, political, and economic topics, and therefore used more academic language that likely should have been more difficult for the learners. Therefore, the lower AL test scores might have been a result of other features of authentic speech. It is possible that faster speaking rates, more common use of slang, fragmented utterances, repetitions, and rephrasing were factors that impeded comprehension though this should be investigated in further research. This suggests a need for more exposure to these features if EFL learners are to recognize them. Cruz (2018),

the website designer of [www.goldfish365.com](http://www.goldfish365.com), also proposed that if authentic listening materials can be found which are similar to scripted materials in regards to topic, length, and difficulty, then AL tasks should be preferred because they help students both with test results and to develop real-life communication skills. Moreover, authentic materials help students to be more conscious of high frequency vocabulary that is used in daily life, and how native speakers articulate their words allowing them to become accustomed to the features of authentic speech.

Another feature that could have impacted comprehension was background knowledge. Participants might not have had the relevant background knowledge to adequately understand and synthesize many of the ideas and details that were presented in some of the recordings. Therefore, background knowledge, rather than readability, might have determined which recordings were more or less difficult.

As for the second research question concerning the performance of low and intermediate proficiency learners and how they performed in both kinds of listening comprehension quizzes, students in pre-intermediate group two did perform significantly better on the listening quizzes. The reason for this could be that the differences between the two classes were based on TOEIC scores and many of the students' scores were not far enough apart to show evidence of differences in proficiency. Furthermore, TOEIC scores take into account reading, so many students could score higher on this section and lower in listening and still obtain a relatively good overall TOEIC score. Initially the data showed that the intermediate learners and the pre-intermediate learners performed similarly. However, when the two pre-intermediate groups' scores were analyzed, it was found that one group scored higher, and one group scored lower, than the intermediate learners. It was assumed that the label of these intact groups would accurately represent differences in their listening abilities for this study.

Table 3. Pearson Correlations (*r*) Between Average Quiz Scores and Lexical Density of the Texts

Groups	All texts		SL texts		AL texts	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
Lexical density - All scores	.559	.010	-.081	.836	.679	.022
Lexical density - Int scores	.550	.012	-.041	.917	.393	.232
Lexical density - Lower 1 scores	.390	.089	-.196	.613	.689	.019
Lexical density - Lower 2 scores	.553	.011	-.004	.991	.319	.340

Note. AL = authentic listening, SL = scripted listening.

These learners were grouped by TOEIC scores, but were not given a listening pre-test before the start of this study. This demonstrates how using intact groups for research purposes can potentially produce misleading results.

The third research question about correlations between students' scores and lexical density did show a significant and large effect, with average lexical density of the texts accounting for 31% of the variance in students' average quiz scores. As was stated before, the correlation was positive, so it indicates that more content words (nouns, verbs, adjectives, adverbs) aided student comprehension. The data shows that the group with the lowest TOEIC scores scored higher on quizzes for listening tasks containing many content words, which then made the recording more comprehensible for them. This is counter-intuitive, because past studies have shown that higher lexical density usually makes listening comprehension more difficult.

### Limitations

One limitation of this study was that students within different proficiency groups had large differences in TOEIC scores. In order to obtain more meaningful data, educators should ideally compare two clearly different ranges of TOEIC scores (i.e., 400-500 and 650-750). While the factor of learners' background knowledge was not controlled for, other limitations relate to a lack of pre-testing, and lack of comparability in regard to lexical complexity and topic comparisons between the AL and SL texts. Furthermore, because the sample size was so limited, the correlation data must be taken with caution.

### Conclusion

AL tasks serve to acquaint students with a variety of accents, speaking rates and styles, and idiomatic usages. They also help prepare students for realistic and open-ended interactions. Most importantly, AL exposes students to pragmatic features of natural English usages, such as how pausing is used to emphasize ideas, how turns are taken, and how particular ideas are emphasized. On the other hand, scripted language orients students to news-like speech, academic language, and more complex social and political topics. A combination of these two forms of aural input is necessary to help our learners comprehend all of the nuances of a second language.

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**Robert Long** has a Master's degree in English Education and a Specialist Degree in Multilingual/Multicultural Education. He has worked at Kyushu Institute of Technology for 23 years, where he is currently a professor. He has written several EFL textbooks concerning oral communication and technical English. His current research focuses on fluency, dysfluency, authentic language, gendered and same-sex interactions, and writing. He is a member of *The Language Teacher* Editorial Review Board. He can be contacted at [long@dhs.kyutech.ac.jp](mailto:long@dhs.kyutech.ac.jp). Examples of AL language tasks can be found on the author's website (<http://www.genderfluency.com>).



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# Verbal Aggressiveness and Hate Speech: New Considerations for Study Abroad Students

Brian Rugen

Meiji University

Escalating political and racial tensions across the U.S. have led to increased incidents of what communication scholars call *verbal aggressiveness*, including hate speech. Instances of verbal aggressiveness can occur anywhere, including university and workplace contexts. For Japanese university students preparing for study and/or internship opportunities abroad, this raises the question: To what extent are these learners being prepared for such instances? This article offers suggestions for addressing this topic with students who plan to study and/or work abroad in the future. First, the article offers suggestions for curricular content, specifically drawing on a well-known model for de-escalation and bystander intervention training that is used in the U.S. Second, the article explains how focused communicative tasks are ideal for teaching the specific content material. It is hoped that the article will open a dialogue regarding the extent to which verbal aggressiveness and hate speech should be addressed with students preparing to study in the U.S.

アメリカ合衆国内での政治的、民族的緊張の高まりはヘイトスピーチを含む言語的攻撃による衝突を増加させている。例えば、言語的攻撃は大学や職場など、どのような場においても起こり得る。留学や海外インターンシップを控える日本人大学生が、このような場面に備えてどの程度まで対策ができるのか。この論文では、将来的に留学や海外インターンシップに臨む学生達が、言語的攻撃やヘイトスピーチに対処できるように提案をする。初めに、アメリカ合衆国で取り入れられている教育プログラムを紹介する。これは、学生達が問題に直面しても、感情的にならず、冷静に議論ができるようにするためのトレーニングである。その後、コミュニケーションの手法に重点を置く教材が、どれほど理想的であるかを説いていく。この論文が、アメリカ合衆国に飛び立つ学生達にとって、言語攻撃やヘイトスピーチに負けないための指南書になることを願う。

Every autumn at my university in Japan, a group of faculty members interviews more than 100 first-year students applying for one of several study abroad internship programs in the field of tourism and hospitality in the U.S. The programs include both a study component at a university as well as an internship. Chosen students participate in the program during their second year, and, for some of the longer programs, into their third year at the university.

For the past two years, I have been asking the following question to candidates during these interviews: “What would you do if you encountered

an angry customer using abusive language with another customer?” In most cases, students reply that they would try to simply calm the customer down. Then, I follow up by asking students exactly what they would say. I ask what specific language they would use when first approaching the angry customer and then attempting to calm him or her down. Students often have trouble with the follow-up questions, unable to identify specific language or behaviors that would be useful in such situations. Furthermore, what if one of these hypothetical situations were to escalate? Do students have the communication skills to deal with such situations? Do they understand that sometimes they might need to immediately get away from a situation and call for help?

I have been asking these questions to students in interviews because of a developing concern with the escalating political and racial tensions across the U.S.—tensions that have led to increased incidents of what communication scholars call *verbal aggressiveness*. Verbal aggressiveness is a form of communication which attacks an individual’s self-concept, rather than a specific position on a topic in order to embarrass or inflict psychological pain. Hate speech, as a form of verbal aggression, expresses hatred, threats, or ridicule toward an individual or individuals. Instances of verbal aggressiveness, including hate speech, can occur anywhere. Some scholars have begun to document the prevalence of various forms of racism, including “verbal insults and direct confrontation” directed at international students at universities in the U.S. (Lee, 2015, p. 4). Indeed, a recent article in *Inside Higher Ed* describes “an epidemic of racist incidents” at campuses across the country (Jaschik, 2016).

In Japan, as the number of study and/or internship abroad opportunities for university students continues to grow (Kirchhoff, 2015; Menking, 2012), it might be time to address this issue with our students. In fact, there is no shortage of research that suggests the importance of training sessions and workshops for international students studying abroad. These workshops offer useful advice

about social and academic adjustments, such as advice on understanding bus schedules, talking to an academic advisor, or visiting a professor's office. For students who are also planning to work or pursue an internship abroad, training sessions and textbooks in many English for Special Purposes (ESP) disciplines do offer some useful language and communicative strategies for dealing with customer problems or complaints. However, in these situations, the customers complain or become upset about something particular to a service experience. Rarely, if ever, do materials or workshops offer advice or strategies for dealing with customers who become abusive with personal attacks and displays of verbal aggressiveness.

In the following sections, then, I first describe some content material—language items, strategies, and skills that might be a good starting point for preparing students. After that, I describe a specific teaching procedure—focused communicative tasks that can be used for practicing the content material with students. The following content material and teaching procedure can be adapted for any type of teaching context, from a short afternoon orientation to a component of a semester-long English course.

### **Content: Recognize and Act**

Recognizing and understanding the idea of verbal aggressiveness itself, and how it differs from simple anger or frustration over a specific experience, is important. On or off campus, situations might include students witnessing verbal aggressiveness toward a stranger, a friend, or themselves. At an internship or workplace, situations might include a customer or co-worker's verbal aggressiveness toward another customer or toward the students themselves.

First, it might be helpful to define some of the terms related to verbal aggressiveness. For example, verbal aggressiveness might include character attacks or physical appearance attacks, both of which might exhibit examples of insults, mockery, and/or profanity. Sometimes, the meanings of these terms overlap, but discussing the definitions and providing examples for students is helpful.

Second, Japanese students studying or working abroad might not be familiar with many of the idiomatic words and phrases used by verbally aggressive individuals. In other words, they might be slower in identifying a potentially dangerous situation based on words alone. Therefore, recognizing the kind of body language and facial expressions that accompany verbal aggressiveness and hate speech is

important, too. Examples of verbal aggressiveness can be found on YouTube (a YouTube search with the terms “verbal aggressiveness” or “hate speech” plus “caught on camera” produces many examples). Together with students, the class can view selected videos with the sound off, paying attention to the body language and facial expressions of both the attackers and the victims.

In addition to recognizing verbal aggressiveness, students must then take the appropriate action in such situations. Students essentially have two choices if they encounter verbal aggressiveness: They will either need to try to de-escalate the situation (as a bystander or as an employee in an internship/workplace environment) or they will need to avoid, or get away from, the situation. In such instances, they might need to call a supervisor or law enforcement entity for help.

There are no easy answers to the question of whether one should intervene when witnessing acts of verbal aggression or racism. Many professionals have differing opinions on this, and that discussion is beyond the scope of this article. Culturally speaking, it is often said that Japanese people tend to prefer avoidance conflict management strategies to maintain positive relationships with others (Kaushal & Kwantes, 2006; Ohbuchi & Atsumi, 2010). Recent research has delved further into this, showing how contextual circumstances might affect the conflict management choices Japanese people make (Murayama, Ryan, Shimizu, Kurebayashi, & Miura, 2014). For example, an active conflict management strategy, as opposed to avoidance, might be preferred if the perception is that it would be more beneficial for group harmony in that particular situation. Murayama et al. note, “Japanese may indeed prefer active conflict management more than Americans—at least in some circumstances” (p. 98). Ultimately, students must use their own judgment, based on their own personality and the circumstances of the situation if such a scenario ever occurs. The following three options for action—delegate, distract, and direct—are useful for students in that they offer options from less to more direct. Students should be introduced to each approach, along with some relevant language and communicative strategies appropriate for the approach.

The three options for action come from a popular model of training for de-escalation and bystander intervention called the Green Dot program, originally developed at the University of Kentucky in 2006 (Alteristic, n. d.). Since then, the program has been adapted and adopted by schools, universities, community organizations, military branches, and

corporations around the world in order to “train individuals as potential bystanders to effectively and safely identify potentially violent situations and effectively intervene to prevent violence” (Cook-Craig et al., 2014, p. 1181). The core of the program are its three D’s: delegate, distract, and direct.

### *Delegate*

The delegate approach might be the most useful for second language students. When witnessing or experiencing instances of verbal aggressiveness, students might need to delegate or call for help. They might need to talk to other bystanders or a supervisor, or they might need to call law enforcement. In such cases, the following two skills might be helpful.

First, students need practice explaining and reporting a dangerous/emergency situation. When calling 9-1-1 in the U.S., the first utterance from the operator handling is: “9-1-1, what is your emergency?” Students should be given practice answering this question quickly. A common structure for answering such a question is what is called an existential clause, which is a clause that states the existence of something. It begins with the word *there* and a form of the *be* verb followed by a noun phrase that includes an *-ing* post modifier. For example: “There is a man harassing a woman now” or “There are three young men screaming at a customer.”

After identifying a situation with an existential clause, emergency calls proceed with callers providing their name, phone number, and address. Students need practice in providing their address and phone number over the phone. For native speakers of English, saying an address and telephone number comes naturally, even under duress. However, Japanese university students might not be familiar with the accepted ways of communicating residential or workplace addresses. It might be worth spending time practicing this with students.

### *Distract*

The distract approach involves addressing either the verbally aggressive person or, more often, the victim by changing the subject, commenting on something that is peripheral to the situation, or making an offer in order to try and de-escalate the situation. The goal here is to interrupt the verbal aggressiveness, not necessarily to confront it. Regarding the distract approach, some experts suggest the following: “If you are alone without support from others, move to join the person who is being mistreated. Ignore the attacker. Pick a topic and engage in a conversa-

tion to help the marginalized individual feel safe” (Ablow, 2016, para. 15).

In other words, practice by engaging in small talk might be useful for students here. Some students might have already practiced engaging in small talk in English in other secondary or university courses. Here, however, the practice of small talk with students should be framed in the context of a distract approach. In other words, if pairs were to practice small talk, one partner in the exchange should assume the role of the victim of verbal aggressiveness, being more reluctant to engage in the exchange. Thus, more responsibility needs to be put on the student intervening to keep the small talk exchange going. Students could practice an exchange of small talk about the weather, one of the most common topics for small talk, or with an initial utterance that begins with a compliment about something the victim is wearing. Again, the goal with the distract approach is to cheerfully engage with the victim until the verbally aggressive individual runs out of steam.

### *Direct*

A direct approach to confronting verbal aggressiveness means directly addressing the verbally aggressive individual about the situation. This may be necessary, for example, in an internship or workplace context if the student is the only employee present. Therefore, students may benefit from practicing initial utterances and active listening strategies.

Initial utterances are phrases that a student would use when directly opening an exchange with, for example, a verbally aggressive customer. Non-accusatory utterances are best. Examples include utterances such as “Hello, is there anything wrong?” or “Can I help you with anything?” These might seem overly simple, but the words, and the delivery of the utterance itself—with appropriate prosodic features—might not come so naturally to speakers without native-like proficiency. Therefore, practicing such initial utterances is important.

Active listening is important in de-escalating a situation, and most of the literature on de-escalation and bystander intervention training places a strong emphasis on it. Important aspects of active listening worth practicing with students include the frequent nodding of the head and using acknowledgment tokens such as “okay” and “I see.” Furthermore, in any attempt to de-escalate a situation, it is important to respect a person’s personal space, approximately 2-3 feet, in order to avoid escalating anxiety and to maintain a safe distance in the case of attempts at sudden physical contact.

## Teaching Procedure: Focused Communicative Tasks

Communication tasks can be divided into focused or unfocused tasks. In an unfocused communicative task, students are not required to use any particular form or skill in their performance. On the other hand, in focused communicative tasks, students are required to use a particular form or skill in the task performance, although meaning is still given a prominent role in the task. As Ellis (2001) put it, focused tasks are “designed to elicit production of a specific target feature in the context of performing a communicative task” (p. 21). Indeed, many scholars have noted that communicative tasks that focus solely on message conveyance might not be enough to develop accurate language use. A focus on form, too, is both possible and necessary in communicative classrooms.

After introducing the above language and communication skills in a largely teacher-centered discussion, students can practice what are called “cued dialogues” (Brown, 2007, p. 186), which are a type of focused communicative task. Cued dialogues are a form of role play that begin with a certain, very minimal amount of cueing. In this case, examples of verbally aggressive utterances would be the initial cues, provided by the teacher, in the roleplays. Along with the initial one-to-three lines of cued dialogue, the teacher can provide any necessary contextual information (location, people involved, etc.) for students.

In groups of three to four, students must then finish writing the rest of the roleplay with the following requirements:

- There is an attempt to de-escalate the situation (using the distract or direct approach).
- De-escalation is unsuccessful and students must ask a bystander for help or call 9-1-1 for help (delegate approach).

While groups are working on their roleplays, the teacher can meet with each group to discuss the scenarios and how the group members have integrated the use of the strategies taught in class. These meetings are helpful as the teacher can offer suggestions on appropriate language and pragmatic conventions that might need addressing. Finally, students present their role play scenarios to the rest of the class, paying particular attention to those strategies that were taught in class.

After the roleplays, the performances are discussed by the whole class. Alternative courses that the dialogue could have taken, as well as possible responses to those alternatives, are considered. This

follow-up discussion is important for reinforcing the unpredictability of how verbally aggressive interactions play out.

## Conclusion

As mentioned above, there are certainly cultural differences that will influence the decisions that Japanese students make if they experience or witness verbal aggressiveness. These cultural differences should be addressed when discussing options with students. Generally speaking, my Japanese students have reacted positively to all of the training in the classroom and have been eager to practice the approaches in roleplays. Of course, our class roleplays are very different from real-life instances of verbal aggressiveness. Thus, the next step is to design follow-up debriefings with students who return from study and/or internship abroad programs. It would be useful to ask students if they had witnessed and/or experienced instances of verbal aggressiveness on campus or at a place of internship, and if so, how they reacted.

Ultimately, the goals of addressing some or all of the strategies above with students, before they travel abroad, are to (a) make sure that students understand the concepts of verbal aggressiveness and hate speech, (b) provide a simple introduction to some de-escalation strategies if verbal aggressiveness is encountered on campus or in an internship/workplace situation, and (c) allow students to practice those strategies in hypothetical situations.

Hopefully, by taking up some of the suggestions offered here, at the very least a dialogue can be opened with students regarding the nature of verbal aggressiveness and hate speech and actions to take when witnessing verbal aggressiveness while studying or working abroad in the U.S.

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**Brian Rugen** is an associate professor in the School of Global Japanese Studies at Meiji University. His teaching and research interests include discourse and identity, curriculum/materials development in TESOL, and language teacher training/supervision. In his spare time, he enjoys long-distance running.



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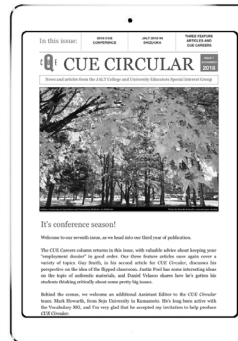
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## Notetaking in ELT: A Focus on Simplification

Joseph Siegel  
Örebro University

In order to take efficient notes during English for academic purposes (EAP) lectures, students might need to be challenged to move beyond verbatim recording of information. This article describes an innovative approach to notetaking in EAP courses, the Teaching Cycle for Simplification, with a specific focus on simplification strategies used in Swedish high school second language EAP courses. The specific strategies introduced and practiced included word substitution, abbreviation, and the use of symbols and pictures. The article describes the pedagogic steps used in the classroom and shares samples of student work as well as student reactions to the approach.

アカデミック英語(EAP)講義中に効率的なノートをとるために生徒は情報の逐語的な記録以外のことをしなければならなくなる。そこで本稿はEAPコースにおけるノートテキングに関する革新的指導、特にスウェーデンの高等学校の第二言語EAPコースにおいて使用された簡略化ストラテジーについて論じる。教室内で指導、練習を行なった具体的なストラテジーとして、単語の置換、略語、記号、および絵の使用があげられる。本稿では教室で行われた指導の手順、生徒のノート例、および生徒の反応について述べる。

**R**esearch has shown that notetaking enhances active learning, engages students when they are listening, and stimulates recall of information (e.g., Kobayashi, 2006). In Japan, interest in second language (L2) notetaking has been increasing in recent years to help learners succeed in EFL classes, as more and more universities in Japan have begun to offer courses with English as the medium of instruction (EMI). In addition, many Japanese universities offer study abroad preparation and/or academic skills courses that prepare L2 English users for matriculation into university courses abroad taught in English. Notetaking is also beneficial on a range of English proficiency tests which incorporate integrated skills sections that require test takers to listen to a lecture segment, take notes, and then use those notes to write a summary or response (e.g., IELTS, TOEFL). Therefore, many EAP programs offer courses aimed at improving notetaking abilities that students will need for future academic learning.

However, listening to and following a lecture in an L2 can prove to be an arduous undertaking. Listeners might face challenges related to vocabu-

lary, accent, digressions, rate of speech, and cultural references (Sheppard et al., 2015). Moreover, features of naturally spoken output such as false starts, redundancies, and repetitions can be confusing for L2 listeners (Flowerdew & Miller, 1997). Students listening to lectures given in their L2 need strategies that can help them to comprehend lecture content, take notes efficiently and effectively, and continue to scan rapidly incoming input for the next piece of potentially important information.

To help learners gain these skills, previous research suggests that notetaking should be taught explicitly and that notetaking instruction can lead to positive results (Crawford, 2016). Studies that have focused on first language (L1) notetaking (Kiewra, Benton, Kim, Risch, & Christensen, 1995) and L2 notetaking (Siegel, 2016) have demonstrated that students struggle to record appropriate information without specific guidance. Furthermore, explicit notetaking instruction and training has been shown to have positive effects on student performance (Crawford, 2016).

Recently, notetaking strategies and instruction has been used in Sweden, where explicit notetaking instruction is mandated by the government's Ministry of Education (*Skolverket*). For example, in high school English classes, students must learn "different ways of commenting on and taking notes when listening to and reading communications from different sources" (*Skolverket*, 2011, p. 8). Teachers are also required to instruct students on "strategies to take in and structure information" (p. 11), a statement that implies notetaking.

Therefore, this paper presents a series of techniques used in Sweden that might provide teachers in Japan with explicit classroom practices to help improve students' cognitive processing and efficiency when taking notes during EAP lectures. A number of previous studies have focused on the effects of semester-long training in notetaking but have sometimes not included detailed descriptions of the instructional practices used. This article describes a focused two-week instructional period and provides a step-by-step description of the classroom procedures which were used. The approach described below took place with students in two Swedish high

school classes over two weeks. The students took notes in simplified form while listening to authentic lecture material (*TED Talks*). Rather than taking notes verbatim, students were asked to record the desired information in simpler ways than those the speaker used to deliver it. These simplified forms included abbreviations, pictures, and synonyms. The simplifying practice was part of a larger 10-week pedagogic sequence covering multiple aspects of the notetaking procedure, which also involved teaching notetaking strategies such as chunking information into manageable units, assigning importance to information (i.e., prioritizing the relevance), and understanding common lecture structures (see Siegel, 2018, for a comprehensive description of the 10-week pedagogic sequence).

### A Need for Simplifying Strategies

The purpose for simple notetaking is for notetakers to process and record aural input to free up mental and physical resources for comprehending incoming speech. As a notetaker hears something important, they need to decide whether to record the information by writing verbatim what the speaker said or altering that information in some way (e.g., Kiewra et al., 1991). In addition to dealing with the speed and variety of L2 speech forms, simplifying the input into shorter and/or easier words, symbols, and/or pictures can help offset potential difficulties caused by limited handwriting speed, which can also negatively affect the amount of information recorded in notes (Pevery et al., 2012).

The following simplification strategies can help notetakers to record more information and help them to demonstrate that they have processed and reproduced information. These strategies include the use of word substitution (e.g., *sad* for *devastated*), abbreviation (e.g., *sit* for *situation*), symbols (e.g., = for *equal*), and pictures (e.g., drawing a square to mean *magazine*). Combinations are also possible, such as word substitution and abbreviation (e.g., *bad sit* for *horrible situation*). Any of these approaches, or a combination thereof, can decrease demand on cognitive resources and save listeners strokes of the pen.

### The Teaching Cycle for Simplification

The teaching cycle consists of three stages: a warm up stage to introduce the notion of simplifying notes to students and to draw on their existing vocabulary and strategies; a transition stage where students retroactively apply simplification strategies; and a real-time stage where students try to use

simplification strategies while listening. I developed the Teaching Cycle for Simplification in 2017 to help high school teachers in Sweden teach simplification strategies for notetaking to their students. The procedure draws on the three-stage approach of skill acquisition theory, in which a student gradually learns a skill from a teacher or expert (DeKeyser, 2007).

### Context

This procedure was used in two English classes in the Fall of 2017 at a high school (upper secondary school) in central Sweden. The class included 49 first-year high school students. The teacher designated 30 minutes of class time once a week for two weeks for the simplifying activities. Each week, the students worked with a different *TED Talk* video in conjunction with the simplifying activity sequence.

### Warm Up

The teacher introduced the simplifying activity by saying a word aloud, and students wrote down and then discussed possible ways to simplify it (e.g., *horrible* was simplified as *bad*, *difficult* was reduced to *hard*, etc). The teacher then extended this concept to phrases and utterances. For example, “felt extremely depressed after failing the history examination” was simplified as “was sad about bad grade.” In pairs, students discussed their choices and which ones were more or less time consuming and required greater effort. The warm-up stage was meant to encourage learners to focus on writing efficiently and quickly when taking notes (e.g., to not merely write what they heard verbatim).

At this stage, the teacher focused on guiding students to make increasingly more efficient and appropriate choices for simplification. For instance, if a student were to hear *horrible* and write *terrible*, the essence of the word would be recorded but the length of the word and the time spent writing it would be essentially the same. Thus, a more efficient choice would be *bad* or *v. bad* (*v.* = very). It is important for learners to be aware of the time-saving aspect of this activity and the need to search for ways to save, not increase, pen strokes. In some cases, a key item (e.g., a proper name or technical term) should probably be written in its original form and not simplified because the act of simplifying such a piece of information could make recall more difficult later, particularly if it is the first time the name or term is heard. The teacher also can provide feedback as to which words should be recorded verbatim and which should be simplified.

### Transition Phase

This phase began with students listening to short excerpts from the *TED Talks* that were 30 seconds to one minute in length. Students listened and took notes of key words and concepts verbatim. Next, they worked individually to modify their notes by using the simplification strategies suggested by the teacher (the use of word substitutions, abbreviation, symbols, and/or pictures). During this phase they went back through their notes, looking for places where they could integrate the strategies and use them in the future. This phase was meant to stimulate learners' awareness of how they might record notes in simple ways and provided a less intensive and scaffolded stage in which students could apply the simplification strategies on short bursts of language without intense time constraints.

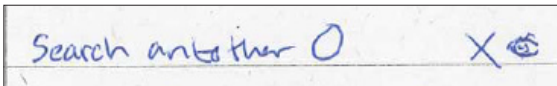
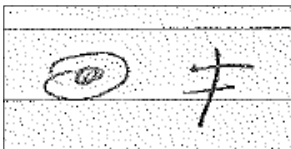
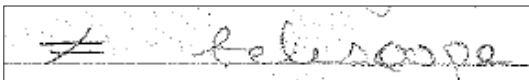
### Real-Time Phase

Students listened to slightly longer segments (one-to-two minutes), writing verbatim notes when necessary but also trying to write notes in simplified forms. This phase was meant to challenge students to apply the simplification strategies quickly, as often as possible, and for a sustained period of time. The aim of this phase was to help learners to develop cognitive endurance for listening to an authentic lecture and to take notes efficiently.

The following figures illustrate the ways that some students simplified content from one of the *TED Talks* used in class on the topic of space exploration (Shields, 2015). Selected utterances from the transcripts of the *TED Talks* are also provided so that the relationship between the original utterances and the student notes can be understood. The specific information from the *TED Talk* noted by students is represented in the notes in italics.

### Sample Figures A-E

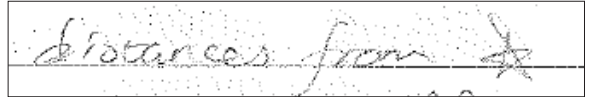
#### A Samples



#### Transcript:

I am in *search of another planet* in the universe where life exists. *I can't see this planet with my naked eyes or even with the most powerful telescopes we currently possess.*

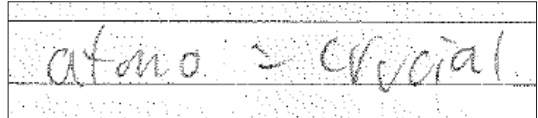
#### B Sample



#### Transcript:

So we look for planets that orbit at just the right *distance from their stars.*

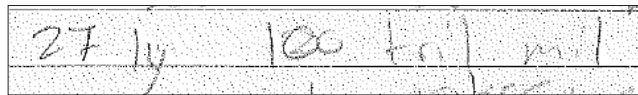
#### C Sample



#### Transcript:

From these lessons from our own solar system, we've learned that a planet's *atmosphere is crucial* to its climate and potential to host life.

#### D Sample

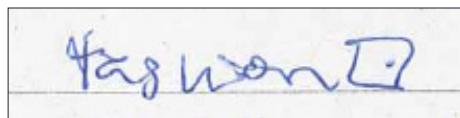


#### Transcript:

It's 23\* *light years* away. So that's more than *100 trillion miles.*

(\*Note: The student recorded "27" in their notes, but the speaker said "23.")

#### E Sample



#### Transcript:

I'm an African-American female astronomer and a classically trained actor who loves to wear makeup and *read fashion magazines.*

Following the 10-week pedagogic intervention sequence, the 49 students responded to a survey. According to the results, the simplifying activity:



- helped them understand what notetaking is (82% strongly or somewhat agreed);
- helped improve their notetaking ability (69%);
- will positively impact their notetaking in the future (76%).

Although these survey results indicate that students recognized that simplifying strategies as potentially beneficial, notetaking is a highly individual activity. Notes are meaningful to the person taking them, and as long as notetakers can stimulate recall using their notes, it is difficult to prescribe precisely how they should do so. Furthermore, it is possible that some of the students involved in the intervention were already using simplifying strategies with which they were familiar. If that was the case, then some parts of this process might have been redundant. Regardless, given the challenges of taking notes while listening to an authentic lecture in one's L2, it is beneficial for learners to have several strategies at their disposal. Following this intervention, students were aware of and had practiced a variety of options for simplifying notes that they could use at their discretion.

### Reflections and Future Directions

I have described a process to help students to record information in simple ways that conserve time and cognitive energy. Based on the student surveys and samples of student work demonstrating the simplification strategies, the approach seems to have generally benefitted them. This claim is tentative, however, because no pre-post test design was used to establish the effectiveness of the general protocol. In addition, not all students consistently used the simplifying techniques as often as they could have, nor is simplification always appropriate or optimal. Furthermore, it is unrealistic to expect students to use simplification at all times, as even proficient English users sometimes take notes verbatim depending on circumstances. Finally, it is important to note that only 69% of the participants in this study reported that the techniques helped them to improve their abilities, leaving some 30% unsure of how effective this approach was. This might have been because this project did not include a test of usefulness of the simplification activities.

It is difficult to determine exactly which pieces of information should be recorded in a simplified form or verbatim, and teachers might wish to offer suggestions. For example, technical terms, definitions, and quotations that are particularly well-worded might be more valuable in verbatim form rather

than recorded with a simplification strategy. To emphasize this point, teachers could familiarize learners with certain phrases (e.g., "Now this is very important..." or "This is a key point...") that could signal that verbatim recording might be preferable to paraphrasing.

Furthermore, the instruction in this study involved several simplification strategies. It is not clear which of these strategies was used most frequently. Still, it is likely beneficial for students to be aware of and practice a range of simplification techniques so that they can select how and when to use them. In future studies, teachers might consider whether the strategies should be introduced in a specific order. Finally, aspects of pedagogic sequencing might be affected by learners' individual preferences, proficiency, age, and/or cultural background, along with other factors.

Based on the initial use of this sequence of activities, future iterations could be improved in several ways. First, more careful choices about which *TED Talk* videos and which segments are used in conjunction with the simplifying strategies should be made. In this first attempt, the content of the segments was overlooked, and one improvement would be to choose segments that lend themselves to specific strategies. A good candidate is a *TED Talk* presentation given by the President of Mauritius, because she uses several technical terms and lengthy explanations (Gurib-Fakim, 2014). Another improvement would be to select several samples of student work to display to the class. A plenary discussion could then follow, where students and the teacher discuss how the same information could be recorded using different strategies. Students could also, for example, rank the different simplification options based on how efficient they believe each one is.

### Conclusion

Notetaking will likely always be an important part of EAP and IEP courses that expose students to authentic lecture input. The approach described here is intended to help stimulate more thought for the development of scaffolded pedagogic techniques that can help L2 students learn how to take notes effectively.

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**Joseph Siegel** is an associate professor of English at Örebro University in Sweden, where he teaches TESOL methodology, linguistics, and applied linguistic research methods courses. He holds a Ph.D. in Applied Linguistics from Aston University and a master's degree in TESL/TEFL from the University of Birmingham. His recent publications are on the topics of action research, notetaking, listening pedagogy, and pragmatic instruction. He can be reached at [joseph.siegel@oru.se](mailto:joseph.siegel@oru.se).



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## Interview with Rod Ellis on Researching Performance-Assisted Learning: Part 2

David Kluge

Nanzan University

Welcome to the May/June edition of TLT Interviews. For this issue we are very happy to bring you the second conversation David Kluge had with renowned linguist Rod Ellis. Continuing from the March/April edition, Dr. Ellis and Mr. Kluge also discussed Performance-Assisted Learning, but this time with an emphasis on the research in this field. Rod Ellis received his Doctorate



from the University of London and his Master of Education from the University of Bristol. Dr. Ellis has taught in numerous positions around the world including Temple University both in Japan and the US, and is presently in the Department of Education, Curtin University, Perth, Australia. David Kluge currently works at Nanzan University and his research interests include oral interpretation, speech, drama, debate, composition, and materials development. He is also a co-author of several books on composition and communication. So, without further ado, to the interview!

**David Kluge:** Thank you for coming and agreeing to do this interview. What do you think are the strengths and weaknesses of a Performance-Assisted Learning (PAL) approach to language learning and teaching?

**Rod Ellis:** Well, obviously, a performance-assisted approach is really focusing on encouraging the use of English. So, I think that in any approach to language teaching, one needs to think to a certain extent, about how to help learners acquire the language system of English, and secondly, how they are going to use English. In other words, there is a sort of skill-getting approach to language learning and there is a skill-using approach to language learning.

It seems to me that probably, the Performance-Assisted Learning as you have previously discussed with me, focuses more on the skill-using rather than on the skill-getting. Thus, I think one thing that people probably will need to think about is how Performance-Assisted Learning fits in with an overall approach that also caters to skill-getting and knowledge getting.

*I always tell students that the way we teach them to act in debate should be a lesson for them to use when they do academic writing. Would you call that skill-using or skill-getting?*

Yeah, I mean in terms of skill-getting, I think there are other things that you could do. One of the discourse structures that has been most investigated and written about, is what is called the problem-solution structure. Learners typically would be given some relevant situation information, then a statement of the problem, and then they would be asked to present a report. Now, the thing that I like about problem-solution is that it really does give a very tight framework for organizing a presentation. Whereas a lot of the other kind of rhetorical advice that is given, like supporting main ideas with evidence, is really rather vague.

*Which is also not just an oral communication act but also a writing one.*

Oh, very much so. Problem-solution doesn't just occur in expository mode. It also occurs in narratives because many stories typically involve a situation, a problem recounted by one of the characters, how that problem is handled, the solution that they try, whether in fact the solution works out or not, and what eventuates, etc. The problem-solution is absolutely ubiquitous. And thus, it seems to me a very useful structure to teach students and get them to practice performing. You know, it seems to me a much more concrete way of dealing with what you call logical thinking.

Problem-solution is definitely going to generate critical thinking, but it can do so much more than that. Michael Hoey (1983) wrote a whole book about

problem-solution in which he analyzed the kind of language that you get.

*What about other weaknesses of the Performance-Assisted Learning approach?*

Well, as you know, I'm an advocate of Task-Based Language Teaching, and one of the features of Task-Based Language Teaching is what Michael Long (1997) called Focus on Form, which is the drawing of the learner's attention to linguistic form, while they're trying to communicate. So, one of the things that I think Performance-Assisted Learning has got to take a look at is what you are actually doing to draw the learner's attention to linguistic form in their performances, because ultimately, competence in a language is built up by learners paying attention to the nitty grit bits of language. How does that happen in PAL?

Well, we know that when students are engaging in interaction in the preparation stage, for example in Performance-Assisted Learning, we know that students don't attend to form a lot; they tend to focus on meaning.

*Yes, that's usually right.*

That's why, really, the job of ensuring that there is this nitty gritty attention to form to a large extent, is going to devolve on the teacher.

*In terms of research you talked about areas in which beginning PAL teachers can conduct primary research.*

Right. You've got to really research two areas: one area being to look closely at the preparation stage activities, and second, maybe to start investigating different ways in which students can prepare for their performance, different participatory structures (e.g., individually or in small groups).

*What approach or approaches would you recommend to researchers of PAL?*

There are many possible approaches here, but the one that I would probably initially be interested in is a more descriptive approach. That is to say, I would like to start looking closely at what learners do to prepare, whether they are preparing individually or whether they are preparing in groups, and finding ways of investigating that. In groups or pairs, it means that you transcribe, and then you proceed to carry out a descriptive analysis as to what strategies they're using, to what extent they're focusing on form, what issues they are looking at, etc. In other words, to get detailed information as to what students are doing during the preparation stage. And that would really call for descriptive self-report research.

*One of my colleagues requires that students do the transcription of their preparation discussion.*

That's one way in which Focus on Form can come, because you can not only ask students to prepare a transcription, but you can ask them to actually edit their transcription and attempt to correct whatever errors they see. And arguably they should have a go at doing that themselves before the transcript goes to the teacher, who might also offer a little bit of corrective feedback, etc. There are interesting questions – for example, if you are asking students to transcribe, then to what extent are they able to correct errors, what types of errors are they able to correct and what types of errors are they not able to correct, etc.?

I think another approach would be an experimental approach. One might want to take a closer look at the preparation stage, and obviously one way that one could investigate what impact the preparation stage has on actual performance, would be to record performances. And so, if one was asking students to prepare individually before a performance or asking students to prepare in groups or pairs before a performance, one might want to compare the quality of the performances from individual preparation as opposed to pair work or group preparation.

There are various ways in which one could do this. One could do it holistically by getting people to rate the quality of it in terms of organization, pronunciation, etc. That's one way. Or one could use a discourse analytic approach where one may look at micro-aspects of their language, complexity, accuracy, fluency, and there is a whole range of different measures available for measuring those constructs. So, if the preparation stage is important, it's worth investigating different types of preparation and seeing what impact they actually have on the quality of performance, and the quality of the language that's used in the performance.

*For most of the people doing research, they tend to focus on surveys and questionnaires of the students because it's easier to do. For these people, could you outline the steps that beginning researchers should take when doing quantitative research on Performance-Assisted Learning?*

Well, you know, surveys and questionnaires are useful in tapping into learners' attitudes and beliefs towards Performance-Assisted Learning. But they're not going to tell you very much about whether any learning actually takes place, and they're not really going to necessarily tell you what learners did in order to prepare for it, etc. What we really want to know is, what learners do when they're preparing,

what impact preparation has on their performance, what impact cumulative performances have on their long-term proficiency in English, etc. These are the questions, and you can't answer those by means of a questionnaire.

*So, the main point is for the teacher's own professional development, it may be interesting to get attitudes of the students towards these performance activities, but in terms of convincing other people of the value of performance in learning, we need to use more quantitative research methods to describe what learning has occurred.*

Yes. You know, quantitative research methods don't necessarily involve heavy statistics. Descriptive research can simply tell you the frequencies with which this strategy or that strategy is being used, what feature is present or not present. So, it can give you a picture of what is actually going on. I am suggesting that you actually get down to look at the language that the learners are using, and not just resort to a questionnaire where they tell you what they think about X, Y, and Z because I feel it's not going to take the research a lot further.

*You've already talked about some of this, but what do you think are things that researchers in the field of PAL should be careful about or concerned about when conducting research?*

Hmm . . . well, you know, good research starts with clear research questions. So, what your group might want to do, would be to sit around and think about some of the key research questions that you would like to try to find answers to with regard to Performance-Assisted Learning. I've been suggesting some in what I've said previously, but there are probably a lot of others that you would be interested in. And remember that the idea of a clearly formulated research question is that it's got to be answerable with data.

*That's right.*

The question drives the data that you will need in order to answer it, which means that the question itself cannot be vaguely formulated.

I wrote a little paper once that got published in *ELT Journal* and I talked about three ways of carrying out an evaluation of an activity, and this would apply to Task-Based Teaching, but equally to Performance-Assisted Learning. I talked about student-based evaluation, which is typically done by means of a questionnaire. I talked about response-based evaluation, which is to what extent do

you end up with a quality or kind of performance that was intended by the task that was specified for the students? What is the relationship between what you intended to achieve with a particular performance activity and what students actually do? Is there a match between the aims and the goals of the activity and the actual performance itself? And then the third type was a learning-based approach to evaluation which asks, "What did they learn?" And that is much more difficult to answer, particularly in the short term because possibly what learners learn from doing a single performance, is not measurable because it's microscopic, or it's going to vary very much from learner to learner, so it's difficult.

But one might want to try to set out conducting a learning-based evaluation of say a whole course involving Performance-Assisted Learning. You know, "What did they learn at the end?" And again, learning cannot really be effectively measured by questionnaire where you ask the students, "What have you learned?" because half the time they don't know what they've learned. Because a lot of the learning goes on incidentally. You might be interested in the effect that the course has on oral fluency. You might be interested in what effect it has on delivering well-structured performances, etc. To what extent does participating in a semester-long set of Performance-Assisted Learning activities actually result in learning? And that would call for an experimental approach. You would need to measure where they are at the beginning and where they are at the end, and then look to see if there are any differences.

I would want to emphasize two things at this stage for people who are probably not used to doing research: one, sit down and formulate a set of meaningful research questions that can be answered by collecting data; and two, focus initially on response-based evaluations involving descriptive data. Do you agree?

*I agree completely. As a matter of fact, this is the purpose of this interview, to start a large-scale quantitative research on the value of Performance-Assisted Learning.*

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## 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](mailto:my-share@jalt-publications.org) • Web: <http://jalt-publications.org/tlt/departments/myshare>

Hi everyone, and welcome to the latest edition of My Share, the column in which fellow educators share their favorite ideas for the betterment of our classes. Firstly though, before introducing this month's selection, I would like to take the opportunity to express my appreciation to Nicole, my conscientious co-editor, who is moving over to editing the main TLT articles. I am sure she will enjoy helping those authors to present their ideas effectively, just as much as she has with My Share.

Anyway, now to this month's submissions. In the first article, Steve Hampshire, introduces a remarkably simple and effective technique for reviewing vocabulary using a spelling race called Missing Vowels. In this quick, easy, and hugely adaptable activity, learners compete to guess words or phrases with the vowels removed. This would function as a great pre-test review or snappy warmer to get students thinking. Next, Hanon Junn explains how the teachers at his elementary school have introduced Communication Passports to encourage students to speak English outside of class. This not only allows students to review language and to get to know their teachers, but also gives them a great chance to demonstrate what they have learned. In the final article, Gunther Wiest introduces the Banana Game, a fun activity in which students guess words through context and word stress patterns. Nicole and I feel sure that many of you will enjoy trying these activities in your classes over the busy few months ahead.

— Steven Asquith

## Missing Vowels

Steve Hampshire

Fukuyama City University

[<s-hampshire@fcu.ac.jp>](mailto:s-hampshire@fcu.ac.jp)

### Quick Guide

- » **Keywords:** Board-based, speed spelling challenge, missing vowels
- » **Learner English level:** All levels
- » **Learner maturity:** Elementary and above
- » **Preparation time:** 5 minutes
- » **Activity time:** Discretionary
- » **Materials:** Board, pens, selection of vocabulary

Missing Vowels is a quick-fire, team challenge, spelling race in which vowels are removed from words to create clues. This activity provides an engaging and effective way of reviewing and recycling vocabulary. The simplicity of its design makes it easy to prepare, set up, and use with any level of language learner.

### Preparation

Before the class, decide on the number of teams. For smaller groups, two teams are enough. With larger classes you can make each row of students a team. Draw a rectangle in the top center of the board in which to write the spelling clues. Divide the board up horizontally to make a spelling space for each team. Supply a pen/chalk for each team and erasers. Choose the vocabulary you are going to use and prepare a list, preferably with vowels already removed.

### Procedure

**Step 1:** Divide the class into teams and number the players so it is clear who goes first, second, third and so on.

**Step 2:** Explain the activity to the class. Each team sends a player to the board in an attempt to be the first to correctly spell a word/clue provided by the teacher, the clue being the word in question minus its vowels. For example, the clue for the word *teacher* is written *tchr*, and clues for words with an initial vowel such as *English* are presented with an added dash as in *\_nglsh*. A point is awarded to the team that correctly spells each word first. In the case of *English* a capital letter is also required! The winning team is the one with the most points at the final tally.

**Step 3:** Write an example of a spelling clue in the designated space on the board. Show the teams their pens and board space.

**Step 4:** Start the activity. Award a winner's point after each round. Vocal support from team members is allowed but only in English and only the player whose turn it is can approach the board. If no team succeeds in correctly spelling a word, the clue can

be reused later. At the end of each round, the board should be cleaned to make space for the next.

**Step 5:** At the end of the race, count up the scores and declare a winner. In the event of a draw, hold a playoff. Any words previously incorrectly spelt by all teams could be used here.

### Variations

Extra points can be awarded for more challenging words. Short sentences might be used in place of single words.

### Extensions

Ask students to write as many of the words, or short sentences from the activity as they can remember. This can be done on individual pieces of paper, in small groups or collectively on the board.

### Conclusion

Missing Vowels is just the activity to use before those regular school spelling tests. With the short sentence version, you can also focus on other important aspects of syntax. The simple act of removing vowels from single words or sentences provides an immediate focal point, an inbuilt language challenge, and a great way of injecting some additional fun and energy into your class, especially at the end of a busy day!

## Using English Passports to Increase Motivation Outside of the Classroom

Hanon Junn

Nanzan Primary School

<hanonjunn@gmail.com>

### Quick Guide

- » **Keywords:** *Communication, motivation, review, passports*
- » **Learner English Level:** *Upper elementary school and above*
- » **Learner Maturity:** *Elementary and above*
- » **Preparation time:** *30 minutes*
- » **Activity time:** *3-10 minutes*
- » **Materials:** *Communication passports, stamps or pens*

At our elementary school, students learn English every day for six years. However, it is always a struggle for the students to use and practice English outside of the classroom. A further difficulty is having students remember the English learned in previous lessons and years. As our students become 5th and 6th graders, the amount of English they learn is substantial to the point that many students forget what they have learned previously. To overcome these obstacles, our English team developed an English passport activity to encourage students to use English outside of class and to give them a chance to review the English they have learned. The English passports are designed to look like actual passports and after each activity, the teachers sign/stamp and date the inside of the passport. This activity encourages proactive learning from the students by having them come to the teachers to review English or to talk with them.

### Preparation

Make communication passports using an A4 paper folded in half. The outside of the passport looks like a regular passport. The inside of the passport has pictures or avatars of the eight English teachers at our school that the students must talk to. An example passport is shown in the appendix.

### Procedure

**Step 1:** Introduce the passports in class and use class time to explain the activities.

**Step 2:** The students must do one of these activities to receive a signature or stamp: a) Lead a free conversation with a teacher, b) Have a conversation or do a role-play with another student in front of a teacher, c) Show a teacher extra English work they did outside of class such as notebook writing or an English book they are reading, d) Come to a teacher for extra English help such as pronunciation or clarification of English class lessons or activity.

**Step 3:** Do some examples in front of the class with another teacher or a confident student to help students visualize the activity.

**Step 4:** Allow students to think of questions for the free conversation with a teacher.

### Variations

For schools with only one English teacher, getting the homeroom or other teachers involved could help with the teacher-to-student ratio. Selecting eight different activities to complete rather than speaking with eight teachers is another great alternative.

## Conclusion

The English passports provide a great opportunity for students to practice English in a casual setting. The idea of getting signatures or stamps from the teachers is a great motivational tool for the students to visit as many teachers as possible. Another great aspect of this activity is that it works well with students of all levels. Helping lower-level students with reading or allowing them to complete an unfinished activity keeps them on pace with English classes while the stronger students can handle spontaneous follow-up questions from the teachers during communication activities. The students' enthusiasm for the activity as well as the chance to ask questions and talk to the teachers was surprising for us. Most of the students were able to complete the passport activity while almost every student got at least a few signatures or stamps. The ability to use English outside of the classroom has provided a great opportunity for the students and teachers to get to know one another on a more personal level, and allows students to experience English beyond a school subject taught in classrooms.

## Appendix

The appendix is available as a downloadable PDF file from the online version of this article at <<http://jalt-publications.org/tlt/departments/myshare>>.



Name: \_\_\_\_\_

No. ( ) J R P ⑥

1. **Talk with an English teacher.**  
英語の先生と話しましょう。 Note: Rules for the passport
2. **Ask and answer questions.**  
質問したり、答えたりしましょう。
3. **Use English only!**  
英語だけで頑張って話しましょう。
4. **Talk for 3 minutes.**  
目標は3分間の会話です。
5. **Meet 8 English teachers.**  
8人の先生と話しましょう。
6. **Get their signatures.**  
先生のサインをもらいましょう。
7. **But not in class or prep times.**  
授業中と準備・移動の5分間じゃないときに。
8. **Enjoy!**  
楽しく話しましょう。



## Banana Sentences

Gunther Wiest

ADA University

<[gmwiest@gmail.com](mailto:gmwiest@gmail.com)>

## Quick Guide

- » Keywords: Vocabulary, context, voice projection
- » Learner English level: Pre-intermediate and above
- » Learner maturity: High school and university
- » Preparation time: 15 minutes
- » Activity time: 45-60 minutes
- » Materials: Paper, student copies and big displays of target vocabulary, pencils, appendix



All aboard for a swirly, sometimes slippery, ride ending in a ‘compost’ of experience with engaging vocabulary review of several recent textbook units! Also, practice the stressed/unstressed sound structure of English as in BANANA: /bəˈnænə/.

### Preparation

**Step 1:** Select 60-120 words/expressions from 3-5 recent units. Include major parts of speech.

**Step 2:** Configure those items for maximum visibility and display beside the motivational photos provided in the appendix.

**Step 3:** Pair up students. If the total number is odd, have a volunteer work alone.

**Step 4:** Each pair randomly selects 1-2 words/expressions from each unit, totalling 4-6. Together they should compose original sentences, then neatly cross out each target item and write BANANA above. Beforehand, you could quickly give 2-3 examples. Let them guess what the BANANA of each of your sentences represents and state that they will be doing the same with classmates’ creations. If preferable, complete Steps 2-4 in one class session and play the game in the next.

**Step 5:** Read a sentence without any context, such as “I was BANANA yesterday.” Students will understand that this sentence is too challenging, since any target adjective fits. Give another bad example. Next, re-read these two, but add context by lengthening them or tagging on a second one. Then, ask if the importance of context is clear.

### Procedure

**Step 1:** Designate the first pair, motion the order of play (hopefully circular), and then explain the rules:

- Student A (of the pair) selects any BANANA sentence and reads it loudly, without saying the related unit. Student B waits a few seconds, then chooses a classmate whose hand is raised (not necessarily the first). Classmates’ names must be said clearly to avoid confusion.
- Only 5 groups can make 1 guess each unless Student A repeats the sentence.
- In case of repetition, the total possible number of groups making guesses drops from 5 to 3. Only the pair who is reading can decide whether to repeat.
- When another pair guesses correctly, both they and the readers score 1 point. Other possible answers may exist, but only that which was replaced by BANANA can yield points.
- In every round, Students A and B switch roles.

- Each group records their own points. If scrutinized, each group must explain them all.
- After points are scored, the same BANANA cannot be reused.

**Step 2:** The first pair begins. Reiterate some of the rules when necessary.

**Step 3:** Give useful feedback during pauses in the game and afterward.

**Step 4:** To determine final scores and the winning pair(s), stop the game when a round finishes. One hour usually equals 3-5 rounds.

### Variations

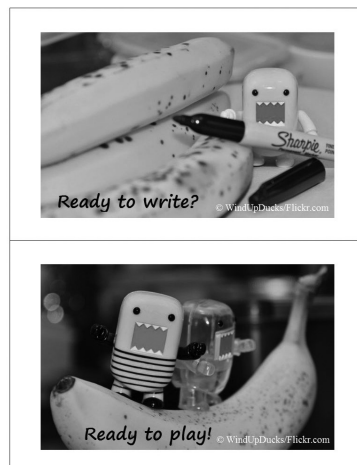
Adjustments to the game include: a) More challenging scoring systems, b) Requiring word forms of the target vocabulary, c) Using BANANA twice in one utterance (advanced), d) Emphasis of accuracy over fluency with 0 points for ungrammatical sentences (may stifle creativity), e) Student-led dictation components; everyone writes down point-bearing utterances as well as original reconstructions of all ‘0 pointers’.

### Conclusion

Students love this game for its creative contexts, high engagement, and laughs. Their undivided attention enables multiple teachable moments. The flow between student pair readings, guesses and teacher feedback results in a very dynamic and responsive review. Even the shyest of students will shine!

### Appendix

The appendix is available as a downloadable PDF file from the online version of this article at <<http://jalt-publications.org/tlt/departments/myshare>>.





## 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](mailto:tlt-wired@jalt-publications.org)

Web: <http://jalt-publications.org/tlt/departments/tlt-wired>

## Using AR to Teach Vocabulary

Erin Frazier

Kanda University of International Studies

Vocabulary is often one of the trickier points of language to teach students in a fun and engaging way. Rote memorization of lengthy, paper-based lists seems to be the default method of learning for many students, which does not guarantee that learners will have a functional understanding of the target language in the longer term. Thus, fresh perspectives to teaching and learning vocabulary need to be adopted for the classroom. One avenue is through the use of newer technology like augmented reality (AR)—digital content overlaid onto the real world (see fig. 1). Additionally, using AR leads to “playful experimentation as a pathway to creativity” (Resnick & Robinson, 2018, p. 17), which may lead to more authentic language production. AR provides a wow factor with free and easy to use apps like *HP Reveal* <[studio.hpreveal.com/landing](http://studio.hpreveal.com/landing)>.

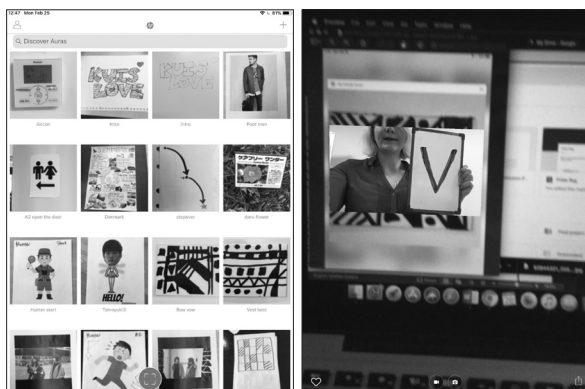


Figure 1. (Left) Homepage of HP reveal. (Right) HP reveal AR overlay playing.

With this AR app, the task of learning vocabulary can effectively be gamified in a way that will require

the learner to take risks to complete the task and offer a sense of satisfaction by overcoming the task’s challenges. HP Reveal also allows learners to show their verbal skills to complete a game, in which the learner feels the need to use their knowledge while adjusting language for different contexts as suggested by Gee (2008).

### How Does it Work?

HP Reveal is an AR app that allows the user to apply a digital overlay of either an image or a video onto the physical world. HP Reveal is available in both the Apple App store and the Google Play store. To use this app, learners will need either a mobile device or tablet with the app installed. Learners create their own content using a video for this task, so it is also important that the device can record the necessary video.

### Classroom Application

Initially, this activity will take one full class period for the learners to create the different media elements to play the game, and another period for the game play itself. After the learners have taken part in this activity once, the preparation and game play could be contained within one class period in the future. The AR activities explained below have been divided into the tasks the learners need to achieve during two lessons.

#### Lesson One:

Learners will be given one or two vocabulary words to research from a list that is relevant to the unit being taught. They then produce their own definition for the word and explain its part of speech. The part of speech is important to include due to the different usages of the same words in English. For example, when teaching a travel unit, the word *book* could be a noun meaning something to read or a verb meaning to make a reservation.

Next, learners share their definition with each other. There are multiple ways to do this: learners can add the words to a shared Google document, they can write their word on the board, or through

a question-and-answer communicative activity. For example, learners walk around the room and ask each other which word they found the definition to—this allows learners to have speaking and listening practice of the vocabulary, and reinforces understanding of the definition through active engagement. After they have shared all the words, the learners are given an A4 sheet of paper to draw a visual representation of their designated word. Once the image is completed, the learners should record a video saying the word, part of speech, definition, and repeating the word at the end of the video. Videos tend to be 10–15 seconds long (see an example at <http://tinyurl.com/y55497a9>).

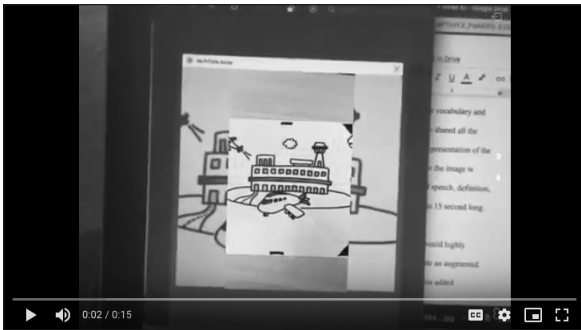


Figure 2. Screenshot of a student video.

Learners will then be ready to create an overlay—the digital image that is associated with the static image—using HP Reveal. I would highly recommend creating an instructor-made video tutorial on how to create a trigger on HP Reveal so learners can negotiate the technology with this added scaffolding. An instructional video I made is available at <http://tinyurl.com/y5j9f7su>.

After learners watch the video, they should be able to create their overlays from their original A4 image, and the video they have previously recorded. This task may take some time when the first-time learners do it, so the teacher should move around the class to help and encourage students to help each other. Once the augmentations are complete, the images are collected and learners review the words for homework using a worksheet (see Appendix 1 Travel Unit Vocab Worksheet) as they normally would (i.e., without the images associated with the unit vocabulary).



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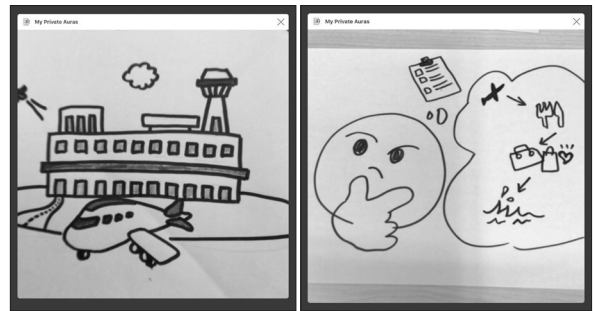


Figure 3. Student examples of images from Travel unit vocabulary list. (Left) Terminal. (Right) Itinerary.

### In Between Lessons:

The teacher will need to make copies of learners' images, reducing the image size to that of playing cards. There should be one set of cards for each group of four students in your class.

### Lesson 2:

Groups of four students will be given a set of all the images and they will play a vocabulary game. There are two rounds in the game. The first round is to see if the learners can identify the word from the image. Learners turn the cards over one by one and the first one to shout out the correct vocabulary word gets to keep the card. If there is disagreement as to which word the image is, learners watch the augmentation (see <http://tinyurl.com/y4r9hx3l> for a game demonstration). The person with the most cards at the end of the game wins the round. The second round is similar, but instead of only saying the word they must include the definition. As they have already seen the images and know the word, this is an added challenge. The augmentations are watched again to check the correct definitions. Again, the winner is the person with the most cards at the end of the game.

### Helpful Tips

There may be a few logistical issues when learners first make their own AR targets. First, remind learners that images need multiple sharp corners and cannot be too simple, and that AR does not detect color. Most importantly, targets that are too circular cannot be read by the app (see Figure 4 for AR target examples). This is an inherent issue with AR in general. Another reoccurring issue is in regards to voice quality. Many times, videos that learners made were extremely quiet. This may be due to the learner themselves being shy, or their distance from the microphone during the

recording. Learners should therefore be reminded to use a louder voice during the recording.



Figure 4. (Left) A good example of an AR target. (Right) A bad example of an AR target.

### Conclusion

Overall, this application of AR technology in the classroom has proven incredibly effective and extremely easy to use for learners and instructors alike. Throughout all steps of the creation of the AR materials, the room was very lively, and learners' engagement with the task increased. This conforms with the pedagogy of the SAMR model (Puentedura, 2014) and Bloom's digital taxonomy (Anderson & Krathwohl, 2001), in which students who have the chance to create their own learning materials may be more engaged, which can lead to high-order thinking skills. Learners actively analyzed and evaluated the game during its creation to make it better, while also having an overall positive reaction to the task of learning new vocabulary words.

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### Appendix

Note: The appendix is available as a downloadable PDF file from the online version of this article at <<http://jalt-publications.org/tlt/departments/tlt-wired>>

### Vocab AR Game: Travel Unit

You and your partner will have to make a visual representation of the vocabulary list below. Each group will be responsible for four words. You need to do the following.

1. Identify the part of speech (noun, verb, adjective, adverb)
2. Give a simple, easy-to-understand definition (no dictionary definitions)
3. Draw a picture to help with understanding

1. Vacation
2. Luggage
3. Itinerary
4. Vaccination
5. Passport
6. Visa
7. Resident
8. Board
9. Customs
10. Get off
11. Book
12. (Airport) terminal
13. Boarding card
14. Accommodation
15. Hotel
16. Youth hostel
17. Bed and breakfast
18. Airbnb
19. Reservation
20. Direct flight
21. Transfer
22. Stopover
23. Tourist
24. Check-in
25. Via
26. Get out of
27. Arrive / arrival
28. Depart / departure
29. Destination
30. Package tour
31. 3 days and 2 nights / 4 days and 3 nights
32. Facilities (hotel, venue, etc.)

Editor's Note: Make sure you join us at the PanSIG and JALTCALL2019 conferences to get more ideas about incorporating Mixed, Augmented, and Virtual Realities (MAVR) activities into your language lessons! These conferences always provide a wealth of ideas to keep your lessons Wired!



## Mari Nakamura & Marian Hara

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

Email: [younger-learners@jalt-publications.org](mailto:younger-learners@jalt-publications.org)

## How Should Grammar Be Taught to Children?

Lesley Ito

[lesleyito@gmail.com](mailto:lesleyito@gmail.com)

The father of the young student was very concerned about his son's grammar mistakes: "He's eight years old now and has been coming to your school for two years, yet he still makes mistakes such as writing 'He go,' rather than 'He goes.' When I was in the second grade of junior high school, after learning English for two years, I mastered this rule and didn't make these kinds of mistakes."

Why do children, even returnee children who are otherwise near-fluent in English, make the same grammatical, spelling, and punctuation mistakes repeatedly? Why can't they correct their own grammar mistakes after being taught the correct form? What is the best way to teach grammar to children?

While much has been written about how to teach grammar to teenage and adult EFL students, very little has been said about how to teach this to children. In fact, most of the advice from experts seems to focus on what *not* to do. Ellis (2002) states that consciousness-raising (C-R)—making students aware of correct grammar so they can correct their own mistakes—is slowly replacing the traditional way of teaching grammar, which focused on teaching rules and meta-language (e.g., grammatical terms such as *noun*, *verb*, *past participle*, and so on). However, he concludes that C-R may not be an appropriate method to use with children. Cameron (2001) and Pinter (2006) agree that children under the age of ten should not be taught grammar the way it is taught to adults, especially not by using meta-language. While Pinter (2006) says that activities that raise awareness of grammatical forms can be appropriate for children *older* than ten, Cameron (2001) advises teaching younger children grammar through "rote learnt chunks" (p. 104) encountered in storytelling, books, songs, or chants. She also argues that although the explicit teaching of grammar

rules is not appropriate, showing learners how the language works in patterns would be fine, if they expressed interest in this.

Another issue in younger learners' accuracy in English, is that children are still developing their L1. Teachers and parents cannot expect a child to do something correctly in their L2 before they can do it in their L1. Furthermore, students may not be making a grammatical mistake because they do not understand the lesson; the issue may have more to do with the fact that a native-speaking English child would naturally make that mistake at that age and stage of language development. To reassure parents about this, I have often asked them to do a Google Image search of letters written by children to President Obama while he was in office. Here are children, whose first language is English, trying to do their best to write a letter to an important person, yet these eight- and nine-year-olds still make basic grammatical, spelling, and punctuation errors!

Despite the research concluding that C-R was inappropriate for children, I was intrigued to see that Linse and Nunan (2006) suggested using a checklist to remind students of what grammatical errors to look out for as a way to provide feedback without making students feel embarrassed about their mistakes or dampening their enthusiasm for writing. With that, I decided to conduct an action research project at my English school, with 43 of my students aged from 6 to 15.

### Top Ten Errors Campaign

My students write very short weekly book reports as part of their homework. I noticed that the same errors were being made week after week, despite corrective feedback from the teacher. One week's worth of errors were analyzed and we discovered that the top ten errors made by students were:

- *not pluralizing a noun*
- *not using possessive 's*
- *neglecting to capitalize the first letter of a sentence*
- *neglecting to capitalize a proper noun*
- *incorrect use of third person singular verbs*

- not using the past tense form of a verb
- using “the” before a proper noun
- using “he’s” instead of “his”
- misspelling the word “interesting”
- writing “She is poor,” instead of, “I feel sorry for her.”

One omission from this list was actually the most common error, which was incorrectly using the articles *a* or *the*. I decided to leave this out of the top ten (with the exception of error #7) to avoid undue frustration, as Lightbown and Spada found that “even advanced learners have difficulty using these forms correctly in all contexts” (2006, p.32). Once the target errors were identified, a “Top Ten Mistakes” poster was drawn up, to remind the students not to make them, avoiding the use of meta-language in the explanations.

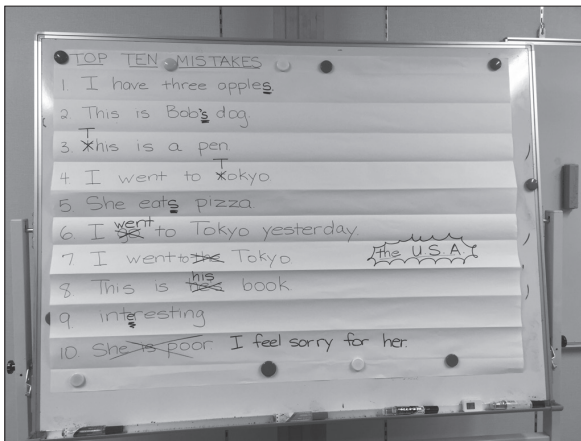


Figure 1. 'Top Ten Mistakes' Poster.

For four consecutive lessons, the teacher individually checked students’ book reports in front of them with a red pen while the student watched. Then, the ‘Top Ten Mistakes’ poster was hung up on the board and reviewed as a class. Students were asked to look at their corrected reports to see if they had made any of the errors on the poster. In order to reduce embarrassment over mistakes made, students were told not to look at their classmates’ reports.

If this method of getting students to notice their errors and correct them in the future was effective, then the number of errors should have decreased over the four-lesson period. However, that did not happen. The number of errors showed no pattern, sometimes decreasing and then sharply increasing in the next lesson. There seemed to be something I was missing, so I began a new cycle of action research.

For the second cycle, I asked the students to write a short book report in class. First, the students had a short story or a chapter of a novel read to them. Then, the ‘Top Ten Mistakes’ poster was hung on the whiteboard and reviewed. Finally, students were given five minutes to write a book report. This process was repeated for two consecutive classes. The book reports were collected by the teacher to create a dossier for further analysis. After taking a close look at them, it was apparent that most of the errors were made by students who were ten years old or younger. In contrast, the book reports written by older students were usually error-free.

Questionnaires were given to the students to get their opinions on the action research project. The reactions were overwhelmingly positive (see Table 1).

Table 1. Post Action Research Project Questionnaire Results.

Read the sentences. How do you feel? Circle.  
 ☺ =YES ☹ =SO-SO ☹ =NO

1. I think the Top Ten Errors campaign helped me make fewer errors in writing book reports.	☺ 18	☹ 20	☹ 3
2. I think the Top Ten Errors campaign helped me notice my errors when I write.	☺ 18	☹ 18	☹ 5
3 I think I will make fewer errors in the future when I write.	☺ 20	☹ 19	☹ 2

However, further analysis of questionnaire results from students between the ages of six and eight showed that most of the negative responses were from this age group (see Table 2).

Table 2. Post Action Research Project Questionnaire Results (students aged from six to eight).

☺ =YES ☹ =SO-SO ☹ =NO

1. I think the Top Ten Errors campaign helped me make fewer errors in writing book reports.	☺ 1	☹ 4	☹ 3
2. I think the Top Ten Errors campaign helped me notice my errors when I write.	☺ 2	☹ 3	☹ 3
3 I think I will make fewer errors in the future when I write.	☺ 1	☹ 5	☹ 2

The results of my action research project confirmed the previously mentioned advice that

children under the age of ten should not be taught grammar explicitly. Upon the conclusion of this action research project, we made a few changes to the school's curriculum based on the results. Red pen corrections were no longer made on writing assignments for students under the age of ten. It was also a good reminder that while there is no harm in showing correct grammar forms to students under the age of ten, teachers cannot expect such young students to master them. We must be patient with mistakes made by these younger students and realize that this is normal for their developmental stage.

This action research project answered a lot of my own questions about my students. I've had returnee students who were nearly fluent in English, yet made very simple errors when they wrote. I taught them for many years, and they kept making the same errors, no matter how many times I pointed them out. One boy refused to put spaces between his words. Another rarely capitalized proper nouns. A third used apostrophe-s when she wanted to make a noun plural. After years of frustration, I noticed that each of them eventually stopped making these errors one day. I could have saved all of us a lot of grief if I had known they would correct these mistakes on their own once they turned ten!

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**Lesley Ito** is a well-known teacher, teacher trainer, school owner, and award-winning materials writer based in Nagoya. She has taught in Japan for over twenty-five years, won "Best of JALT" in 2011, and has presented professionally throughout Japan, and at the ER World Congress in Dubai, UAE. Winner of the 2015 LLL Award in the Young Learner Category for *Backstage Pass*, her ELT writing credits include teacher's guides, workbooks, graded readers, and *Fifty Ways to Teach Young Learners: Tips for ESL/EFL Teachers*. She recently received an MSc in Teaching English to Young Learners from Aston University.



## [JALT PRACTIS] BOOK REVIEWS



### 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](mailto:reviews@jalt-publications.org)

Web: <http://jalt-publications.org/tlt/departments/book-reviews>

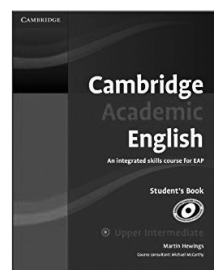
This month's column features Robert Taferner's review of Cambridge Academic English: Upper Intermediate.

Reviewed by Robert Taferner, Hiroshima University, Department of Integrated Global Studies

## Cambridge Academic English: Upper Intermediate

[Martin Hewings. Cambridge: Cambridge University Press, 2012. (Includes CD, DVD, Teacher's Book and access to online lectures.) pp. 176. ¥3,449. ISBN: 978-0-521-16520-4.]

Cambridge Academic English: Upper Intermediate is part of a series of textbooks (Intermediate, Upper Intermediate, and Advanced) and supporting materials focusing on English for Academic Purposes (EAP) for second language (L2) learners of English.



The Upper Intermediate level of this series targets CEFR B2 level students preparing for university content courses with English-medium instruction (EMI) which requires general academic language support, and listening and note-taking skills.

The textbook is organized into an *Academic orientation* and 10 units that integrate the four-skills (reading, listening, speaking, and writing) in academic contexts, starting with textual analysis of readings, and continues through to genre-specific writing tasks. Each unit finishes with *Grammar and vocabulary* reinforcement (developed with support from the *Academic Word List & Cambridge English Corpus*). At the back of the textbook, *Audioscripts*, as well as a summary of key features for each unit that include examples of in-text references and a references list, a *Glossary of grammar terms*, and a *Wordlist*. In addition, five extensive *Lecture skills* exercises (supported by the textbook, DVD, and online multimedia) positioned after every two units give students experience in preparing for lectures, allowing for speech analysis of various academic genres, listening practice, language focus on grammar and pronunciation, and follow-up note-taking activities. The overall content of the textbook units cover academic culture, study habits, and a variety of current events and social issues found in internationally-orientated liberal arts programs.

Without a doubt, students are in great need of academic support in terms of critical thinking and specific academic language skills in their EAP programmes (Huang, 2013) for success in their academic courses in English. While the focus of this support may vary across academic levels, discipline-specific contexts, four-skill domains, and language proficiencies, defining and understanding how to approach EAP or EMI is still under debate (e.g., Coleman, Hultgren, Li, Tsui & Shaw, 2018; Pecorari & Malmström, 2018; Uchihara & Harada, 2018). Within EAP, content knowledge and skill development are inclusive in its pedagogical approach. The emphasis on what content to deliver and how to address this subject matter by material writers and teachers relies on their perceptions and empirically motivated choices. Selecting, modifying, and scaffolding the right combination of exercises may lead to a successful classroom encounter elevating students' academic skills.

To evaluate *Cambridge Academic English: Upper Intermediate* in a classroom context, two consecutive *Communication Seminar* courses over a period of two terms (16 three-hour classes) with approximately 40 1<sup>st</sup>-year university students preparing for their 2<sup>nd</sup>- and 3<sup>rd</sup>-year academic content courses were used for this review. Each class attempted to cover

one unit or one lecture from the textbook. Due to the large number of exercises and depth of each activity, homework was assigned after each class to ensure students adequately covered the content of each textbook lesson. After the course was completed, students were surveyed about the utilization of the textbook and pedagogical approach. Students found the textbook very thorough, sufficiently challenging, and perceived the materials provided the necessary activities for academic knowledge and skill development for success in their future EMI courses. The most difficult sections of the text were the activities within *Lecture Skills*. In particular, students had a very difficult time understanding the lecturers' presentations. This may be due to a combination of lecture styles, topic knowledge and transitions, and students' ability to follow the presenters' rate of speech (i.e., sentence-level fluency). This made the transcripts especially important for comprehension and content analysis while completing the activities in the textbook.

While students indicated that they were satisfied with the textbook, they found more time was needed to assimilate what they learned, and suggested that the textbook materials could be extended to cover a full academic year. Another insightful comment related to the textbook alerted me to the fact that students wanted to systematically do all of the exercises without skipping any parts as they felt the necessity to learn and practice as much as they could to be successful in their academic courses. This conflicted at times with what I perceived as a more important priority—adjusting learning tasks to future EMI objectives. This slight criticism of *Cambridge Academic English: Upper Intermediate* points to the necessity for classroom materials to allow more freedom for the instructor to facilitate the management of activities according to personal beliefs and objectives. In addition, in future versions of this textbook it may be feasible to include more in-depth text analysis of discipline-specific content, providing students a deeper insight into discourse features across academic genres.

In summary, *Cambridge Academic English: Upper Intermediate* helped me provide my students an exceptional learning experience covering academic language support, listening and note-taking skills, general academic study skills, and content covering a range of current social issues.

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## Recently Received

Julie Kimura & Ryan Barnes

pub-review@jalt-publications.org



A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to 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 on June 30. 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

**Complete guide to the TOEIC® test (Fourth edition)** — Rogers, B. Boston, MA: National Geographic Learning, 2018. [Fully updated for the new TOEIC test. Provides learners with a clearly organized, step-by-step program for maximizing their test scores.]

**Discover conversation** — Boon, A., & Harrington, D. Tokyo: Halico Creative Education, 2018. [A 13-unit coursebook that helps break down the complexity of real-life interactions into small, manageable chunks. Free audio download available.]

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

**Flow: Building English fluency** — Jackson, J. Leicester, England: Eurasian Editions, 2017. [A 14-unit speaking textbook that shows students how to build on short answers and develop extended conversations. Additional materials and activities are 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 effectively communicate in English in their daily lives.]

\* **New connection** — Corsini, M., Dubinsky, A., Hall, C., Kadoyama, T., Keane, D. E., & Scooter, M. Tokyo: Seibido, 2017-2018. [A four-skills text series featuring familiar topics and a variety of exercises to keep students engaged. Teachers' materials include end-of-semester exams and practice tests, scripts for listening exercises, and supplementary materials to hand out in class. Book 1 is suitable for CEFR A1-A2, Book 2 is suitable for CEFR A2-B1, and Book 3 is suitable for CEFR B1-B2.]

**Pocket Readers:** The following are by Boon, A. Tokyo: Halico Creative Education, 2018.

\* **The job interview: Book 1.** [A graded reader in a business context. Book 1 begins with the job hunt.]

\* **The first week on the job: Book 2.** [A graded reader in a business context. Book 2 follows a new employee in the product marketing department of a chain of convenience stores.]

\* **The presentation: Book 3.** [A graded reader in a business context. In Book 3, the new employee gives a presentation explaining the company's new partnership deal.]

! **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. [A 5-level reading course to help English learners prepare for college courses].

! **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.]

**Wide angle** — Carlson, J., Jordan, N., Craven, M., Pathare, G., Donnalley Sherman, K., Scanlon, J., Watkins, F., Adams, K., Vargo, M., Santamaria, J., Sadownick, J., Koyadinovich, L., Gordon, D., Santamaria, J., & Blundell, R. Oxford, England: Oxford University Press, 2019. [6-level American English coursebooks that empower adult learners to join any conversation and say the right thing at the right time. Includes online practice.]

**Widgets Inc.: A task-based course in workplace English** — Benevides, M., & Valvona, C. Tokyo: Atama-ii Books, 2018. [A business-themed communication course using a task-based approach to language learning. Video download available.]

**Winning presentations: 8 types of successful presentation** — Morita, A., Harada, S., Kitamura, K., Sugimoto, S., & Benfield, B. Tokyo: Seibido, 2018. [A 3-part, 14-unit coursebook covering basic knowledge for presentations, how to make informative presentations, and how to make persuasive presentations. Audio download available.]

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

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

**Developing language teachers with exploratory practice: Innovations and explorations in language education** — Dikilitas, K., & Hanks, J. (Eds.). Cham, Switzerland: Palgrave Macmillan, 2018.

**Introducing English for specific purposes** — Anthony, L. Abingdon, England: Routledge, 2018.



## David McMurray

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

Email: teach-assist@jalt-publications.org

In the previous issue of *Teaching Assistance*, Huang (2019) claimed that it was quite important for learners of Japanese as a foreign language in China to have a thorough understanding of their Chinese mother language, as well as when Chinese students continue their studies in Japan.

In this issue, a graduate from Dalian Foreign Language University explains how she approached the teaching of poetry to high school students in China. Thinking it would brighten her life, when Wang Yifan was a little girl her mother made her recite poetry day after day until it was committed to memory. When she entered a teacher education course, she in turn experimented with different learning methodologies for poetry, thinking it could brighten a high school classroom (Figure 1). Wang Yifan came to Japan in 2015 with the intention of furthering her research in comparative linguistics by studying at graduate school. She employs the Chinese, Japanese and English languages to explain how charming Chinese poetry can be for students in Japan and the rest of the world. She believes that native-speaking Chinese teachers are well-positioned to help students make a positive transition from their Chinese mother tongue to the acquisition of Japanese as a second language.



Figure 1. Hu Lu Daoshi Secondary High School, Liao Ning Province. Retrieved from <https://baike.baidu.com/item/>

## How I Teach Chinese Poetry Wang Yifan

When I was asked by my practicum supervisor to try teaching poetry at Hu Lu Daoshi Secondary High School, I jumped at the chance. In China, learning poetry is a fundamental part of public education. From kindergarten to high school, students learn poetry in language classes.

I usually begin my classes about Chinese poetry by talking about the great languages of the world. On the first day, I offer three hypotheses to students: When we talk today about Rome, we can learn that Romans founded a great empire in B.C. 27. When we talk about Japan, we can learn about the Edo period and its samurai in 17th century Japan. When we talk about China, we can learn that the foundations of the Great Wall were placed during the Qin Dynasty in 221 B.C. Then I ask students, "How can we learn about these great periods of time?" Usually a few hands pop up and students answer that we can look at photos. Yes, I say, adding that we can also visit the colosseums, castles, and fortresses that archaeologists help to preserve. Then I press forward by asking how people who didn't have cameras, cell phones, or laptops might share stories about who lived in these buildings? People with written languages could share their stories by writing historical records about what they saw and felt, I explain, adding that Latin, Japanese, and Chinese languages are important examples of this. I finish my lesson warm-up by saying there is one other way to learn about how people lived, and that is by reading their poetry. Ancient collections of poetry contain many wonderful stories about historical figures.

I lecture that the oldest classical poems, *Shi*, can be traced back to 9th century B.C. Later, *Ci* and *Qu* traditional poetry forms were developed, as well as the literary form *Fu*. During the modern period,

Western style free verse became popular. Of these types of poetry, I inform students that my favourite is *Ci*, which was composed during the Song Dynasty from 960 to 1279. Therefore, *Ci* is also referred to as Song poetry. Several forms of poetry developed during the Song Dynasty.



Figure 2. Author (front) leads a graduate school discussion.

I then tell the class, that I am going to write on the blackboard one particular pattern of poetry which is called “*Yu meiren*” (named after Lady Li Yu, a royal beauty and concubine). “*Yu meiren*” is penned in two 4-line stanzas each made up of 2 rhyming couplets of different line-lengths in a 7-5-7-9 Chinese character pattern. The form and rhyme scheme of the entire poem can be diagrammatically represented as 7A/ 5A/ 7B/ 9B// 7C/ 5C/ 7D/ 9D//. The numbers represent the number of Chinese characters on a line and the capitalized letters represent the rhyming segments. I then recite 8 lines in Chinese from a fine example of Song poetry. Then I count aloud the characters in Chinese.

When I explain this process to English-speaking classmates and teachers at my graduate school in Japan, I demonstrate the form and rhyme of Song poetry by performing a step-by-step analysis. First, I recite 8 lines from a poem in Chinese and its English translation. I then count aloud the characters in Chinese, followed by the syllables in English. Pointing out that there are more syllables of English than characters of Chinese on each line, I count aloud the number of syllables placed before the comma on each line of English. The number of syllables placed before the comma in the example below corresponds to the number of Chinese characters. Then I insert romanization at the end of the lines, and underline the rhyming couplets as shown below.

1. Spring flowers and autumn moon, (7 syllables)  
O when will all these end?  
春花秋月何時了(7 characters, the final sound is liao)
2. How much of my past, (5 syllables) do I comprehend?  
往事知多少(5 characters, the final sound is shao)
3. Last night to my loft once more, (7 syllables) the vernal east wind came;  
小樓昨夜又東風(7 characters, the final sound is feng)
4. In moonlight I could not bear to look, (9 syllables) back towards my homeland rid of my name.  
故國不堪回首 月明中(9 characters, the final sound is zhong)
5. Jade steps and carved railings may, (7 syllables) still as ever be there,  
雕欄玉砌應猶在(7 characters the final sound is zai)
6. Though changed faces fair. (5 syllables)  
只是朱顏改(5 characters, the final sound is gai)
7. O how great how grave I ask, (7 syllables) can my woe and sorrow be?  
問君能有幾多愁(7 characters, the final sound is chou)
8. Just like the River’s swelling spring-tide, (9 syllables) water rolling east to the sea.  
恰似一江春水 向東流(9 characters, the final sound is liu)

When students start to learn traditional Chinese poetry, I believe it is a good idea for them to know who the poet was. For example, a poem’s historical background can be understood by studying the biography of a composer such as Li Houzhu (also known as Last Ruler Li). He was the third ruler of the Southern Tang state and lost his kingdom during the Song Dynasty. The above poem was written after his kingdom was taken. Knowing this fact, as students read his poetry they can perhaps share his sentiment and feeling of hopelessness.

After giving students information about the poet, I teach them how to interpret the meaning of certain words. The words, written 1,000 years ago, often have different meanings today. Learning how to interpret the old meanings is essential, for example, “東風” means “East wind” in modern times, but in the above poem, it meant the winds of spring and all the weather that they bring in the springtime.

Such famous poems usually have outstanding stanzas that to me are important to memorize.

I think it is necessary for students to recite and remember famous stanzas, if not the whole poem. This principle is not difficult for students in China to accept—Chinese education curriculum supports the maxim that famous poetry should be remembered. So, explaining the meaning of a stanza and asking students to memorize it is a generally accepted way of learning (Huang, 2019).

Teaching poetry, however, is not only about finding ways to make students memorize a famous poem. As a final step in my lessons, I encourage students to share their own thoughts about the poem and to discuss how they had participated in class. Letting students express themselves aloud is perhaps the most important part of learning poetry because it can activate passion and feelings. This is my opinion. There are many other ways to teach Chinese poetry and to handle classrooms. Whichever way we may prefer to teach or to study, perhaps the best way to learn is to reflect on our own way of learning.



Figure 3. Author (left) in a discussion circle.

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## [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](mailto:peergroup@jalt-publications.org) • Web: <http://jalt-publications.org/psg>

## So You Want to Get Published? Here's How

### Suwako Uehara

*The University of Electro-Communications, Tokyo, Japan*

**A**pplications for university positions are not only under the scrutiny of professors in English departments, but also from professors across various fields. A common frame of reference for these professors is peer-reviewed journals. As it becomes increasingly crucial to be published, challenges abound gaining extra lines in your CV—not just any lines however. Nowadays the impacts of journal publications are more important than ever when it comes to university job applications. This article summarizes key points to consider in order to get your papers published.

1. Overcome writing obstacles.
2. Pick suitable journals by reading previous articles in them.
3. Follow journals' submission guidelines to the letter.
4. Get papers reviewed and proofread *prior* to submission.
5. Submit necessary documents, and if requested to revise, resubmit and respond constructively.
6. Wait patiently for feedback and final results.

### Writing Can Be Daunting, and There's So Little Time.

Writing for academic publication is challenging, and there is also fear of failure (Lee & Boud, 2003). One way to overcome initial trepidations is to collaborate with more experienced writers. Experienced writers have gone through various steps for publication, and no doubt rejections, in their earlier years of submissions. With each step howev-

er, they have become more knowledgeable of types of writing suitable for certain publications. So seek opportunities to co-publish with academics who have similar research interests.

There is also good news from informal discussions with journal editors, who occasionally express willingness to work closely with authors to bring papers to a publishable level even if manuscripts require major revisions. For a collection of informative resources bookmarked and tagged for writers interested in academic publication, peruse Diigo bookmarks (<https://groups.diigo.com/group/jalt-writers-peer-support-group>).

Scheduling and perfectionism (McGrail, Rickard, & Jones, 2006), teaching, administrative responsibilities, and procrastination (Milem, Berger, & Dey, 2000) are writing obstacles we may all be familiar with. Hence, one key to successful writing is to maximize the smaller blocks of 15-60 minutes of time available (Boice, 1990), and to continually practice academic writing (Goodson, 2017).

### Select Suitable Journals.

When selecting target journals, it is important to be sensitive to whether they are recognized by your institution, or your future target institution. For instance, Renandya (2014) listed international journals that may interest academics aiming for recognized publications in TESOL and applied linguistics. The JALT Writers' Peer Support Group (PSG) also curates a list of venues for publication (PSG, n.d.). Peer-reviewed articles tend to receive more weight than non-peer reviewed articles. In certain cases, peer-reviewed journals are more highly-regarded than non-peer reviewed journals or conference proceedings despite the time and effort necessary to write the latter.

For novice writers, however, publishing in conference proceedings may be a manageable first step. Don't hesitate to submit proposals, present at conferences (Muller & Talandis, 2019), and subsequently submit papers for proceedings (Moore, 2017). Ideally present at conferences where papers will be published as journals rather than proceedings. One example is the *JALT Conference Proceedings* which became the *JALT Postconference Publication* in 2016 (<https://jalt-publications.org/proceedings>). This came about in recognition of institutional policies to count journal articles as one paper whilst proceedings are considered of lesser importance, thereby handicapping potential applicants or those in line for promotion.

For the field of language teaching in tertiary education, the *OnCUE Journal* publishes a spe-

cial conference issues in its numbered series (e.g., [https://jaltcue.org/Journal\\_10.2](https://jaltcue.org/Journal_10.2)), and the *PanSIG Journal* accepts articles on broader themes (<http://pansig.org/pansig-publications>). These are among a few organizations which have moved towards using the term *journal* instead of *proceedings*.

### Follow the Submission Guidelines.

Once you have decided on a journal, read the submission guidelines word for word and act accordingly. Make sure your word count is within the required limit. Check each section is balanced, and if your manuscript is over or under the word limit, consider sections that can be reduced or expanded. If you are writing a research-oriented paper, you will have an Abstract, Introduction, Literature Review, Research Question, Method, Results, Discussion, Conclusion, and Reference section. Make sure the content in each section reflects the corresponding headings. When writing a teaching-oriented paper, study a number of papers in journals similar in content to your own research. Extract the basic format, genre features, and style of writing, then apply them to your paper. Issues compiled by Yoshida (2018), who summarised survey results from various JALT SIG publication teams, typically related to APA style and structure.

For research-oriented papers, writers should describe the method in sufficient detail to allow other readers to replicate studies. In my editorial experience, common queries to authors focused on: a) missing sections, b) content unrelated to respective headings, c) faulty citations and references, d) lack of clear introductions and smooth transitions, and e) missing details. In some papers, though most of the relevant information was present, the methodology was mixed into results, or the literature review section was completely missing but references to academic papers appeared sporadically throughout the text. In such cases, reorganization would make the manuscript more clear and concise, and all revisions should follow the APA or other required format.

### Get Informally Reviewed and Proofread.

Rather than submitting your manuscripts to journals and being rejected, have your papers informally reviewed for feedback. The PSG is a good place to submit papers for review prior to submission. It is a group of professional volunteers who supports academic writers by providing feedback and advice on papers, in order to help develop their manuscripts to an ideally publishable quality (Beaufait, Edwards,

& Muller, 2014). The service operates online and is open to any JALT member (<http://jalt-publications.org/psg>).

Whether you are in the first draft of your paper, or have already submitted to a journal and have been asked to make revisions, the PSG are ready to be readers. The process is simple. Writers can contact the PSG expressing intention to submit a paper for review (<http://jalt-publications.org/contact>). The PSG Coordinator will assign writers' manuscripts to one or two readers who will subsequently provide constructive advice primarily on organization, content, and clarity. As with most writing centers, which the PSG are in a sense, but more so as professionals helping professionals; rather than offering proofreading services, they recommend that writers ask colleagues or trusted academic friends to do the proofing.

### Submit and Revise.

Once you get a second or third pair of eyes on your manuscript and have revised it to suit your aims and needs, you should feel more confident to submit to a journal. If you are an experienced academic writer, you may receive acceptance immediately. In many cases editors accept manuscripts with minor or even major revisions. Take their feedback and accept it proactively. The key is to respond to each and every comment or suggestion you receive. Reviewers will query you on the logic, content and clarity of your manuscript. If you have made statements you can justify as correct, it is unnecessary to agree to every comment or change suggested—as long as you explain your responses succinctly.

### Patience Is a Virtue.

It can take weeks or even a couple of months to receive a response to your manuscript. In most cases, the editors or peer reviewers are juggling other daily duties whilst voluntarily reviewing and responding to multiple submissions simultaneously. Once revisions have been accepted and your publication is guaranteed, the actual production will take more time as manuscripts are handed over for final copyediting, proofreading, and formatting. Though turnover time from submitting your paper to having a copy of your publication in hand (or online as the case maybe) varies from journal to journal, new lines in your CV will be well-earned and satisfying accomplishments.

### Conclusion

I cannot overemphasize the importance of a peer-reviewed article on your CV to secure university teaching positions, whether part-time, full-time, or tenured. Time traveling to my earlier years of publication, I recall an offer from a more experienced scholar to co-author a paper. At that stage almost 15 years ago, it was difficult to imagine building a CV with publications in peer-reviewed journals. Further along the line, my knowledge of academic writing grew through involvement in peer-reviewing and editing opportunities. Expected and unexpected turning points in life may add to the hesitation of drafting manuscripts and submissions, so break down the goal into reachable chunks and slowly but surely keep moving forward by ticking off items on your checklist one by one.

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**Suwako Uehara** is an Associate Professor at The University of Electro-Communications in Tokyo, Japan. She is currently one of the editors for the *On-CUE Special Conference Issue*. Her research interests include teaching methods, creativity, technology, 21st-century education, and writing centers.



## Editorial Postscript

It has been a pleasure and privilege to assume the Writers' Workshop helm for a year. As interim editor, I have gained insights on *TLT* difficult, at best, to acquire otherwise. I am grateful for unwavering guidance from Caroline Handley, *TLT* Assistant Editor when I boarded, thoughtful suggestions from Jerry Talandis Jr., former JALT Publications Board Chair, and immeasurable support from Malcolm Swanson, *TLT* Web Admin. and Editor, who has tended lines and trimmed sails to keep *TLT* shipshape and on course for years. With relief, I now relinquish the helm to PSG peers, Theron Muller and Jerry.

— Paul Beaufait

## [JALT FOCUS] SIG FOCUS



### Joël Laurier & Robert Morel

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

Email: [sig-focus@jalt-publications.org](mailto:sig-focus@jalt-publications.org) • Web: <http://jalt-publications.org/tlt/departments/sig-news>

## Computer Assisted Language Learning SIG Technology Helping Language Educators and Learners

### Who We Are

What is CALL? The Computer Assisted Language Learning (CALL) SIG was formed in 1993 when computers were the newest educational technology in Japan. The range of interests among CALL SIG members is broad, encompassing software design, teaching methods, materials development, you name it. Anything that is connected to educational technology is fair game. We believe technology helps to expand language-learning opportunities for our students. We are an eclectic group of computer buffs and (relative) newbies, CALL classroom users and mobile learning fans, paper- and paperless-classroom advocates, but in the end all of us are teachers searching to give our students more opportunities for input and output that are so important for language learning.

In the early 90's, CALL rooms were starting to replace language laboratories in universities. CALL

researchers started designing websites and software for learners to work on at their own pace. As access to the Internet grew, they brought people together from all over the world, adding a new international dimension to language learning.

Computers are still very much a part of our lives, but CALL classrooms have given way to BYOD (bring your own device) as most of the features and functions of computers are now available on portable handheld devices. At the same time, Web 2.0 has led to pedagogy that emphasizes active learning involving interaction and sharing. CALL practitioners are no longer bound by the walls of the CALL classroom. Students can use portable devices in any learning context to search for information and communicate with people in other cities or countries. They can record their ideas as audio or video and share them with the world via blogs and social networks. In other words, using technology in this way can promote student autonomy while at the same time encouraging new learner-centered approaches in the classroom.

### What We Do

The main event of the year is definitely our annual conference that embodies our rich diversity. This year the CALL SIG's annual conference is from May 31 to June 2 in the heart of Tokyo at Aoyama Gakuin

University. Our theme is “AI and Machine Learning in Language Education.” You’ve probably heard of apps that translate into multiple languages. How do they do it, and how will artificial intelligence affect our profession? The Keynote and Plenary speakers will try to answer these and other questions. But this conference is not restricted to this one area. There will also be over 100 presentations and workshops on many different aspects of educational technology, so please come and join teachers from all over Japan and around Asia to see the myriad ways in which technology is being put to good use and find the most appropriate apps/software for your needs. We will also be at PanSIG this year in Kobe, so come to the CALL Forum and meet us.

The CALL SIG actively supports events related to technology. We were sponsors of the Independent Learning Association 2018 conference, providing

support for overseas speakers, and we supported the first BizCOM conference that took place in September 2018.

In terms of publications, we put out the JALT-CALL Journal, a peer-reviewed journal with articles on research not only from Japan but all over the world. It is accessible at <https://jcyjaltcall.org/index.php?journal=JALTCALL>. Stop by and take a look at the latest research in the field.

## Join Us!

We welcome anyone interested in educational technology. You can find us at PanSIG in May, JALT-CALL2019 May 31-Jun 2 (<https://conference2019.jaltcall.org>) and at JALT2019 which will be in Nagoya this year. You can also find us on Facebook (public group: JALTCALL) or on Twitter (@jaltcall).

## [JALT FOCUS] NOTICES



### Malcolm Swanson

*This column serves to provide our membership with important information and notices regarding the organization. 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](mailto:jalt-focus@jalt-publications.org) • Web: <http://jalt-publications.org/tlt/departments/jalt-focus>

### New JALT Associate Member

#### BINGOBONGO Learning

Haven't heard of BINGOBONGO Learning? Then you probably didn't know that we design, create, and publish a variety of fun and effective EFL/ESL teaching resources for kids such as books, printable and digital interactive flashcards, student profile cards, worksheets, songs/videos, lesson activities, and more! Our giant collection of free resources has been a huge hit with teachers and students in Japan and around the world.

#### A 100% FREE Curriculum?

The complete BINGOBONGO Curriculum can be downloaded and used for free! It's based on our one-of-a-kind Curriculum Cards combined with thousands of pages of resources which are completely free. To save time and money, however, we recommend using our BINGOBONGO FUN!books. They're filled with colorful, puzzle-based worksheets that kids love to do. Schools and educators in Japan can get up to 50% off when ordering directly through our site.

#### Time to Refresh Your Lessons?

In addition to teaching resources, we also provide support and other services to English schools and educators across Japan. Whether you've just started an eikaiwa school, teach English as an ALT, or are just looking for fresh, innovative ideas to improve your English lessons, we can help. For starters check out our blog for some fresh, new teaching ideas.

- Website: <http://www.bingobongokids.com>
- E-mail: [info@bingobongokids.com](mailto:info@bingobongokids.com)

BINGOBONGO Learningでは、第二言語として英語を学ぶ子供たち向けにオリジナル教材を制作・販売しています。代表的なテキストブックシリーズ「FUN!book」は、私たちのホームページにある膨大な数の無料マテリアルと組み合わせ使用することが可能です。無料マテリアルの中には、印刷可能なデジタルフラッシュカード・生徒用プロフィールカード・ワークシート・歌/ビデオなどが含まれています。ご自身の指導方法にあった教材を簡単に組み合わせ使用出来ることから、国内外の英語教師や子供たちに愛用されています。



[www.bingobongokids.com](http://www.bingobongokids.com)

#### カリキュラムが100%無料ってどういうこと?

BINGOBONGO Learningのカリキュラムカードを使用すれば、いくつかの無料教材を揃えるだけで分かり易いレッスンをスタートすることができます。ワークシートは全て無料ダウンロード可能ですが、時間と印刷コストの節約のためには、「FUN!book」のご購入をお勧めします。カラフルで、ページごとに切り離しでもできるフレキシブルな本は子供たちにも大人気です。有料教材は、私たちのホームページから直接ご注文頂くと最大50%の割引を受けることができます。(割引対象: 日本にある学校や教育関係者など)

#### レッスンの見直しをお考えの方へ

- 新しい教材を検討しているが、どのようにレッスンを進めればいいのか分からない。
- 自分の英語教室を開きたいが何から始めればいいのか分からない。

そんなお悩みをお持ちの方はお気軽にお問合せください。BINGOBONGO Learningでは、教材導入にあたるレッスンについてのご相談やスクールオープンにあたる様々な質問にお答えしています。また、私たちのブログではレッスンアイデアなどをご紹介しますので、ぜひ合わせてご覧下さい。

- ホームページ: <http://www.bingobongokids.com>
- メールアドレス: [info@bingobongokids.com](mailto:info@bingobongokids.com)



## 2019年第1回総会開催通知

## Notice of the First 2019 JALT Ordinary General Meeting (OGM)

- 日時: 2019年6月16日(日)
- Date: June 16, 2019 (Sunday)
- 時間: 14:30 - 15:30
- Time: 14:30 - 15:30
- 場所: 愛知県産業労働センター (中会議室1102)
- Location: Room 1102, Aichi Industry & Labor Center (WINC Aichi)

## 議案 / Agenda:

- 第1号議案 議長選出 / Item 1. Determination of chairperson
- 第2号議案 議事録著名人選出 / Item 2. Determination of signatories
- 第3号議案 2018年度事業報告 / Item 3. Business Report (2018/04/01-2019/03/31)
- 第4号議案 2018年度決算報告 / Item 4. Financial Report (2018/04/01-2019/03/31)
- 第5号議案 2018年度監査報告 / Item 5. Audit Report (2018/04/01-2019/03/31)
- 第6号議案 2019年度事業計画 / Item 6. Business Plan (2019/04/01-2020/03/31)
- 第7号議案 2019年度予算 / Item 7. Budget (2019/04/01-2020/03/31)
- 第8号議案 2019年度理事長選挙の結果 / Item 8. Results of the 2019 National Officer Elections

- 第9号議案 定款第13条の修正条項 / Item 9. Amendment to Article 13 of the Constitution
- 第10号議案 その他の重要事項 / Item 10. Other important issues

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

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

Eメールがお手元に届きましたら、不在投票の方法に従って投票をしてください。

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

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

お手数をおかけいたしますが、ご支援とご協力のほどよろしくお願い致します。

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

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

## CALL FOR SUBMISSIONS

*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

# 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](mailto:jco@jalt.org)

## Joining JALT

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



Scott Gardner [old-grammarians@jalt-publications.org](mailto:old-grammarians@jalt-publications.org)

## 101 Duplications

I'm old enough to remember a time without constant digital access to information, a time when the word "YouTube" might be thought of as a great brand name for a rabbit-eared portable TV set, or for a bicycle pump. The other day I was making fun of a colleague who said she wasn't keeping up on world events because she spent all her time watching videos online. I joked that she was overdosing on YouTube, but she replied, "I'm not overdosing; I'm just overinflating."

Speaking of unchecked input of vacuous internet content, I just watched a trailer for one of Disney's latest cinematic offerings, a live-action remake of their classic animated film *Dumbo* (1941). This is a great specimen of a new Hollywood genre I see emerging, called *speculative superfluism*: plotlines that have already been used successfully and don't need to be repeated, but are anyway. It's not enough that Disney assume they have the poetic license and public blessing to gussy up other film franchises like *Star Wars* with their own formulaic offerings. Now they are second-guessing even their own legacy by *remaking their own films*. And rather than try to redeem ideas that didn't catch on the first time—does anyone remember *The Black Cauldron* (1985)?—they are choosing instead to reshoot their most beloved hits like *Cinderella* (1950, 2015) and *101 Dalmatians* (1961, 1996). This strategy threatens to undermine the very fabric of family-oriented societies around the world, pitting children against their parents (and grandparents!) in generational battles over which version of Baloo the Bear in *The Jungle Book* (1967, 1994, 2016) is the cuddliest.

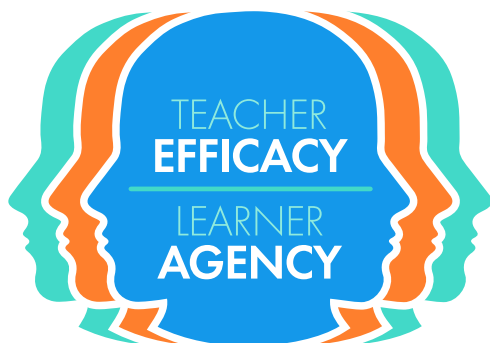
It's easy to pick on Disney, but they aren't the only movie makers playing revisionist gods in their own garden. I remember as a kid longing for a good Spiderman movie. Now there are at least six, including two "origin" stories that came out of the same studio a mere 10 years apart. That sounds like a Spiderman infestation.

Here are some films that I think should be remade but probably never will:

- *One Million Years BC* (1966) — A prehistoric romance whose script consists mainly of angry,

meaningless commands like "Tak! Tak!" Boy meets girl, dinosaur threatens girl, boy impales dinosaur, boy takes girl home to dad's cave, volcano erupts, everybody flees. (A disclaimer at the beginning reads, "All characters appearing in this film are fictitious. Any resemblance to actual Neanderthals, living or dead, is purely coincidental.") A 21st century treatment of this film would benefit from both greater paleontological understanding and better special effects, and almost any change to the storyline would be an improvement. The unintelligible dialogue could be supplemented by captions or celebrity voiceovers, like what Bruce Willis did in that talking baby movie.

- *The Conqueror* (1956) — John Wayne played Genghis Khan in this historical biopic, and on that basis alone it never should have been filmed. A remake with a more suitable lead—Steven Seagal?—might play better.
- *Antarctica* [*Nankyoku Monogatari*] (1983) — This was a popular animal film from Japan, based on the true story of a failed South Pole expedition and the abandonment of the crew's sled dogs there. A heartbreaking story like this would not go over well in today's cute-meets-comic animal movie environment, unless an "everybody survives" ending were swapped in and the dogs were allowed to talk. (Bruce Willis again? The film could be renamed *Badass Antarctic Sled Dogs: Roll Over and Die Hard*.)
- *Battlefield Earth* (2000) — An earthling named Goodboy studies the American Declaration of Independence to learn how to defeat a race of invading Klingon roller derby disco dancers who live in atmospheric domes with Dutch-tilted floors. This film is on many critics' "bottom ten" lists, and after giving it some thought I've decided it would be best not to revisit this movie in any way ever again.



#JALT2019 • NAGOYA 11.1–11.4

## JALT2019 — Teacher Efficacy, Learner Agency

**The 45th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition • WINC AICHI, Nagoya City, Aichi, Japan  
Friday, November 1 to Monday, November 4, 2019**

Enjoy the same high quality presentations, plenary talks, featured workshops, and latest educational materials. There will be plenty of opportunities to develop professionally, network, and enjoy the company of colleagues and friends.

NEW to JALT2019 will be the live-streaming of plenary talks, along with a broader journalistic atmosphere involving familiar JALT social media presences via Facebook, Twitter, Instagram, YouTube, and so on. This will be implemented using roving reporters who will interview some of the most influential and accomplished professionals in ELT. We look forward to bringing you more in depth coverage at JALT2019!

Set against the backdrop of The WINC Convention Center <<http://www.winc-aichi.jp>> and Nagoya City, those in attendance will always have something to do. Be a part of the conference, but also take the opportunity to experience one of Japan's great cities and regions. Whether traveling from abroad or within Japan, Nagoya is a convenient travel destination. By train, plane, bus, or car, Nagoya City is easily accessible, and, by extension, so is the conference site:

**The WINC:** <<https://jalt.org/conference/jalt2019/access>>

### GETTING THERE

To help you out, here are some simple directions. JALT2019 will be held in Nagoya—centrally located between Tokyo and Osaka.

#### Air Access

- From Chubu Airport (Centrair): *Central Japan International Airport is 28 minutes from Nagoya Station via the Nagoya Railroad (Meitetsu).*
- From Narita International Airport: *Take the Narita Express from Narita Airport to Tokyo Station (60 min.), then take the Shinkansen to Nagoya Station.*
- From Haneda International Airport: *Take the Keikyu Express train from Haneda Airport to Shinagawa Station (22 min.), and then take the JR Shinkansen to Nagoya Station.*
- From Kansai Airport: *Take JR Haruka to Shin-Osaka station (48 min.), then take the Shinkansen to Nagoya Station (53 minutes).*

**For all information regarding JALT2019 please visit**

<<https://jalt.org/conference/jalt2019>>

**For email inquiries, please contact us at <[program@jalt.org](mailto:program@jalt.org)>**