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In this month's issue . . .

Welcome to a new year and a new issue of *The Language Teacher!* In this issue we have one Feature Article, by **Yoko Uchida** and **Junko Sugimoto**, exploring the classroom pronunciation goals of Japanese English teachers. We also have one Readers' Forum article by **Michael J. Crawford** describing a preliminary study of collaboration between students in lecture notetaking. With this issue we are also bringing back a feature from the past; *The Language Teacher* formerly published Selected Papers from the Postconference Publication in a special issue. Rather than dedicate an entire issue to the Postconference Publication, we are going to be reprinting individual Selected Papers throughout the year, starting with **Melodie Cook** and **Howard Brown**'s exploration of the study abroad experience as an augmentation of preservice teachers' practicums.

In addition to these peer-reviewed contributions, our regular columns also feature their usual variety of useful content. There are two interviews this issue, one with Paul Nation, who was interviewed by Olivia Kennedy and another with Nicholas Subtirelu, interviewed by Daniel Dunkley. My Share features four different practical teaching ideas. Our other regular columns also feature a variety of interesting ideas and discussions.

I'm writing this Foreword on the heels of the JALT2019 International Conference, which was an excellent opportunity to reconnect in person with the volunteers that keep JALT as an organization and JALT Publications running. Thanks to everyone who helped to make the international conference such a success and everyone who volunteers their time to keep JALT as an organization, JALT Publications, and *The Language Teacher* running!

— *Theron Muller, Coeditor,* The Language Teacher

新年のご挨拶を申し上げます。また、*The Language Teacher*の最新号にようこそ！今月号のFeature Articleでは、Yoko UchidaとJunko Sugimotoが、「明瞭度の高い発音」とは何かを日本人英語教師に問いかけ、授業内での発音の目標について調査しています。Readers'Forumでは、Michael J. Crawfordが、授業の講義ノートを他の学生と共有する共働学習についての予備研究を紹介しています。今回、過去の特集が復活します。それは、*The Language Teacher*の特集号で扱ったSelected Papers from the

TLT Editors: Theron Muller, Nicole Gallagher
TLT Japanese Language Editor: Toshiko Sugino

Postconference Publication（年次大会後の論文集の厳選論文）です。*The Postconference Publication*を一括して掲載するのではなく、今後は一年を通して、厳選論文を一つずつ本誌に転載することにします。まずは、Melodie CookとHoward Brown の論文で、教員養成課程の学生の海外研修経験を通して、授業観察をより効果的にできる研究成果を述べています。

これらの査読論文に加えて、毎号の定期掲載コラムも充実した内容になっています。今回は、インタビュー記事が2件で、一つは、Olivia KennedyがPaul Nationをインタビューし、もう一つは、Daniel Dunkleyが、Nicholas Subtireluをインタビューしています。My Shareでは、４つの実用的な授業のアイデアを特集しています。その他のコラムでも、様々な興味深い考えや意見を取り上げています。

今、私は、JALT2019 International Conference（JALT2019 国際大会）直後にこのforewordを書いています。今大会は、JALTやJALT Publicationsの組織運営に携わってくださったボランティアの方々と直接お会いできる素晴らしい機会になりました。国際大会を成功裏に終えるために尽力下さった多くの皆様に、また、組織としてのJALTやJALT Publicationsや*The Language Teacher* を円滑に運営するためにボランティアとして貴重な時間を割いてくださった皆様に感謝いたします。

— *Theron Muller, Coeditor,* The Language Teacher

Our Mission

JALT promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate.

使命 （ミッション・ステートメント）全国語学教育学会は言語教育関係者が交流・共有・協働する機会を提供し、言語学習、教育、及び調査研究の発展に寄与します。

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Pronunciation Goals of Japanese English Teachers in the EFL Classroom: Ambivalence Toward Native-like and Intelligible Pronunciation

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While there is a general concurrence among researchers that mastery of "intelligible pronunciation" should be the goal of English learners, the notion does not seem to be widely shared among non-native EFL teachers, who often hold the strong belief that teachers should sound like native speakers. To investigate the underlying reasons for this, we conducted an essay survey with 16 Japanese preservice teachers after having them read articles relevant to intelligible English and English as a lingua franca. The preservice teachers displayed ambivalence between native English pronunciation and Japanese-accented English. Some also had misunderstandings concerning "intelligible pronunciation." Limited communication experience in monolingual classrooms may have prevented them from imagining what type of pronunciation is necessary. We propose that intelligible non-native English samples be presented to preservice teachers in training courses to help them establish their concept of "ideal" pronunciation, which can serve as a model for their future students.

研究者の間では、英語学習者は「明瞭度の高い発音」の習得を到達目標とするべきであるという考え方が一般的である。しかし、その考え方は非母語話者の英語教員の間では広く共有されておらず、教員は母語話者のような発音でなければならないと強く信じていることが多い。その背景にある理由について調査するために、16名の英語教員志望者に対して「明瞭度の高い英語」と「国際共通語としての英語」に関する論文記事を読んでもらった後に、エッセイによる調査を行なった。教員志望者達は、英語母語話者の発音と日本語の痕跡が残った発音に対して葛藤する気持ちを示した。また、「明瞭度の高い発音」という概念について誤解している者もいた。教員と生徒が同じ母語を共有する教室内で英語による意思疎通を行なうという限定的な経験しかないため、どのような種類の発音が必要であるのか想像できなかったのかもしれない。教員志望者自身が、将来生徒達のモデルとなれるよう、自身にとっての「理想の」発音を身につけることが必要である。そのために、非母語話者の発音であっても明瞭度の高い英語の実例を聞く機会を増やすなど、教員養成の過程における工夫を提案したい。

With the recognition of the importance of the communicative aspects of English, more attention should be given to pronunciation instruction in Japan. Although selecting a pronunciation model and a goal for teachers is an important task, tackling it may not be straightforward.

While there are several possible pronunciation models, in Japan, North American English has mainly served as the norm in school education, including textbooks (Sugimoto & Uchida, 2018a). Additionally, a survey in 2015 asking 100 public junior high school teachers indicated that 56% of the teachers preferred either standard British or American English, and 37% standard American English (Uchida & Sugimoto, 2019). While we acknowledge that within the field of accent studies there is debate about the term (Van Riper, 1986), as an "already existing, natural and ready-to-use native accents" (Szpyra-Kozłowska, 2015, p. 24), General American (GA) appears to be the most realistic accent to adopt as a production model in Japan. This is especially because teaching materials and resources based on GA are readily available. Nevertheless, considering English's place as a world language (Bolton, 2006), it is necessary to present varieties of English as receptive models.

As for the pronunciation goal, "intelligible pronunciation" is often considered sufficient (Abercrombie, 1949; Celce-Murcia, Brinton, & Goodwin, 2010; Levis, 2005), mainly because the attainment of native-like pronunciation is not a realistic goal for the majority of non-native English (NNE) speakers (Derwing & Munro, 2015). While often considered problematic, the dichotomy of native English (NE) versus NNE speakers is addressed in this article because the majority of Japanese English teachers tend to label themselves as NNE speakers.

Researchers use the term intelligible pronunciation in different ways. For example, Celce-Murcia, et al. (2010) describe it as "a modest and realistic

goal [for learners] to surpass the threshold level so that their pronunciation will not detract from their ability to communicate" (p. 9). Jenkins (2000) claims that many learners' main goal is to communicate intelligibly with other NNE speakers and to not necessarily sound precisely like a NE speaker. She proposed Lingua Franca Core (LFC), a list of crucial pronunciation features to be produced accurately for intelligible communication. In our specific context, we define the concept intelligible pronunciation as pronunciation that can be understood by listeners without effort and can serve as a model for students, even with a slight Japanese accent.

While setting intelligible pronunciation as a goal is a commonly shared notion among researchers, it does not seem to be sufficiently acknowledged more broadly. Many studies have shown that both teachers and learners tend to set native-like pronunciation as their goal (Jenkins, 2007; Scales, Wennerstrom, Richard, & Wu, 2006; Timmis, 2002). In the survey mentioned, the majority of teachers believed that NNE teachers should strive to acquire native-speaker accents, expressed intolerance of pronunciation with traces of a Japanese accent, and only half believed that pronunciation that does not inhibit communication is sufficient for teachers (Uchida & Sugimoto, 2019). We asked the same questions to 16 university students who were taking the first author's phonetics course and found the same trend.

These Japanese in-service and preservice teachers' responses prompted us to further investigate the underlying reasons for their preference for native-speaker English. Thus, we address the following research question: Why do Japanese preservice teachers prefer native-speaker pronunciation when the more lenient goal of acquiring intelligible pronunciation is acceptable or even preferable? By answering this question, we hope to obtain some clues about directions to take in pronunciation instruction in preservice teacher training courses in universities.

The Study

The participants in this study were 16 Japanese undergraduate students (14 female, 2 male; Age: 19–27) who were enrolled in the phonetics course for preservice teachers. The distribution of their English proficiency in CEFR, measured by the Cambridge English Placement Test, was: C1 (1), B2 (7), B1 (7), and unknown (1).

After they completed one term of American English pronunciation training, the participants were introduced to concepts relevant to intelligible pronunciation and LFC by reading two texts that presented different perspectives regarding intelligible pronunciation. One was an excerpt from Celce-Murcia, et al. (2010, pp. 8-9) and the other an article by Shimizu (2011) that attempts to narrow the English sounds crucial to Japanese learners of English based on Jenkins' (2000) LFC. Following a group discussion of the two readings, focusing on what "a threshold level [of intelligible pronunciation]" (Celce-Murcia, et al., 2010, p. 8) and "intelligible pronunciation" (Jenkins, 2000, p. 123) in LFC are, the preservice teacher participants were asked to answer an open-ended essay question: What kind of pronunciation should English teachers aim for?

An iterative process was applied to categorize the obtained data (Kekeya, 2016; Srivastava & Hopwood, 2009). The responses were grouped into units of meaning and examined for common issues. Five categories were identified (see Table 1), from which units relevant to the teacher's role as a pronunciation model and the teacher's own pronunciation goals were retrieved, with commonalities and differences among the units elucidated. To ensure reliability, two researchers performed a parallel analysis of the data and any discrepancies were discussed until agreement was reached. The original Japanese responses have been translated into English by the authors.

Results

A total of 202 units based on the participants' responses were generated, with the average number of units obtained per participant 12.63 (range: 9–17). The five categories obtained through the first round of analysis were: teacher's role (26 units), teacher's pronunciation (70), students' pronunciation (10), opportunities for English use (8), and others (88). Units in each category were further classified into themes (see Table 1). The units in "others" mostly included irrelevant comments such as citations of reading materials and personal experiences/introspections without a clear indication of their attitudes toward pronunciation and were not included in further analysis. Results concerning pronunciation models (15) and teacher's goals (50) will mainly be reported on in the following sections, as many of the comments reflect their opinions regarding teacher's pronunciation goals. See the Appendix for representative comments from the participants.

Table 1. *Participants' Responses Divided Into Categories and Themes*

Category	Theme
1. teacher's role (26)	pronunciation models (15), contents of instruction (8), purpose of instruction (2), other (1)
2. teacher's pronunciation (70)	teacher's goals (50), items to be acquired (8), practice of pronunciation (6), knowledge of pronunciation (6)
3. students' pronunciation (10)	students' goals (5), items to be acquired (3), motivation (2)
4. opportunities for English use (8)	few opportunities (5), many opportunities (3)
5. others (88)	—
Total (202)	

Teachers as Pronunciation Model

The preservice teachers seemed to agree that the teacher's pronunciation should be of a higher standard than that of the students to positively influence them through inspiring higher motivation and admiration of the teacher. While some considered native-like pronunciation to be an ideal pronunciation model because it is "better" and students "should get used to it," others said intelligible pronunciation, even with a Japanese accent, is ideal because it is "easier" and "familiar" to students, and so can lead to higher motivation. Two said native-like pronunciation should be avoided as a model because it can "confuse" students; conversely, one said that Japanese-accented pronunciation should be avoided because students will copy "bad habits."

Teacher's Goals

Three of the pre-service teacher participants claimed teachers should aim for native-like pronunciation. Overall, these three seemed to consider it superior to non-native varieties of pronunciation, since they believed it is advantageous in various ways. For example, it would enable them to communicate with both NE and NNE speakers smoothly. It would also help them instruct students in achieving the threshold level of intelligible pronunciation, and without native-like pronunciation, they felt they would not be able to demonstrate appropriate pronunciation and give students advice on how to improve.

Conversely, some participants insisted that teachers do not have to have native-like pronunciation. Many claimed NNE teachers could not remove their accent and that different targets should be set; for example, "a threshold level of pronunciation" (2 comments), "LFC pronunciation" (2 comments), and a level at which "listeners can understand what they say" (1 comment). One said they could communicate with other NNE speakers successfully without native-like pronunciation. Another indicated that native-like pronunciation is available from audio materials, assistant language teachers (ALT), or the Internet. There was a comment that native-like pronunciation should be avoided because students would be overwhelmed by the differences between Japanese and English sounds.

There were also several indecisive comments: Native-like pronunciation is ideal or preferable, *but* intelligible pronunciation is a more realistic goal; it is sufficient, or more accessible to students who are in the process of learning. One said that the majority of teachers need not have native-like pronunciation because it is only required as a model for higher-level students. Participants who expressed the opinion that native-like pronunciation is not necessary added that a certain standard should be maintained, such as fluency, minimum intelligible pronunciation for English as an international language, and the ability to produce understandable English. There was a comment that even though it is not a requirement, a teacher's demonstration of native-like pronunciation is valuable because students can realize that English has sounds that are very different from Japanese.

Discussion

In answering the research question, the voices of the preservice teachers in the present study conveyed the complexities and mixed feelings associated with what ideal pronunciation represents for teachers. Additionally, the preservice teachers seemed to have some misunderstandings concerning what intelligible English is.

Ambivalent Feelings Toward Pronunciation

The preservice teachers' comments highlight their views toward native versus non-native English speaker pronunciation. For native-like pronunciation, they used positive expressions such as "better," "intelligible," "correct," and "desirable" along with the negative expressions "unattainable" and "intimidating." In contrast, Japanese-accented English

was associated with positive expressions such as "realistic," "attainable," and "intelligible (to students)," while negative impressions such as "not acceptable," "bad habits," and "difficult to understand" were also expressed. Most of the preservice teachers appear to believe that native-like pronunciation is an unattainable goal. However, while some accept pronunciation with a Japanese accent if it is intelligible, others apparently cannot abandon the idea that teachers should acquire native-like pronunciation and are determined to achieve this challenging goal. However, none of the respondents claimed with certainty that they supported either side as their pronunciation goal. Unlike the dichotomous question of whether the preservice teachers strive for native-like or Japanese-accented pronunciation, the current essay-type survey revealed the NNE speaking teachers' in-depth, complicated attitudes toward pronunciation goals even though there were only 16 participants.

Misunderstandings Concerning Intelligibility

The examination of the comments revealed a couple of preservice teachers' misunderstandings concerning intelligibility. One is the mistaken notion that NE pronunciation is more intelligible than NNE pronunciation. This is understandable because NE-speaking ALTs enunciate clearly in front of the class, and textbook audio materials are spoken slowly and clearly (Sugimoto & Uchida, 2018a). Naturally, it is difficult for Japanese teachers and students to imagine that native varieties can be unintelligible. However, as is indicated by Moussu and Llurda (2008), NE speakers' pronunciation can be harder to understand than educated NNE speakers' pronunciation.

The other is a misunderstanding about how to achieve intelligible pronunciation. One preservice teacher indicated the need for teachers to adjust their pronunciation, suggesting that including some Japanese accents can contribute to better student English comprehension. Another implied the usefulness of Japanese-accented English for its intelligibility to avoid "unintelligible" and "intimidating" NE pronunciation. However, these preservice teachers need to recognize that "intelligible pronunciation" achieved this way can lead to "fake intelligibility." Such pronunciation is most likely unintelligible to speakers with different language backgrounds because the pronunciation is only accommodated to a Japanese L1 audience, which only works in "monolingual classes" (Walker, 2010, p. 92). Even though communication with speakers with language backgrounds different from their own was clearly indicated in the texts and was also

assumed in the class discussion, the thought of who students need to communicate with appears to have slipped the minds of some of the preservice teachers in their essays. This could be partially attributed to their lack of experience interacting with English speakers with diverse backgrounds.

Proposals for Mastery of "Intelligible Pronunciation"

Although we should respect preservice teachers' ambitions to pursue native-like pronunciation, it is also necessary to draw their attention to the strengths of NNE teachers (Braine, 2010; Murphy, 2014a). For example, NNE teachers have an advantage over NE teachers in that they were learners themselves and are therefore knowledgeable of students' learning difficulties. Moreover, because many teachers in Japan share an L1 with their students, it is easy for them to predict the kinds of L1 transfer difficulties they are likely to encounter.

While many preservice teachers wish to have higher-level pronunciation than their students, to our knowledge, no studies have clearly defined the type of pronunciation teachers should acquire, suggesting that acceptable pronunciation for teachers has yet to be explored. An experimental study by Sugimoto and Uchida (2018) employed acceptability ratings and successfully identified lower-level pronunciation samples to be unacceptable for teachers, but there was variability in judging acceptable pronunciation samples, so further research is required to define acceptable pronunciation for English teachers.

As for intelligibility, unfortunately, studies have reported negative attitudes toward the Japanese accent outside Japan (e.g., Jenkins, 2007), which suggests the need for Japanese English speakers to be trained in accommodating their speech in interactions with both NE and NNE speakers. Even communication breakdowns and the experience of resolving them can be beneficial. Only then will they be able to truly understand what intelligible pronunciation is. Further investigation is necessary because previous studies have not provided convincing data about which aspects of the Japanese accent affect intelligibility.

The results of this study suggest that the Japanese preservice teachers had insufficient exposure to different varieties and types of English and lacked confidence in their pronunciation as NNE speakers. This is likely the case with preservice teachers in general. Their misconceptions may be rectified by listening to a wider variety of NE accents and intelligible NNE pronunciation, which

can serve as ideal models (Murphy, 2014b). It is hoped this will help teachers recognize that they should enhance their students' speaking skills, not as native-sounding speakers but as speakers who can communicate confidently and efficiently in English using appropriate pronunciation and communication strategies.

Conclusion

The present study indicated that behind Japanese preservice teachers' preference for NE pronunciation lies ambivalence toward native-like pronunciation and Japanese-accented pronunciation, along with misunderstandings concerning what "intelligible English" is. For preservice teachers to truly understand that their goal should be intelligible pronunciation, some measures need to be introduced in their teacher training. For example, providing opportunities to interact with speakers of English from a variety of language backgrounds is essential. Furthermore, the strengths of NNE teachers should be emphasized. Presenting samples of intelligible NNE pronunciation will help encourage them to set more attainable goals. This way, it will be possible for Japanese preservice teachers to truly comprehend the notion and importance of acquiring intelligible English for speaking to both NE and NNE speakers.

Acknowledgments

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ARTICLES

JALT PRAXIS

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Uchida, Y., & Sugimoto, J. (2019). Non-native English teachers' confidence in their own pronunciation and attitudes towards teaching: A questionnaire survey in Japan. *International Journal of Applied Linguistics*, 1-16. https://doi.org/10.1111/ijal.12253

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Appendix

Representative comments obtained from the 16 participants

A. Teachers as Pronunciation Model

1. What is an "ideal pronunciation model" for students?
   a. Pronunciation with a higher standard than that of students
   b. Good pronunciation that prompts higher student motivation
   c. Pronunciation that the students will admire and aspire to
   d. Pronunciation that can influence students' pronunciation

2. Those who preferred native-like pronunciation think:
   a. By using it, students will get used to native-like pronunciation.
   b. It serves as a better model.

3. Those who think intelligible pronunciation takes priority over native-like English think:
   a. It is more practical and easier for students to learn.
   b. Even with a Japanese accent, it is clearer and familiar to students and leads to higher motivation.

4. A pronunciation model that should be avoided is:
   a. Native-like English because it can confuse beginner-level students and make them reluctant to study English.
   b. Japanese-accented English because students will copy bad habits.

5. An alternative way for NNE-speaking teachers to acquire native-like pronunciation is:
   a. Native speaker pronunciation is available through audio materials, so NNE-speaking teachers do not need to sound like native speakers.

B. Teacher's Goals

1. Teachers should aim for native-like pronunciation:
   a. Teachers should not stick to the threshold level but seek to approximate native-like pronunciation.
   b. Teachers should attain pronunciation that approximates NE speakers' pronunciation so that they can have their students achieve a threshold level of pronunciation.
   c. Teachers should attain pronunciation like that of an NE speaker, because it will make smooth communication possible between an NE speaker and an NNE speaker and between NNE speakers.
   d. Despite how difficult it may be, all NNE speakers should achieve native-like pronunciation because it is unrealistic to tune in to different accents every time one encounters speakers of different mother tongues.
   e. Teachers should aim for native-like pronunciation because to me learning a language is directly connected to understanding the native speakers' culture, which includes their pronunciation.
   f. Teachers should try to approximate, in their pronunciation, Received Pronunciation (RP) or GA, although the speakers of these varieties are minorities compared to all the English speakers in the world, since teachers should be able to instruct students who wish to acquire native-like pronunciation as well as those who wish to acquire pronunciation that enables a minimal level of communication.
   g. It is important for teachers to acquire pronunciation that is close to RP or GA to demonstrate it and provide appropriate

advice. Unless the teachers' pronunciation is good enough, it will be difficult for them to be good pronunciation models for their students and give advice on improvement.

2. Native-like pronunciation is NOT necessary:

a. Teachers do not need to aim for native-like pronunciation because ALTs are available at many schools and we can experience NE speakers' English any time on the Internet.

b. It is unrealistic to attain a quality of pronunciation equivalent to NE speakers.

c. It is not necessary to be as accurate as native speakers in pronunciation.

d. A threshold level of pronunciation is sufficient for teachers because for us NNE speakers it suffices to be able to communicate with other NNE speakers.

e. NNE-speaking teachers do not need to have native-like pronunciation because, as my mentor told me during the practicum, pronunciation that is comprehensible to students should be given priority over better pronunciation. He also told me that students can listen to NE speakers' pronunciation through ALT and audio materials and that nurturing students' attitudes toward communicating with sincerity is more important.

f. Native-like pronunciation is not necessary because the students, many of whom are native Japanese speakers, are likely to be overwhelmed by the great differences between Japanese and English sounds.

g. Speaking like native speakers is not necessary, simply because I think it is impossible for NNE speakers to completely remove their accents.

h. It is not necessary to aim for native-like pronunciation because English is spoken all over the world. Teachers should strive for LFC pronunciation instead.

i. Achieving native-like pronunciation is not necessary because the most important thing for us is to be able to speak English in such a way that listeners can understand.

3. Native-like pronunciation is ideal/preferable, and we should make an effort to attain it, BUT:

a. It may suffice to set a goal for pronunciation that leaves a trace of the Japanese accent but is nevertheless intelligible as pronunciation to demonstrate to students since it is more realistic to achieve.

b. I think it is satisfactory for an English teacher if s/he has achieved a level of pronunciation

that does not hamper communication with both NE and NNE speakers.

c. Since the students are still at a learning stage, English with a Japanese accent may be more intelligible.

d. It is not essential. Since teachers themselves are NNE speakers, it is OK to show traces of the native language.

e. We need teachers who have native-like pronunciation only for higher-level students who may in the future obtain jobs that require good English pronunciation such as professors overseas and interpreters.

4. Native-like pronunciation is NOT necessary or required of NNE-speaking teachers, BUT …:

a. Fluency is required to some extent.

b. They should rather aim for minimal intelligible pronunciation from the viewpoint of "English as an International Language."

c. Acquiring knowledge of the weak points and habits of L2 speakers and being able to provide instruction regarding pronunciation based on such knowledge is required. Teachers should also strive to remove their own bad habits.

d. Native-like English is preferable as pronunciation to present to students.

e. Moderately good pronunciation intelligible to NE speakers is essential for teachers to demonstrate to students that it is possible to make ourselves understood in English even with some degree of Japanese accent.

f. Providing students with opportunities to experience that "English is a totally different language from Japanese in terms of pronunciation" during class is valuable.

5. Others

a. Teaching English covers a wide range of topics, and pronunciation is only one of them. After reaching the so-called "threshold level," teachers should shift their focus to areas such as grammar and vocabulary instead of devoting all their energy to pronunciation.

b. Since most English teachers must have a certain level of grammar and vocabulary, I think NE speakers should be able to understand their English unless their pronunciation is disastrously bad. English teachers should attain pronunciation that NE speakers can easily understand, and I think that English learners in general should be able to reach that goal effortlessly.

A Preliminary Study on Collaboration in Lecture Notetaking

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Notetaking is an important skill in academic listening. In second language (L2) contexts, research on this topic remains relatively limited, but is gradually increasing. However, there are still a number of gaps to be filled, one of which is collaboration. Notetaking is generally seen as a solitary activity, but having students collaborate with classmates and share their notes with one another may be beneficial. The purpose of this paper is to investigate this possibility. Learners in an intact academic listening class shared notes with each other six times over the course of one semester and answered questions about the experience. Most participants responded that they were open to sharing notes with classmates and that they found the activity useful, suggesting that it may be beneficial for the development of notetaking skills.

　ノートテイキング（講義を要約しノートに書き取ること）はアカデミック・リスニングにおいて重要な学習技術である。第2言語（L2）において講義ノートをとることに関する研究は比較的少ないが、ここ数年少しずつ増えてきている。しかし、まだ取り上げられていない研究テーマがいくつかあり、その中の一つは協働学習である。講義ノートをとる事は一人で行う作業と思われがちだが、学生が自分で取った講義内容を同級生と共有することは効果的であると考えられる。本論の目的はこの可能性を探ることである。アカデミック・リスニングの授業を受講している学習者たちは1学期中6回同級生と講義内容を互いに共有し、その経験についてアンケートに答えた。その結果、学習者はノートを共有することに対しておおむね肯定的で、また効果的であると答えた。これは、同級生とノートを共有することがノートテイキング・スキルの発達につながることを示唆している。

I n recent years, ELT textbooks that focus on academic listening tend to include notetaking activities, likely because it is considered a key academic listening skill. It is a skill that students will need if they intend to study overseas, and more and more it is also growing in importance in Japan as an increasing number of universities are offering regular non-language courses entirely in English, or English as a medium of instruction (EMI; see Brown & Iyobe, 2014).

Considering the emphasis on notetaking in many ELT materials, the amount of research on the practice in second language (L2) contexts is relatively small. This contrasts with first language (L1) contexts, where such research goes back to the seminal work of Crawford (1925). Nevertheless, recent years have seen a gradual increase in the amount of research being conducted in L2 contexts, including here in Japan, with studies focusing on such issues as the development of notetaking strategies (Crawford, 2015), pedagogical approaches to notetaking (Siegel, 2018, 2019), and the relationship between notetaking and lecture comprehension (Sakurai, 2018). The gradual growth of research in L2 contexts is welcome, but one issue not sufficiently addressed to date is the role of collaboration in notetaking, which is the focus of the current study.

Literature Review

Since the early 1980s, collaborative learning has been the focus of a great deal of research in the field of education, and meta-analyses of many of these studies have shown that its outcomes in terms of achievement and motivation are superior to those of competitive or individualistic learning (Gillies, 2016). In the field of language education, social constructivist approaches such as those of Vygotsky (1962) have attracted considerable attention, leading Williams and Burden (1997) to comment that "an important role for language teachers is to arrange their classes in ways which will encourage sharing behavior, and to find ways of helping learners to develop this ability through language learning tasks" (p. 78).

At first glance, notetaking is not something that appears to be suitable for collaborative learning, as generally speaking students take notes on their own. However, as part of a learning task to build notetaking skills, it clearly could be beneficial. This is one reason why it has not been ignored by L2 authors, such as Wilson (2008) and Lynch (2009). Wilson (2008) observed that the development of notetaking skills and strategies required "extended feedback after listening, as students compare their notes" (p. 36). Commenting on the benefits of self-access centers as a space for collaborative learning in L2 contexts, Lynch (2009) stated that they give students an opportunity to compare notes with their classmates and to give their individual opinions about listening passages. Finally, Aish and Tomlinson (2013) point out that learners can check the accuracy of their notes by going over them with classmates.

Although the authors cited above point out the potential benefits of collaboration in notetaking, they do not present empirical data to support this view. Addressing this issue, Tsuda (2011) empirically investigated the use of collaborative learning in listening classes at a Japanese university. In her classes, students discussed the topic to be covered for the day and then watched a recorded lecture. After watching it once or twice, they compared notes with a classmate. At the end of both the spring and fall semesters, they answered a questionnaire and rated how effective they perceived various class activities, including note sharing. In both semesters the ratings ranged from 3.4 to 3.9 on a 5-point Likert scale (with '5' being the highest rating), suggesting that they felt the activity was beneficial.

The main purpose of this study is to extend Tsuda's (2011) results regarding the usefulness of sharing notes. Additionally, I aim to explore three related issues that were not included in Tsuda's (2011) investigation but may suggest avenues for future research:

- Whether students are open to the idea of sharing their notes;
- whether there is a correlation between the perceived difficulty of notetaking and its perceived usefulness; and
- what differences learners noticed, if any, between their own notes and those of their classmates.

Accordingly, four research questions were addressed in this study:

RQ1: Do learners who collaborate on notetaking by sharing their notes with classmates find the activity useful?

RQ2: Do learners show openness towards sharing their notes with one or two classmates and/or the whole class?

RQ3 Is there a correlation between the perceived difficulty of notetaking and the perceived usefulness of sharing?

RQ4: What differences do learners find when comparing their notes with those of their classmates?

Method
Participants
Data was collected from an intact academic listening class at a medium-sized private university in the Kanto area. There were 30 students in the class. Their TOEIC scores ranged from 595 to 635. All students were non-English majors who were taking the course as part of a language requirement. All students were informed that any data collected would be handled with care, including ensuring their anonymity, and that it would only be used for research purposes.

Materials
For the course
An academic listening textbook, *Listening and Notetaking Skills 1* (Dunkel & Lim, 2013) was used. The book consists of 15 chapters, each of which contains one lecture and pre- and post-listening activities, including exercises aimed at improving learners' notetaking skills.

For the study
Two questionnaires were employed. The first was a 50-item questionnaire that asked students about their previous experiences with and opinions about notetaking. The reliability of the questionnaire was examined using Cronbach's alpha, yielding a result of 0.95. Due to space limitations, only four items from this questionnaire are used in this study to answer RQ2. The second questionnaire used in the study contained three 5-point Likert-scale items and two open-ended questions. As with the first questionnaire, due to space restrictions only three items (two scaled and one open-ended) are discussed here. The scaled items asked about the usefulness of comparing notes with classmates (RQ1) and the perceived difficulty of the day's notetaking (RQ3). The open-ended question asked students to note what differences, if any, they found between their own notes and their classmates' notes (RQ4).

Procedures
The first questionnaire was anonymous and conducted at the beginning of the course at the start of the spring semester. All the students were present, so data was obtained from all 30 participants. The second questionnaire was not anonymous and was completed immediately after students took notes as they listened to a lecture and finished comparing them with their classmates. This second questionnaire was completed six different times over the course of the semester. For this reason, absences reduced the number of students for whom a complete set of data was available. In the spring semester complete data sets were available for 21 students. As the first questionnaire was anonymous, it was not possible to link answers between the first and second questionnaires.

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Results

RQ1: How useful is sharing notes with classmates?

Table 1 presents the results of RQ1, which examined whether students found sharing notes to be a useful activity or not. The average usefulness ratings obtained from the second questionnaire are provided for each of the six times students compared notes.

As Table 1 shows, students appear to have found sharing notes to be useful. For all six times that learners compared notes, the average ratings for the usefulness of the activity were above 4 on the 5-point Likert scale, ranging from a low of 4.3 to a high of 4.7. These results, like those from Tsuda (2011), suggest that collaboration may have an important role to play in notetaking instruction.

RQ2: How open are students to note sharing?

Four items from the first questionnaire were used to examine how open the students were about sharing their notes with classmates and/or the whole class. Table 2 summarizes these results.

Table 2 shows more students stated that they would not be embarrassed showing their notes to one or two classmates (57%, 17 students) than

would (30%, 9 students). As for sharing their notes with the whole class, the corresponding percentages were 43% (13 students) and 40% (12 students), suggesting that there is slightly greater reluctance to share notes with the whole class than with one or two classmates. For questions three and four, the results were similar to questions one and two, with 57% (17 students) saying that they would feel comfortable sharing their opinions about notes or notetaking in a small group, as opposed to 26% (8 students) who responded that they would not. Finally, for sharing opinions in front of the whole class, 40% (12 students) said that they would be comfortable, as compared to 37% (11 students) who would not be. Overall, these results are positive, especially for note sharing in pairs or small groups, providing further support for note sharing.

RQ3: Is there a correlation between the perceived difficulty of notetaking and the perceived usefulness of sharing notes?

The purpose of RQ3 was to examine whether students rated the usefulness of note sharing more highly when the notetaking activity was more difficult. Table 3 displays the average ratings for difficulty and usefulness for each of the six times the

Table 1. *Usefulness of sharing notes*

	1st time M (SD)	2nd time M (SD)	3rd time M (SD)	4th time M (SD)	5th time M (SD)	6th time M (SD)
Usefulness	4.4 (0.7)	4.7 (0.6)	4.5 (0.8)	4.3 (0.9)	4.6 (0.8)	4.5 (0.7)

Scale (usefulness): 1=not useful, 2=slightly useful, 3=neutral, 4=somewhat useful, 5=useful

Table 2. *Learners' openness towards sharing their notes with their classmates and/or the whole class*

Question	Strongly disagree N (%)	Disagree N (%)	Neither agree nor disagree N (%)	Agree N (%)	Strongly agree N (%)	Mean (SD)
1. I would be embarrassed to show my notes to one or two classmates.	8 (27%)	9 (30%)	4 (13%)	7 (23%)	2 (7%)	2.53 (1.31)
2. I would be embarrassed if the teacher showed my notes to the class.	7 (23%)	6 (20%)	5 (17%)	9 (30%)	3 (10%)	2.83 (1.37)
3. I would be comfortable sharing my opinion about notes or notetaking in a small group.	1 (3%)	7 (23%)	5 (17%)	9 (30%)	8 (27%)	3.53 (1.22)
4. I would be comfortable sharing my opinion about notes or notetaking to the whole class.	0 (0%)	11 (37%)	7 (23%)	7 (23%)	5 (17%)	3.20 (1.13)

Scale: 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

activity was done and the correlation between them using Pearson's r, and R^2 for effect size.

As Table 3 illustrates, the answers for the difficulty of notetaking ranged from 3.3 to 4.3, and as was noted above the usefulness of sharing notes ranged between 4.3 and 4.7. In only one case was the correlation between the two statistically significant, namely the first time ($p<0.5$), and the effect size was medium. There are many possible reasons for this. One may be that because it was students' first time in the class to do notetaking, they felt anxious. For this reason, it is possible that the more difficult they rated the task, the more useful they found it to compare notes with classmates.

RQ4: Differences found between learners' notes

Students' comments about sharing notes were analyzed and classified into six categories. There were 63 comments in total, with the category "symbols and abbreviations" the most prevalent (21). Table 4 shows the six categories, the total number of comments for each, and three sample responses. The responses were all written in English and are unedited.

The topic that generated the most comments, 21, was "Symbols and abbreviations" (see Table 4). Seven students noted that their partners used more symbols and abbreviations than they did, so the activity was a good chance for them to notice a poten-

Table 3. *Correlation between perceived difficulty of notetaking and usefulness of note sharing*

	1st time M (SD)	2nd time M (SD)	3rd time M (SD)	4th time M (SD)	5th time M (SD)	6th time M (SD)
Difficulty	3.3 (0.9)	3.5 (0.7)	3.7 (0.7)	4.3 (0.7)	3.5 (1.0)	4.3 (0.6)
Usefulness	4.4 (0.7)	4.7 (0.6)	4.5 (0.8)	4.3 (0.9)	4.6 (0.8)	4.5 (0.7)
Pearson's r (R^2)	0.47* (0.22)	-0.22 (0.05)	0.07 (0.00)	0.31 (0.10)	0.25 (0.06)	0.02 (0.00)

Scale 1 (difficulty): 1=very easy, 2=slightly easy, 3=neutral, 4=somewhat difficult, 5=difficult
Scale 2 (usefulness): 1=not useful, 2=slightly useful, 3=neutral, 4=somewhat useful, 5=useful
* $p<0.05$

Table 4. *Comments from students about sharing notes*

Topics in responses	Number of comments	Sample comments		
Symbols and abbreviations	21	My partner's note used more symbols than me.	People around me used @ or ∴, but I couldn't use them so much.	My partners write a lot of abbreviations such as =, →, &
Quantity of information	11	There are more information than me.	The quantity of words weren't so much.	They wrote information in detail.
Clarity and simplicity	10	Yes, clearly than mine.	My partner's note is clear, so it is easy to see!	My handwriting is messy so it is difficult to read it again.
Other techniques besides symbols and abbreviations	10	Everyone write words, but I write figure.	My partners wrote pictures. They were good to see.	Yes, I did. My partner uses pictures, which are very useful.
Noticing mistakes	8	I could find missing spell by comparing with others.	I could check mistakes in my notes.	I wrote "19 month," but I noticed my mistake. Correctly, it was "18."
Accuracy of information	3	My partner was so accuracy to listen information.	They are more accurate than my note.	They take so accurate and many information.

tial gap in their notetaking strategies. Comments about the other five categories mirrored those for "Symbols and abbreviations," with many students writing that their partner's notes were superior to theirs, such as by having more information, better clarity and simplicity, and greater accuracy. They also wrote that their classmates used different techniques from symbols and abbreviations, namely pictures and figures, and that they could notice mistakes in their own notes after examining their classmates' notes.

Discussion

The results for RQ1 regarding the usefulness of note sharing were generally positive, with students' answers to a 5-point Likert scale ranging from 4.3 to 4.7 (Table 1) over the six times that the activity was undertaken. This provides further empirical support for the benefits of note sharing first found in Tsuda (2011) and suggests that teachers who have not yet had their students compare notes may want to consider doing so.

Further support for note sharing was found in RQ2, which focused on students' openness to it. Students generally viewed sharing notes favorably, especially in pairs or small groups, with the majority of students saying that they would not be embarrassed to show their notes or give their opinions with one or two classmates (see Table 2). With regard to sharing notes with the whole class, while more students than not responded that they would not be embarrassed to share, the fact that 40% replied that they would be embarrassed suggests that teachers need to take care when showing specific learners' notes to the class, such as making sure that the notetaker's name is concealed. As for having students share their opinions about notes or notetaking to the whole class, teachers should understand that not all students may be comfortable doing that.

RQ3 examined whether there was a correlation between the perceived difficulty and perceived usefulness ratings that students made after completing the notetaking and note sharing activities. The only statistically significant correlation occurred when students first completed the activity (see Table 3). It is possible that anxiety played a role in this. For many learners it was their first time to do lecture notetaking, so they may have been anxious, and because of this found it useful, and perhaps relieving, to be able to share their notes with their classmates. Further investigation of this issue, as well as the possibility that objective measures of difficulty may yield different results, is needed, but teachers may

want to keep in mind that students who initially appear to be struggling with notetaking may benefit from collaborating and sharing their notes with classmates.

Finally, RQ4 investigated what differences students found between their own notes and those of their classmates. A variety of differences were found, but it is interesting to point out that nearly all the learners used the opportunity to write comments praising their classmates' notes (see Table 4) and few students wrote negative comments. This may result from a reluctance to criticize classmates' work, something that can often be found in activities that require peer feedback (Wadden & Hale, 2019). Nevertheless, the opportunity to see classmates' notes appears to have allowed learners to notice issues with their own notes, and this noticing may help to improve their own notetaking skills.

Conclusion

This study has shed some light on the relatively unexplored area of collaboration in the context of L2 lecture notetaking, particularly post-lecture note sharing. While notetaking is generally seen as a solitary activity, the results of this study suggest that greater notetaking collaboration may benefit learners. For the most part, participants reported that they are open to sharing notes with one or two classmates, albeit less so when it comes to sharing with the whole class, and they consistently rated the usefulness of the activity highly. Additionally, they commented that they noticed different issues about their own notes after having looked at their classmates' notes. It seems reasonable to suggest that such noticing could lead to improvements in their notetaking skills.

Despite the generally positive results, the small scale of the study precludes generalization. Consequently, follow-up studies with larger numbers of participants and deeper analysis are required before stronger conclusions can be made. Further research could explore additional ways of fostering collaboration in notetaking.

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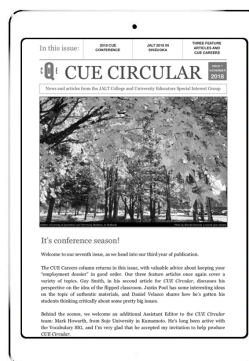
Using the Study Abroad Experience to Augment Preservice Teachers' Practicum

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Preservice training for secondary-school teachers in Japan has been criticized as inconsistent and ineffective and is seen to have little influence on their teaching repertoire. Early career teachers tend to be more strongly influenced by their experiences as students and their observation of senior teachers. However, they lack training in how to effectively observe lessons. In this study, we explored preservice teachers using classroom-observation rubrics while studying abroad as a method to encourage them to observe other teachers' lessons more effectively. Results show that these preservice teachers noted aspects of their teacher's classroom practice including flexibility in the pace and flow of the lesson, techniques for classroom management, and attention to students' individual needs and progress. Results also indicate that the relatively simple intervention, introducing a classroom-observation rubric and encouraging discussion about it, was a catalyst for students to become reflective and critical observers of senior teachers' classroom practice.

日本の中等教育向けの教職課程は、一貫性がなく、効果がないと批判され、実践的指導力の養成に与える影響は弱いと言われている。若手教員はむしろ、自身の学生時代の経験や先輩教員の授業観察を通して、より強い影響を受けているようだ。しかし、授業を効果的に観察するための訓練の機会が不足している。本稿では、海外研修プログラムに参加している教職志望の学生に、他の教員の授業をより効果的に観察する方法として、授業観察のための注意項目を提示した。その結果、教職希望者は、授業の進め方と流れ、授業運営のやり方、学生一人ひとりのニーズと進捗に対する働きかけなど、実践授業の特徴への気づきがあった。また、この授業観察のための注意項目の提示や、気づいた点を話し合う機会の提供といったちょっとした手助けによって、教職希望者が他の教員の授業をより意識的かつ批判的に観察できるようになった。

Preservice secondary-school English-language teachers in Japan often have insufficient grounding in language-teaching theory and pedagogy (Cook, 2012; Umeda, 2014). When they become practicing teachers, their lessons are heavily influenced by observation of senior teachers and their own experiences as students. In this pilot project, we investigated the influence of a short-term study-abroad experience on prospective teachers' images of language teaching.

Training for Preservice Teachers

In Japan, preservice secondary-school teachers have two licensing options. They may attend a specialized university program in education and study both educational practice and their discipline, or they may attend a general education program in their discipline supplemented with an elective teachers' licensure program. In either case, the teacher-education curriculum includes law and the legal responsibilities of schools, psychology, education theory, and pedagogy. There is also a mandatory teaching practicum in which they observe classes and conduct lessons (Cook, 2012; Umeda, 2014).

However, preservice preparation in Japan has been criticized as inconsistent and ineffective (Howe, 2005; Umeda, 2014). Howe acknowledged positive results of in-service training for teachers but argued that preservice training is "underdeveloped" (p. 130). Howe also noted a disconnect between university education programs and the reality of secondary-school classrooms, with early in-service training generally ignoring lessons learned at university. For English-language

teaching, preservice teachers often lack sufficient grounding in language acquisition theory, teaching methodology and pedagogy, and language testing (Umeda, 2014; Yonesaka, 2004).

The practicum for trainee teachers may compensate for some of these deficiencies. Observation of lessons conducted by experienced colleagues is an invaluable part of training, providing insight into classroom teaching (Fujieda, 2010). However, in Japan, the required practicum is among the shortest in the OECD (OECD, 2014), and teacher-licensure programs have been criticized for focusing practicum preparation on formalities rather than substance. Preservice teachers often receive little guidance on how to learn from their practicum (Yonesaka, 1999), and lacking such guidance, student-teachers simply watch senior teachers' lessons. While this can influence their classroom practice (Fujieda, 2010), simple observation is not enough to lead to meaningful learning. Observation needs to be planned and focused in order to be an effective influence on new teachers' (Richards & Farrell, 2011).

In addition, the same lack of grounding in pedagogy seen in trainee teachers is also seen among teachers who host and supervise practicums (Yonesaka, 2004). Few secondary-school English teachers majored in TEFL or TESL; most are literature majors with very limited training in pedagogy (Browne & Wada, 1998). Therefore, the practicum may actually serve to perpetuate traditional methods (Cook, 2012) even though current MEXT guidelines call for a more communicative approach (Rapley, 2008).

At the time of the writing of this paper, MEXT's curriculum for teacher licensure is under revision, with changes scheduled for implementation in 2019 (MEXT, 2018); therefore, some of these issues may be at least partially resolved in the near future. In particular, MEXT is calling for more classes on second language acquisition and classroom pedagogy as well as integrated classes where preservice teachers can engage in both communicative and theory-based activities. In terms of the practicum, however, the core requirements are not changing. While the new curriculum does allow for an extended practicum during which university students can be part-time volunteer teacher assistants for up to a year, this is not required. Also, because of the considerable logistical challenge for both the university and the hosting school, it is unclear how many programs will actually implement this.

With both preservice education and the practicum being less than ideal, Lortie's (1975) classic notion of the apprentice of observation becomes more important. According to Lortie, teachers' classroom practice is more heavily influenced by their experiences as students than by what they learn in preservice education classes. Crandall (2000) concurred, saying that teachers' "prior learning experiences . . . play a powerful role in shaping . . . views of effective teaching and learning" (p. 35). The apprenticeship of observation strongly influences how nonnative-speaking teachers of English approach their teaching (da Silva, 2005) and perpetuates a view of language as an object of study, a set of contents, and the notion that there is a single correct method for delivering those contents to students (Tedick, 2009). Thus, exposing preservice teachers to alternate ways of teaching while they are still language students themselves may influence their eventual classroom practice. Study-abroad programs may provide one such source of exposure to these alternate ways.

Study-Abroad Programs for Preservice Teachers

Study abroad has cultural and linguistic benefits for students including greater acceptance of nonnative varieties of English (Kimura, 2017), more self-reliance (Kirchoff, 2015), and improved self-confidence and self-efficacy (Tanaka & Ellis, 2003). Longer study-abroad experiences lead to better outcomes (Sasaki, 2011); however, short-term programs are also beneficial. Kimura & Hayashi (2017) found that a 2-week study-abroad program has positive impacts on motivation, risk-taking, and appreciation of cultural diversity, and Leis (2015) found that even 10 days abroad increased willingness to communicate.

For preservice language teachers, study abroad is also linked to their eventual approach to teaching (Barkhuizen & Feryok, 2006). In a study of preservice English-language teachers from Hong Kong, Lee (2011) noted how study abroad helped them develop global viewpoints, improve their language abilities, and find new approaches to teaching. Lee also found study abroad introduced preservice teachers to new pedagogical tools, such as different kinds of reading and thinking tasks, and more importantly, showed them how these tools were applied in practical contexts. The preservice teachers in Lee's study also saw new possibilities for building rapport with students and questioned their assumptions about the relationship between students and teachers. However, they were not uncritically accepting of everything they saw while abroad. The "participants were able to question professional practice in the host country and in their home town and appreciate the importance of making adaptations so as to enjoy the respective strengths of the two systems" (p. 17).

The Current Study

In the current study, we investigated how preservice English language teachers observe senior teachers while studying abroad. University students studying to become secondary school English language teachers joined a study-abroad program, during which they not only participated in ESL classes, but also observed how those classes were taught. The following research questions guided this study:

RQ1: What do preservice teachers notice about second-language teaching during study abroad?

RQ2: Can an observation rubric encourage students to be reflective and critical observers of senior teachers' practice?

Participants

The five participants in this study (three females, two males) were preservice secondary-school English language teachers in the second year of their undergraduate program at a prefectural university. Although they had taken some teaching-related courses as part of a teacher-licensure program, none had yet experienced an in-class practicum. Pseudonyms were assigned to protect students' identities and ensure confidentiality. Thus, in this study, they will be referred as Ms G, Mr. H, Mr. K, Ms M, and Ms O. Students signed consent forms and were offered the opportunity to opt out of the study, should they have wished to.

The participants studied in one of two intensive 5-week ESL programs in Canada, which consisted of 20-25 hours per week of instruction along with independent study time and sociocultural activities (e.g., visiting a sugar bush, going tubing, visiting museums). The ESL classes were taught by three highly experienced and well-qualified ESL teachers, all of whom possessed graduate degrees in education, had been teaching for an average of 30 years, and had all taught in various countries, including Japan. The participants took part in these ESL classes as students, while at the same time observing their teachers' classroom practice. The students were escorted by the researchers on these programs. Participants in this study represented a minority of students participating in the programs.

Data Collection and Analysis

Data was collected once before the programme and weekly during the 5-week study-abroad period. Students completed a preprogramme questionnaire about their experiences as students and their impressions of teaching. During the programme,

students were given a weekly task (see a summary of topics in Figure 1). These tasks were inspired by those recommended by Richards and Farrell (2011) and Somogyi-Tóth (2012), though they were adapted to simplify them and to remove aspects of the observation rubrics that could be interpreted as the participants evaluating their teachers. Each week, students' written task notes were collected and discussed in a 20-to-30-minute semistructured interview in English with one of the researchers. Students also shared their observations with each other in 30-to-40-minute discussions in Japanese. The interviews and discussions were audio recorded and transcribed by the researchers. Qualitative methods of data analysis were used for this study. Triangulation was done through interviews, observations, and document collection (Creswell, 2009). Where direct quotes from the participants are used below, some are taken from the students' English-language interviews; others were translated by the researchers. The researchers also observed one class in each of the programs; however, these observations were not treated directly as data in this study. Rather, they served to inform the researchers' interpretation of comments made by the participants.

Week	Task
1: Preprogramme	Questionnaire about images of effective teaching and motivations for becoming a teacher and experiences in language classes
2	Observation rubric – Creating an Atmosphere
3	Observation rubric – Instructional Skills
4	Observation rubric – Feedback and Assessment
5	Free comments

Figure 1. Weekly tasks.

Results

A brief summary of each of the topics covered in the study is given below, highlighting key observations made by the participants.

Predeparture

Before the programme began, students answered questions about their experiences in secondary-school English classes and their motivations

for becoming a teacher (see Appendix). Students had varying reasons for wanting to become teachers: One was inspired by her parents who are both teachers and three reported being inspired by a particular teacher. Interestingly, this was not always a secondary-school teacher. Mr. H reported much more positive memories of his teachers at cram school than those in secondary school.

When asked about the kind of teacher they wanted to become, participants noted passion and connection with students as the primary qualities of good teachers. In terms of classroom practice, students valued flexibility, the abilities to answer questions and adapt to individual students' needs, honest feedback, and natural speaking skills. They also noted that effective teachers are confident and enthusiastic about what they are teaching. Interestingly, participants noted that this enthusiasm does not always have to be genuine. According to Ms M, teachers sometimes have to "put on a show." More than in other subjects, "English is irrelevant to most students, so the class itself has to be motivating." Other participants expressed similar sentiments, with three noting that the most important characteristic of an effective teacher was creating a comfortable atmosphere where students become excited about learning, can take risks, and feel confident in their own ability to learn English.

When asked about teachers they had had bad experiences with, the students all mentioned teachers who did not treat them as individuals. They also criticized teachers who followed lesson plans or textbooks too faithfully and were not able or willing to adapt the lesson to suit their students.

Week 1: Experiences in Language Classes

At the end of the participants' 1st week abroad, which was largely an orientation to the programme, they were interviewed about and discussed their experiences as students in language classes at home in Japan. These conversations provided a window into the kinds of teacher that they themselves did not want to become. One thing consistently mentioned was that their secondary-school teachers of English tended to rely heavily on textbooks. More telling, however, was the long list of things they tended not to do, including not making eye-contact with students, not using body language, not giving feedback, not giving praise, not allowing students to practice speaking in class, and not remembering students' names. Because of these things, the participants felt that they could not get close to some teachers, that teachers were scary, and that the atmosphere was hard or severe. Naturally, they did not feel comfort-

able speaking in front of other students. In addition, because the goals of the classes were not made clear to them, they wondered why they had to study English. Ms M added that it was clear to her that the students' progress mattered less to her teachers than "getting to the end of the chapter on time."

Interestingly, students were more positive in talking about their cram school teachers, particularly because those teachers remembered their names and gave them individualized attention. Ms O said that if she had not gone to cram school, she would have had trouble in junior high school, and Mr. K said that his grades went up significantly, and thanks to the cram school, he could enter the university of his choice.

Week 2: Creating an Atmosphere

In the 2nd week, participants were asked to focus on how their teachers created an atmosphere conducive to learning. The observation rubric guided students to notice how their teachers created and managed the class atmosphere (see Appendix). The participants noted that the teachers started the class each day with personal, individualized attention to each student, greeting them by name and asking about their experiences in Canada thus far, their homework questions, and their relationships with their host families. Participants also mentioned that their teachers gave a lot of praise, not necessarily only for correct answers; they also praised and thanked students for asking questions, helping classmates, or trying, even if unsuccessfully, to contribute to class discussion. This made the students less afraid of making mistakes and encouraged them to be more open to sharing ideas and taking risks. Participants felt that praise and attention from the teachers were spread fairly among the students. Teachers took the time to make comments to each group during or after tasks and asked all students to answer questions or make comments.

On a related note, the participants mentioned the effective way the teachers used space in the classroom, moving around the room so that they were always near students when they talked to them. This made the students more comfortable to ask questions than if the teacher stayed at the front of the room. For these participants, this was evidence that the teachers were trying to lessen the teacher–student social distance. Participants also noticed the teachers' patience and control of the flow of the lesson. The teachers did not push students and there was no pressure to "get through the lesson plan," but at the same time activities started and ended in a timely way and lessons flowed from one task to the next naturally.

Week 3: Instructional Skill

In Week 3, the observation rubric guided participants to observe specific aspects of classroom practice including how their teacher explained or demonstrated tasks, monitored students' work, and managed groupings and partner changes (see Appendix). One aspect of interest to the participants was the latter; not only did the teachers control groupings and manage partner changes very smoothly, these partner changes did not seem to be random; students were placed in groups of mixed levels and mixed interests, and groupings were changed often enough that each student had a chance to interact with all of their classmates. Although participants appreciated this, they also wondered how possible that would be in their own teaching context, where Japanese secondary-school students would be hesitant to talk to a variety of partners.

In a theme continuing from Week 2, the participants made a point of mentioning their teachers' patience and attention to individual progress. Activities had a set time limit, but the teachers monitored progress and adjusted the time accordingly. Also, when students were asking or answering a question, teachers were careful to not pressure them, instead providing hints and waiting for responses. This monitoring also allowed the teachers to notice when students were having trouble and reteach, offer further explanations, or give hints. In a comment that may be revealing about his experience in high school in Japan, Mr. K said that his teacher in Canada "never looked away from a student that looked confused or uncomfortable," she always noticed when students did not understand and tried to reframe instructions or explanations.

The participants also noted how the teachers explained tasks and activities by making extensive use of examples, demonstrations, and role-plays to ensure that students knew what they were supposed to do. Although these participants had learned a different way to structure classes in Japan, they saw that their Canadian teachers were able to achieve class goals using a variety of methods.

Week 4: Feedback and Assessment

The topic of Week 4 was feedback and assessment. The participants were guided to observe how the teachers assessed students, gave feedback, and encouraged peer feedback. Participants noticed that the feedback and praise they received encouraged them to be more open and communicative. However, they also noted that the feedback was not always entirely positive. The honest and open feedback they got from their teachers, both positive and corrective, was appreciated. The participants said that they could "see through" the kind of superficial, universally positive "good job" feedback they often received in secondary school in Japan. The honesty they sensed in their Canadian teachers' feedback during this program was an important part of its motivational effect.

The participants also noticed that feedback was not given in isolation. In comments that recalled the lack of flexibility they reported experiencing in secondary school, they praised the Canadian teachers for "breaking away from the lesson plan" to grasp the teachable moment. Feedback often led to minilessons on alternative ways to express an idea, or teachers reteaching a point that students were struggling with. Yet, although students admired this flexibility, they were unsure if they could be as responsive in their own future teaching.

Week 5: Free Observation

In the last week of the program, participants were asked to give any other comments they wished about their teachers or classes. Some of the points raised in this final week were reiterations of previously noted aspects of the teachers' classroom practice, such as the teachers' patience, flexibility, and attention to individual students' progress. Participants also noted some specific teaching skills such as the use of space, specific honest feedback, and effective explanations and demonstrations of tasks.

However, in this final week, the participants also noted some things about the Canadian teachers' classroom practice that they felt may not be appropriate in their own future classes. First, they noted that their classmates were all highly motivated students who had made the conscious decision to study abroad in Canada. Ms M wondered if these Canadian teachers would be able to teach in the same way with a class of "normal students" in Japan. Second, participants also noticed that Canadian teachers seem to have more freedom and control of their own classroom than is typical in secondary school in Japan. The participants believed that the teachers' ability to respond to individual students' needs, parlay feedback into teachable moments, and reteach confusing points may be related to that freedom and autonomy. They were unsure that they would have the freedom to teach in the same way at home in Japan in "regular classes" in secondary school.

Discussion and Conclusions

Our results point to two areas of interest: for the students, an awareness of the purpose of language

learning, and for the researchers, the use of a simple rubric to focus students' awareness. As to the former, as Mr. K said, "Learning English in Canada is about using English. In Japan, it's about passing the test." With this in mind, participants noticed Canadian teachers' patience, flexibility, and ability to grasp the teachable moment. They also noted the teachers' skill at giving feedback, fostering rapport, motivating learning, and managing groupings. The teachers in this program also used space and movement in a way that was new to the participants.

For the researchers, the relatively simple intervention of giving a weekly observation rubric and offering participants a chance to discuss their observations seemed to be successful. Participants observed their teachers' practice reflectively, noting similarities and, more often, differences between their experience in Canada and their experiences in secondary-school language classes in Japan. They also applied some of what they had learned about pedagogy to their observations, noting how these teachers' practice did not always accord with what they had been taught about effective teaching. Participants also approached their observations critically, noting for example that some of what they saw as effective teaching methodology in the Canadian context might be difficult to apply to their own future classrooms in Japan.

The reflective and critical observations of these students is promising for future applications of the approach used in this pilot study. A similar intervention could help preservice teachers become more effective observers of senior teachers during their practicums in Japan, or it could help preservice teachers observe the language classes they enroll in as students on their home campus. We are currently exploring both options as potential follow-up studies.

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Appendix
Each Week's Focus

Week	Questions
Preprogramme 1: Information about the students/Beliefs about good teachers	Why did you decide to become an English teacher? Who was your favourite English teacher in junior high school and high school? Why? Who was your least favourite English teacher in junior high school and high school? Why? In your opinion, what qualities should a good English teacher have? Based on what you've studied about English education at (home university) so far, what do you think are the most important things a teacher should do? Rank the following characteristics of teachers from 1 (low) to 9 (high) in order of importance for you: • Knowing students' names • Creating a comfortable environment for learning • Using different groupings (all class, groups, pairs, individual work) • Being able to speak English • Being able to explain grammar • Having experience overseas • Grading students fairly • Having cultural awareness • Using a variety of methods to teach
2: Creating an atmosphere	The teacher begins lessons with an interesting/fun warm-up activity relating to what students are going to learn. The teacher creates a comfortable environment where learners are willing to take risks using English. The teacher gives equal attention to learners depending on their need. The teachers help students see their own accomplishments. The teacher speaks at an appropriate speed for students. The teacher uses body language, gestures, and teaching space as needed.

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3: Teaching skill	The teacher brings the outside world into the classroom (authentic materials, nontext materials, etc.). The teacher gives clear instructions including examples or demonstrations. The teacher gives students enough time for each activity. The teachers give students lots of opportunities to practice. The teacher is flexible and recognizes moments to suddenly teach something and accepts correct but different answers. The teacher monitors students during the activity to help them stay on task. The teacher reviews what was learned in previous lessons. The teacher uses a variety of groupings (whole class, small group, pairs, and individual). The teacher uses a variety of materials (textbook, prints, audio-visual, etc.). The teacher uses all four skills in each class. The teacher uses technology. The teacher allows enough time for students to respond to questions. The teacher makes expectations for students clear.	4: Correction and Assessment	In class, the teacher gives helpful feedback on students' questions and answers. The teacher gives helpful feedback on homework assignments. The teacher gives students opportunities to evaluate each other's work as appropriate. The teacher explained clearly how students would be graded earlier in the semester. The teacher uses various methods to assess students (tests, essays presentations, etc.).
		5: Other	Please write any other free observations about the teacher you have been observing over the past 5 weeks.
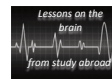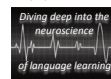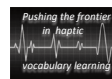
[JALT PRAXIS] TLT INTERVIEWS

Torrin Shimono & James Nobis

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

Email: interviews@jalt-publications.org

Welcome to the January/February edition of TLT *Interviews! For the first issue of 2020, we are excited to bring you two fascinating interviews. The first interview is with Paul Nation, an Emeritus Professor in Applied Linguistics at the School of Linguistics and Applied Language Studies (LALS) at Victoria University in Wellington, New Zealand. He is a world-renowned specialist in the teaching and learning of vocabulary and language teaching methodology. For nearly 50 years, he has authored numerous books and articles as well as taught in many countries, some of which include Indonesia, Thailand, the United States, Finland, and Japan. He was interviewed by Olivia Kennedy who has taught in Japan since 1999. She currently teaches at Ritsumeikan University and the Kyoto Institute of Technology where she is a PhD candidate. Her main research interest is helping students' learning experience with 21st century tools. So, without further ado, to our first interview!*

An Interview with Professor Paul Nation

Olivia Kennedy

Ritsumeikan University

Olivia Kennedy: *Thank you for making time to sit down with me today. Many of my colleagues are familiar with your research with Marcella Hu in 2000 that finds that 98% vocabulary familiarity is necessary for reading comprehension. Do you know of any research done with children that has the same finding?*

Paul Nation: No, I don't know of any research with that finding. The research on 98% coverage for

comprehension is a bit tricky. It provides useful, common sense evidence, but one of the big problems is the other 2%. If you do research in that area, you've got to be really careful that those words are sensible, and that they're not words which would be known because they are cognates. You can't just take the coverage figures from things like the Range Program or AntWordProfiler (see References). You need to look at the actual words which are occurring in the output data.

With children, I think you'd have to look carefully at other clues to meaning. I have a feeling that if it's children's books with pictures, then the 98% coverage might be strongly affected by the information that is coming through the accompanying pictures.

The idea of pictures and reading is really tricky, too. There is some research that shows that when young native speakers begin to read, pictures can actually have a negative effect on developing reading skills. Instead of using the visual interpretation or recognition of words to read, children start filling in from background knowledge from the pictures. It's important when giving kids practice in reading, that pictures don't work as a distraction from the language clues for reading.

So, I don't know of any research that's been done with young children. Most of the research on coverage is done with university students. There's some corpus research which simply measures how much vocab you need for text coverage, which is done with secondary school students, and some on children's movies. But I don't know of any research which looks at how children actually cope with 98% coverage or less than that. I think it's an important area because a lot of research in applied linguistics uses convenience samples, and they tend to be university students. We actually need to see research focusing on young children learning vocabulary, too. It's a really important broadening of the field to vary the population that you are researching.

It seems to me that children are much more comfortable not understanding everything going on around them than adults are.

There is definitely an adult/child distinction, which probably works not only with native speakers, but also with foreign language learners. Kids are more likely to focus on meaning, where adults are more likely to focus to some degree on form, and feel uncomfortable if not all forms are understood. Kids however are happy to go with the flow and gather what information that they can. That's why I think it's important to broaden the research base to include children's studies.

But I also have to say that doing research with children, especially young children, is fraught with difficulty. A few years ago, I developed the Picture Vocabulary Size Test which is aimed primarily at native speakers who are preliterate. It tests the first 6,000 words of English, so it can be used with up to 8-year-olds. We tried using it with 5-year-olds in New Zealand schools, and I would say about half of the 5-year-olds did what they were supposed to do, and the other half just got distracted by the pictures. It's a multiple-choice test where you touch the picture which matches the sentence that you hear, but they just wanted to touch a picture because they liked that picture. About half of the data was hopeless because the children had other agendas. At the age of six, they understood that it was a test and could take it seriously, but the 5-year-olds were a real menace in that sense.

Perhaps that's why so many people stick to convenience samples! Let's talk next about your research into speed reading. Some of my colleagues are interested in whether it is still worth doing.

It's definitely well worth doing. There are quite a few justifications for doing it. But first, it's important that we understand what speed reading is. For native speakers, speed reading is reading at an abnormally fast speed. But for learners of EFL, the goals are quite different. The goal of speed reading training is simply to bring language learners up to a speed which is close to that which an average native speaker would read at, somewhere between 200 and 300 standard words per minute. I say standard words because there is recent research done in Japan that finds that when you want to measure reading speed, it's more valid to use standard words (The number of standard words in a passage can be found by dividing the number of characters including punctuation by six).

Why is it important to bring learners' speed up to that of native speakers?

When learners do extensive reading, if they can read twice as much in the same time, they're going to get much more input, and therefore are going to make much better progress as a result. I believe that a speed reading course is a really essential part of an extensive reading program.

Another thing is that if you're dealing with language really slowly, it's hard to bring more global comprehension skills to work. For learners, it is not enough to know vocabulary, collocations, and grammar. You've got to be able to make really good use of what you already know. Speed reading is

a fluency development activity which tries to let learners make the best use of the recognition vocabulary that they already know when reading. So, I'm very much in favour of speed reading courses.

There is plenty of research on speed reading which shows that learners do make significant progress in speed reading courses, that this progress is maintained, that it's transferred outside the course to other reading, and that gains are very substantial. When you look at some of the gains, they almost seem too good to be true: learners can increase their reading speed by 50% to 100% simply by reading 20 passages 500-words long, which takes about three or four minutes per passage, and then answering a few questions at the end. Lots of studies have shown that you can get a substantial fluency increase by doing this activity twenty times. So, it's a very useful thing to do. One useful resource is Sonia Millett's website (see References), that offers free speed reading material at lots of different levels.

In many speed reading textbooks, the lowest level is set at 100 words per minute. I'm curious as to why.

I don't think that there is a lower limit of 100 words per minute. Many learners are reading below that. I know from my own language learning experience that when you start off learning to read another script, your reading speed is extremely slow. It could even be ten words or less, but the idea is to keep reading material that mainly consists of words that you know, so that your recognition times get faster. The vocabulary statistics in a text show that high-frequency words, from the first 1,000 to 2,000 words, cover a very large proportion, 80% or 90%, of the words in any text. Getting fast recognition of those words, and of very useful topic words, is the major way in which speed increases, and you simply do that through quantity of practice.

Do you have other suggestions for planning effective extensive reading courses?

In an extensive reading course, you want to have fluency development through a targeted speed reading course. You also want to have fluency development through reading graded readers which are way below the level of the learners, so that they are pushed, and encouraged, to read faster. Have the learners do plenty of practice and have them focus on the meaning of what they are reading. Those four criteria of easiness, pressure to go faster, quantity of practice, and focus on meaning, are really the characteristics of fluency development tasks. There is good research done in Japan by Stuart McLean, Greg Rouault, David Beglar, and Alan Hunt where they look at gains from extensive reading in terms of fluency. Those gains are reasonably good gains, but smaller than those from a targeted speed reading course. I think it is important to have both speed reading training and easy extensive reading as part of an extensive reading program.

You mentioned the words "pushed" and "encouraged" to go faster. Can you tell me more?

The pressure to go faster can come from having a graph where the learners record their speed, and as they do each activity, they see the line on their graph go up by reading a bit faster. It doesn't have to be mechanical pressure, but just a goal for the learners to be aware of.

In the last ten years, I've given a lot of thought to what the jobs of the teacher are. You would think that a teacher's job is to teach, but it's by no means the most important. For me, planning is the number one job. Planning involves making sure that learners have a good range of opportunities for learning. That comes down to the four strands, so that they are getting a balance of input, output, deliberate learning and fluency development, and making sure that the language material is at the right level for them.

The second job is to organize the classroom. Anybody who has seen a New Zealand primary school classroom at work can see how fantastic this can be. Teachers set up their routines and procedures for learners to follow, and everybody knows what they are supposed to do. The teacher is not teaching, but the learners are really working away, doing their stuff. About a year ago, my niece and nephew came to New Zealand, and went to the local primary school down the road for three weeks. I went down to pick them up after school, and I asked what the first day had been like. My nephew said, "It was good fun. I really liked it, but they haven't done any teaching yet." And I laughed to myself. I could see what he was trying to say: The teacher was not standing up in front of the class, laying down the law. The children were doing things—they were doing mathematics, they were drawing pictures, they were writing stories. But he was baffled because there was no "teaching." This organizing is really important because the learners are then spending their time usefully, moving smoothly between activities and not wasting time.

I have one more question, about time allocation to the four strands (see Nation, 2007). Is it possible that some of the strands may be more important for beginners, and others more important for advanced learners?

The principle of the four strands basically says that you should spend equal amounts of time on meaning focused input, meaning focused output, language-focused learning and fluency development. Ideally, the content across those four strands should be integrated, so that the very important learning condition of repetition has the maximum opportunity to occur. The idea of 25% for each strand is an arbitrary decision. There's no research to support it. I've adopted it because it is simple. It seems to work in the sense that three-quarters of the time should be spent on actually using the language through input, output, and fluency development, and about one-quarter of the time should be spent focusing on deliberate learning. It also provides a roughly equal amount of time for listening, speaking, reading, and writing. Even in the beginning, the first few lessons of a language course, should include fluency development. You should be learning those first items to a level that you can use them fluently. It's no good knowing it unless you can actually use it in production.

How about when people are at the other end of their language learning journey?

I might have trouble defending it there. You could see that language-focused learning could be about a quarter of the time. But you could be trying to develop fluency in new topic areas, for example. So if you are a very advanced student reading texts about a technical subject that is important for you, you probably need to develop fluency in that area. When it comes down to it, it's an arbitrary decision. What lies in the back of my mind of being rather doctrinaire about keeping the strands balanced is that I don't want language-focused learning to start creeping up to 50% or 75% like it is in some classes. And I don't want fluency development to disappear from some courses because teachers feel that their learners still have a lot to learn before they can use anything with fluency! There needs to be opportunities for learning across all four strands.

Thank you for this opportunity to understand your work further.

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For our second interview, we feature a thought-provoking discussion with Dr. Nicholas Subtirelu, an Assistant Professor in the Applied Linguistics concentration at Georgetown University, Washington D.C. His interests are educational linguistics, ideology, critical discourse analysis, social justice, globalization, and the spread of English(es). His recent publications have appeared in Applied Linguistics, Language in Society, *and* System. *He was interviewed by Daniel Dunkley who hails from the UK and has been a full-time lecturer in English at Aichi Gakuin University, Nagoya from 1991 to 2018. Now, to the second interview!*

An Interview with Dr. Nicholas Subtirelu

Daniel Dunkley
Aichi Gakuin University

Daniel Dunkley: *Dr. Subtirelu, what is the general area in which you work?*

Nicholas Subtirelu: My work is in critical applied linguistics. This is an emerging field in applied linguistics that takes the position that research and educational efforts are not neutral; they are inherently political, and it often takes as its object of study, the politics of language learning and language teaching.

Why are you interested in this field?

I've always been interested in the way that power works in society, and I've always been politically active since I was in college. I came to language teaching later. I did a master's in TESOL thinking that it would be a practical way to live wherever I wanted and meet people from all over the world. Then, as I

became more interested in TESOL, I decided I was going to do a PhD, and as I became more involved in research on applied linguistics. I became concerned about the politics of TESOL—about things like colonization and the ideologies I saw presenting the value of language teaching and learning solely through narrow economic lenses. I found myself becoming an agent of these things and so my research became a project in trying to uncover those ideologies and better understand them.

You use critical discourse analysis in your work. What is it?

Critical discourse analysis is an approach to discourse analysis which, like critical applied linguistics, rejects the idea that research is a neutral or objective pursuit; instead, it thinks of it as a political endeavor. So, the goal of critical discourse analysis is to consider the political implications of texts. For example, I recently did a study of job advertisements which aren't obviously political. I examined how they construct the need for bilingualism. By that I mean the way in which they present bilingualism as a job qualification— the need for Spanish-English bilingualism. They are presenting Spanish-English bilingualism as something that is needed in the workplace and essentially naming or implying a particular type of person who might have that skill. This is political in the sense that it has to do with power, especially between different types of groups. When we're talking about Spanish-English bilingualism in the United States, in part, we're talking about relationships between white people and Latinx people or other groups.

It seems that language and race come into your study. Is it necessary to be concerned with race?

I would say that race is a necessary element to this particular question of how valuable Spanish-English bilingualism is on the labor market because Spanish-English bilingualism can effectively function as a way for employers to signal that they are looking for Latinx employees who may accept less pay, especially given that their labor market options are limited by employment discrimination.

Many people study languages because they think it will improve their job chances. Are you saying that this isn't true?

I'm suggesting that we reexamine the common refrain that we as language educators use: "Studying a language is going to lead to better labor market outcomes for you. You'll have more opportunity

for employment or higher pay." That narrative, I believe, is in need of more nuance. This is especially true of Spanish in the United States, which is easily the most widely-spoken language other than English. It's obviously a very important language in the US, and yet it doesn't seem to carry with it any kind of capital on the labor market. More specifically, it does seem to be in demand by employers. They are obviously advertising for it, but according to my research, it is associated with a wage penalty. This suggests that employers are using it to find people who have a skill that they want, but they know that they can pay them less.

What does this mean for teachers?

The implications for language educators are first, to ask ourselves, "Should we be saying these things about higher pay for language learning?" Secondly, we need to be talking about what we can do to make that more of a reality for some of our students. Not necessarily what we do in the classroom, but what can we do as a profession to help them use what we think is a valuable skill on the labor market in order to advance themselves economically.

What could be done to improve the situation?

One thing that people are starting to explore is what we can do to credentialize students' existing bilingualism developed outside of formal educational settings, especially the Spanish-English bilingualism of the Latinx community in the US. This is a linguistic repertoire that has been undervalued both by language educators and also employers for decades. So the question is what can we do as a profession to come up with ways of signaling to employers that these bilingual students have a skill, which we think is valuable, that they should value as well. One possible route is a recent program called *the seal of biliteracy*. The seal of biliteracy is now law in many US states.

What exactly is the seal of biliteracy?

The idea is that high school students who have graduated, have demonstrated through proficiency testing that they are biliterate—they have proficiency in English and another language across the range of skills. They would earn this seal of biliteracy on their diploma. One of the purposes that advocates for this give is that it will allow us to signal to employers who is an accomplished bilingual. It will hopefully show who has the bilingual skills that they are clearly looking for when they set out these job advertisements. My team is currently investigating this policy; we're cautiously opti-

mistic about the idea. However, we are concerned that it's not taking the purposes of the project as seriously as it could be.

Is this seal of biliteracy for English monolinguals or for children who arrive as immigrants?

In theory, it's for both of them, and it should serve different purposes. You have different groups coming to the table with different expectations of what the seal of biliteracy will accomplish. What I'm suggesting is that the interests that are apparently winning out are those interests that are focused on giving an incentive to English monolinguals to continue studying a world language, and essentially giving them some kind of marker of their achievement.

How about your future research?

Our work on the seal of biliteracy will be published soon. What we're hoping to show with this analysis of the seal of biliteracy is, first, that it is has been promoted primarily towards world language education as opposed to credentializing ESL students in public schools, who are biliterate because they have learned English, and also have their home language. They may not receive formal instruction in that home language. The promotion and the policies related to the Seal of Biliteracy don't seem to be targeting them. One of the ways we argue for

this is that the standards for them demonstrating their English proficiency are higher than native English speakers demonstrating their proficiency in a second language. An additional concern we have is that the seal is not evenly implemented across all schools. Schools have the option of deciding whether or not they want to participate in the program. This has to do with the fact that states don't want to provide funding, so it's incumbent on the local schools to decide if they are going to put forth the resources. The problem we can see is that the schools that will participate are those with greater resources who serve students who are already privileged along the lines of race and social class.

That seems to be a very worthwhile practical result of your academic interest in the politics of language learning and language teaching. Thank you for the interview.

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[JALT PRAXIS] MY SHARE

Steven Asquith & Lorraine Kipling

Hello, and welcome to our first My Share column of 2020! We hope that your year has started well, and wish you all the best with any plans and resolutions. For those who see the end of another academic year fast approaching, this is also a good time for reflecting on teaching practice and experience. What went well during the past year, and what could be improved for future use? Do you have any activities or lesson ideas that you are particularly proud of? If so, why not share them with your peers in the teaching community and build your writing portfolio in the process? We are always interested in receiving new submissions. Whether you have contributed to My Share before or are hoping to do so for the first time, we encourage you to get in touch!

In this edition, we have four quite different activities designed to encourage students to actively engage with the lesson content while having fun with each other. In the first article, Daniel Hooper and Tim Murphey offer a simple but effective format for mixing classes that encourages students to take an active role in learning in order to prepare for a peer-teaching experience. Then, Aziz Krich outlines how news stories can be incorporated into the classroom to help students form, develop, and express opinions. Davey Young's activity is an adaptation of the game "hot potato" that gives students controlled practice of an often-tricky grammar form. Finally, Niall Walsh describes a collaborative con-

versation-building activity that uses short word prompts as a stimulus for dialogue creation (and performance!).

We hope you enjoy these activities, and we look forward to hearing your ideas!

Mixed Classes: Students Teaching Students

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Quick Guide

- » **Keywords:** *Peer teaching/learning, class collaboration*
- » **Learner English level:** *Any*
- » **Learner maturity:** *Potentially any levels, different or the same age*
- » **Activity time:** *Parts (20 to 30 minutes) of two or three 90-minute lessons*
- » **Materials:** *Relevant materials based on selected teaching point*

As teachers, we may sometimes feel that our classrooms have slipped into a transactional model of learning where students passively receive instruction from us. Mixing classes provides an opportunity for learners to take on active leadership roles and reflect on the challenges and benefits of being a role model to their peers. Furthermore, mixing classes can potentially be done in almost any educational setting as long as you have a willing partner class during the same timeslot, and are able to scaffold the content to suit both groups. Mixed class activities do not have to take up a whole class and can even be done in as little as 20-30 minutes.

Preparation

Step 1: Find out who has classes at the same time as you do.

Step 2: Ask if they would like to do a mixed class where students teach each other different things. This could be the same or different age groups.

Step 3: Set the date far enough ahead to let your students prepare things to teach.

Step 4: Prepare a simple but reasonably challeng-

ing language point, saying or skill that your class can teach to their peers. Make sure both teachers agree on what kind of things will be taught and exchanged. In our classes, one group of freshmen taught the meaning and use of some English sayings, and the other, more senior group, taught their "students" how to juggle.

Procedure

Step 1: Announce to students: "In a few weeks, you will join another class and be paired up with one or two students to teach something you will be learning in the next few classes."

Step 2: Explain, and model if necessary, the type of information or skill that the students will have to teach to the other class. Also, introduce some useful teaching strategies if necessary. Place students into small groups in order to provide peer support as they prepare for the mixed class.

Step 3: Ask students to practice teaching the material in English to others outside of class.

Step 4: Prime students just before the mixed class with a short survey to record their feelings and beliefs about peer teaching/learning. Questions we asked focused on how enjoyable or difficult students found learning from peers.

Step 5: One class visits the other at the designated time, and each student is then matched with one or two (depending on class numbers) students from the other class. Ask them to introduce themselves first. Students then teach each other the teaching points they have prepared.

Step 6: Toward the end of the mixed class, distribute a short questionnaire to students asking some follow-up questions, such as "What was the most fun while teaching?" and "How can we make this better?"

Extension

Students can review and discuss questionnaire responses from their classmates and from the students they taught.

Conclusion

We have both done mixed classes before and highly recommend them as something that helps students become more serious about their language and content study. We noticed a number of positive results from doing mixed classes, including students paying a great deal of attention to learning the things they will have to teach, as well as members of

both classes getting an altruistic rush from teaching something to people they don't normally learn with. We strongly recommend that teachers in any educational context—be it university, eikaiwa, or elementary school—get together with colleagues to consider mixing classes, and see students reap the benefits!

Grappling With the News: An Opinion Forming Exercise

Aziz Krich

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Quick Guide

- » **Keywords:** *writing and reading development, opinions, news articles*
- » **Learner English level:** *Pre-intermediate and above*
- » **Learner maturity:** *High school and above*
- » **Preparation time:** *Varies (Depending on class size)*
- » **Activity time:** *3 to 4 class periods*
- » **Materials:** *Handouts, News articles, Dictionaries, highlighters*

The forming of unique opinions and persuasive expression are two of the most difficult skills for foreign language students to acquire during high school. Being able to convey your own opinion on an event or story rather than just describing it is an essential communicative tool. Throughout the course of the academic year, I place an emphasis on the ability to express opinions and provide rationale for those opinions. This news article project reinforces skills learnt throughout the year and provides students with a useful introduction to the types of expertise which will become essential as the students move into university education.

Preparation

Step 1: Find and prepare a few appropriate news stories. There should be as much variety as possible. (See appendix for an example)

Step 2: The selected news articles should be edited for length, language level, and complexity (depending on the academic level and number of students).

Step 3: Decide on a comprehension question for each topic that requires students to form an opinion. (See appendix)

Procedure

Step 1: All students are given a news article. Students are given handouts in pairs so that adjacent students have the same article.

Step 2: Students are then asked to read the articles and write down any unknown words in the vocabulary box provided on the handout.

Step 3: Using the dictionaries provided, students look up and make a note of the Japanese meaning of the unknown words.

Step 4: After demonstrating, ask students to highlight sections of the article that they consider the most important. Remind students to pay attention to facts, dates and numerical data.

Step 5: Using the highlighted material, students are asked to paraphrase and write a short summary of the news article on the handout provided. This summary should be kept to a maximum of 50 words. This process gets the students thinking about the relation of each sentence to the whole, rather than just the literal meaning.

Step 6: After finishing, students are asked to write a short opinion. Each student is given a second handout that includes an opinion question related to their article (See appendix). The answer should be no longer than 50 words. Students first write ideas in Japanese.

Step 7: Students then arrange the summary and opinion piece onto one speech paper. During the penultimate class, students are asked to practice in order to memorise their speeches.

Step 8: Finally, students present their news articles and corresponding opinion pieces in groups of four. The audience must then give feedback on whether they agree or disagree with the speakers' opinions.

Conclusion

This project was hugely successful in eliciting opinions and helping students grapple with contemporary events. The adaptability of this task makes it an appropriate activity for students of varying abilities. If you teach more academic students, challenging articles are more appropriate. Likewise, if your students are at a pre-intermediate level, choosing articles with a humorous element will be more effective. Overall, the project not only succeeded in both developing an important skill set, but also pro-

vided students with a unique opportunity to engage in more academic topics before starting university.

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>.

"If" Bombs: Promoting Proficiency of Spoken *If*-Clauses

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Quick Guide

- » Keywords: *speaking, if-clauses, pair work, group work*
- » Learner English level: *Low intermediate to advanced*
- » Learner maturity: *Junior high school to adult*
- » Preparation time: *5-20 minutes*
- » Activity time: *10-15 minutes*
- » Materials: *Laminated "If" Bomb cards, timer*

The use of subordinate *if*-clauses to express or ask about conditionals in spoken discourse is a challenging aspect of English grammar for language learners to master, and one that remains associated with higher speaking proficiency when used fluently and accurately (Basterrechea & Weinert, 2017). This "If" Bomb activity is a version of the children's party game "hot potato" developed to scaffold *if*-clause use in accordance with communicative principles. The design promotes proficient use of *if*-clauses in spoken discourse by being genuinely communicative, psychologically authentic, focused, formulaic, and inherently repetitive (Gatbonton & Segalowitz, 1988).

Preparation

Step 1: Print and laminate one "If" Bomb card per pair or group (see Appendix).

Step 2: Prepare prompts around which students can generate novel *if*-questions. These can be single words or phrases (e.g., "school", "superpowers") or ideas expressed as statements or questions, (e.g., "Everyone should study at university", "What are the advantages and disadvantages of having a superpower?"). Consider students' proficiency level when creating prompts.

Step 3: Pre-teach whatever conditional forms you wish for students to improve when speaking. These may include the zero, first, second, and/or third conditionals in positive and/or negative form, but must include at least one *if*-question form. As when creating prompts, consider students' proficiency level when selecting target forms.

Procedure

Step 1: Pair or group students and distribute one "If" Bomb card to each pair/group.

Step 2: Explain the following rules: 1) Each round is timed. (Two minutes is suggested.) At the end of each round, the "If" Bomb will explode. 2) The person who is holding the "If" Bomb when it explodes loses the round. 3) To pass the "If" Bomb, you must ask an *if*-question, (e.g., "If you could have one superpower, what superpower would you choose?") 4) You must answer the *if*-question with an *if*-clause before you can ask an *if*-question of your own. (e.g., "If I could have a superpower, I would choose invisibility.") 5) You cannot ask an *if*-question that has already been asked.

Step 3: Provide the first prompt and model a round with a student.

Step 4: Set a time limit and start the timer. Students play by following the rules in Step 2. Begin with the modelled prompt to reduce cognitive load.

Step 5: After the "If" Bomb "explodes," reset the timer and repeat Step 5 as desired. Provide a new prompt each round.

Variations

Consider adjusting the time limit based on proficiency level or number of students, changing pairs/groups between rounds, or keeping score across multiple rounds to incentivize frequent use of the target forms. Also consider giving form-focused feedback between rounds, or using this activity to prepare students for an extended free production phase in which they can consolidate target language use.

Conclusion

The "If" Bomb activity is a fun and quick method for ensuring repetitious use of conditional forms

in a way that is both meaning- and form-focused. As this activity can be modified to scaffold use of virtually any syntactical structure or lexical cluster, its variations are limited only by teachers' creativity.

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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>.

Fun Conversation Building
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Quick Guide

- » Keywords: *Asking and answering questions, negotiating meaning, language consolidation*
- » Learner English Level: *All levels*
- » Learner maturity: *Junior high school to university*
- » Preparation time: *30-45 minutes*
- » Activity time: *45 minutes-1 hour*
- » Materials: *Game cards (one set per group of 4-5)*

After teaching specific language in class, it can be difficult for a teacher to observe how successful a student is at producing it in a conversation. This activity aims to consolidate language learned through the development of a group-constructed conversation. In groups, students negotiate the meaning of previously learned question forms and appropriate responses to build a conversation. Upon completion, the students perform the conversation in front of the teacher.

Preparation

Make sets of between 80 to 100 game cards, one set per group of 4-5 students. Half of the cards should

be question forms and the other half short responses and response prompts using English they have studied in class (see Appendices).

Procedure

Step 1: Divide the students into groups and distribute a set of game cards to each group.

Step 2: Students lay all the cards face-up on the table so that all members can see them.

Step 3: The teacher tells students they have 30 minutes to collaborate in their group to develop a conversation with the cards they have been given. The pattern must be question-answer-question. Students must try to use as many cards as possible, and the conversation should flow naturally. Only the 'free' card allows students to answer freely.

Step 4: The teacher models an example:

Teacher's example: (the cards used are in **bold**)

Student 1: **When** is your birthday?

Student 2: **I'm sorry**, I don't know. **Do you** know? (gesturing to Student 3)

Student 3: **Pardon?**

Student 2: **Do you** know?

Student 3: **No, I don't**. **Why** don't you check your passport?

Student 2: (looking for passport) **Oh, no**. I can't find it. **Can you** help me look for it? (gesturing to Student 4)

Student 4: **Yes, I can**. **Where** did you last have it?

Student 2: …

Step 5: In groups, students use the cards to construct and write a dialogue.

Step 6: After the allocated time, students read their conversation in front of the teacher and other groups.

Step 7: As the students perform, the teacher listens to the conversations and counts how many cards the students have used correctly while simultaneously providing feedback.

Step 8: The teacher announces the group who has used most of the cards correctly as the winning group.

Extension

As a follow-up, students can play the game a second time. This time the cards are divided equally among the students in the group. Following the same pattern above, question-answer-question, students initiate a conversation and compete against each

other with the aim being to play all of their cards. Turn taking is free, with any student being able to contribute if they have an appropriate card that continues the conversation naturally. The student who plays all their cards is the winner.

Conclusion

This activity worked well and created a fun collaborative environment. It allowed for peer-to-peer correction and for the stronger members in a group to become caretakers to the weaker ones. The peer support in the first conversation allowed the weaker students to gain confidence, especially when it came to the second conversation where students competed against each other. Most importantly, it encouraged the students to produce the language studied in class which allowed the teacher to confirm if they could use the language appropriately and if not, note areas for correction.

[RESOURCES] *TLT* WIRED

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.

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Using Technology to Bring Diversity into the EFL Classroom

Edo Forsythe

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The theme of the JALT2018 International Conference was Diversity and Inclusion. In keeping with that theme, the CALL SIG Forum focused on how the SIG can improve and enable diversity and inclusion in the SIG and language classrooms. The author joined five other CALL SIG members in doing presentations related to the theme, and the article below captures the information presented regarding how to use mobile technology to bring diversity into the EFL language classroom. Three topics will be discussed, including accessing world Englishes, teaching with diverse content, and finally, the author's personal experiences in bringing diversity into his lessons.

Accessing World Englishes

English is a now the language of the world, but often in Japan, English is equated to the American Standard Dialect (Kubota, 1998). However, English is spoken in many other countries as either a primary or secondary language: Afghanistan, Australia, Bangladesh, Bhutan, Cameroon, Canada, the Caribbean islands, China, Egypt, England, Gambia, Ghana, Hong Kong, India, Indonesia, Iraq, Iran, Ireland, Israel, Japan, Kenya, Korea, Laos, Malawi, Malaysia, Myanmar, Nepal, New Zealand, Nigeria, Pakistan, Papua New Guinea, the Philippines, Russia, Scotland, Sierra Leone, Singapore, South Africa, Sri Lanka, Taiwan, Tanzania, Thailand, Uganda, Vietnam, Zambia, Zimbabwe, to name but a few. It is highly probable that Japanese people will work with or interact with foreigners speaking English, but not the American Standard Dialect. Therefore, it is important for EFL classes in Japan to make students aware of and exposed to the accents and dialects of English used in other countries. There are a variety of technological resources available to enable EFL teachers to do this.

Speech Accent Archive

The first resource is the Speech Accent Archive created by Steven Weinberger at George Mason University at <http://accent.gmu.edu>. This website's homepage explains the site as follows:

> The speech accent archive uniformly presents a large set of speech samples from a variety of language backgrounds. Native and non-native speakers of English read the same paragraph and are carefully transcribed. The archive is used by people who wish to compare and analyze the accents of different English speakers. (Weinberger, 2015, n.p.)

The Speech Accent Archive can be used to allow language learners to listen to an audio clip of a person reading the text displayed (Figure 1). Each

language artifact provides the demographic information of the speaker, the text being read, as well as the phonetic transcription of the speech so that students of linguistics can see the dialects reflected in textual format. Then, students can compare dialectical differences and discuss the aspects of the English that they heard, such as different emphasizing of syllables, variances in intonations, and the effects of the speakers' first language (L1) on their speaking of English as a Second Language (ESL). The author uses this website in a lesson which has students in groups listen to different regional Englishes and then discuss what variances they noticed.

Figure 1. Screenshot of the Speech Accent Archive artefact from Madrid, Spain (Weinberger, 2015).

International Dialects of English Archive

The International Dialects of English Archive (IDEA) website, <http://dialectsarchive.com>, is the Internet's first archive of primary-source recordings of English-language dialects and accents as heard around the world. With roughly 1,400 samples from 120 countries and territories and more than 170 hours of recordings, IDEA is now the largest archive of its kind. IDEA's recordings are principally in English, are of native speakers, and include both English-language dialects and English spoken in the accents of other languages. (Many include brief demonstrations of the speaker's native language, too.) (IDEA, 2019, n.p.)

The vast collection of linguistic artifacts in IDEA can be used in the language classroom to expose students to various dialects and accents of spoken English, just as with the Speech Accent Archive. IDEA also has a section that allows students to try to understand what is being said in various accents on their Test Your Comprehension page <http://dialectsarchive.com/test-your-english-comprehension>. This page has audio clips of a variety of English accents and the user must try to understand

what is being said. A transcript is provided to allow users to check their accuracy. For an even greater challenge, the website offers a Test Your Ear activity <http://dialectsarchive.com/test-your-ear> which tests whether the listener can identify the region or country of the speaker in the audio clip provided. The activities on this site can be used in a variety of tasks inside or outside the classroom.

Accents of English from Around the World

A third website that can be used by students to explore the accents of world Englishes is *Accents of English from Around the World* <http://lel.ed.ac.uk/research/gsound/Eng/Database/Phonetics/Englishes/Home/HomeMainFrameHolder.htm>. This site offers a phonetic comparison of a sampling of 110 different words spoken in a variety of dialects from English-speaking and other Germanic-language countries around the world. This site can be used in the classroom to allow students to compare various dialects and how specific words are pronounced differently in different countries. Furthermore, instructors could use the resources on this website to create activities that challenge students' understanding of cultural accents and dialects of world Englishes.

Diversifying Classroom Content

In addition to exposing learners to the varieties of English accents, dialects, and pronunciations, mobile devices can be used to diversify the content provided in the language classroom. When presenting information about foreign cultures, teachers can have students use their mobile devices to look up and compare information about the topic being discussed. For example, when discussing holidays in one country, such as Halloween in America, groups of students can also use their mobile devices to research information about Halloween in other countries and then present their findings to the class.

An example of my own experiences with having my students use their mobile devices to diversify their learning is from the World News and Culture course that I teach. The course includes a review and discussion of a current topic in the news of the world, including relevant vocabulary and some background information. The students watch a video about the topic on their smartphones, and then we discuss the topic as a class. In order to diversify the perspectives that the students are exposed to, they are given links to similar reports on the topic from a variety of different resources. For example, in discussing the topic of a summit of the Asian Pacific Economic Council (APEC) ending without

a formal statement, different news organizations reported on it with different viewpoints: RT News reported the APEC Summit as a failure as leaders cancel joint statement amid a US-China spat, while the BBC stated that the APEC summit ended without a statement over a US-China division, and Al Jazeera wrote that APEC leaders were divided after a US-China spat. Fox News had no mention of the lack of a statement, only mentioning that Vice President Pence and China's Xi traded tough talk at the Pacific summit, while the Japan Times stated that PM Abe failed to bridge the U.S.-China divide at APEC summit. The varied points of view expressed by these different news sources served as an interesting topic of discussion regarding the language used and the perspectives presented. The students also considered and discussed why each outlet might have a particular point of view. Allowing the students to interact with a variety of materials using their smartphones in the classroom deepened their understanding of cultural differences in current world events. In addition to these news outlets, other resources I have used in my lessons for students to access culturally diverse content include websites that host photos of daily life around the world, such as the Peace Gallery <http://peacegallery.org>, Google images, YouTube, and Reuters Pictures. Teachers can create activities in which students use these resources to compare and contrast different topics across cultures.

Conclusion

Because smartphones and similar mobile devices are prolific in Japan, language teachers can take advantage of students having them to bring diversity in language and content into the language classroom. The three sites discussed at the beginning of this article, the Speech Accent Archive, International Dialects of English Archive, and Accents of English from Around the World, provide resources for students to compare the differences in dialects, pronunciations, and accents among English speakers of various countries. Language learners can use their mobile devices to access and compare the linguistic variances and deepen their understanding of the language. Additionally, teachers can have students access a variety of resources via their mobile devices to explore cultural and perspective differences of classroom topics. Thanks to Internet access and mobile technology, students are no longer limited to the culture and experience of their teachers. Mobile devices can bring the world into the language classrooms of today.

Useful Link

<https://www.thetechedvocate.org/9-apps-teaching-global-cultural-awareness-sensitivity>

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Outgoing Editor's Note: *My first* TLT Wired *column was published six years ago when I took over the column editorship from Ted O'Neil. Since then, dozens of JALT members have shared their experience with using technology in language learning and teaching with our readers through the Wired column. It has been an honor and a privilege to work with those authors. I've learned a great deal over the years and have adopted many of the tips and tools mentioned in this column for my own lessons. I want to thank all of the editors, copyeditors, proofreaders, and especially Malcolm Swanson, for their patience, assistance, and support throughout my tenure as the Wired column editor. I leave the column in the very capable hands of a longtime colleague, Paul Raine, who will take the Wired column into the ever-evolving future of educational technology. I want to thank him for volunteering to take over the column, and I wish him the very best in his editorship! CALL will remain at the core of my language teaching and I am thrilled to have all of the Wired column readers alongside of me as we keep our lessons forever* Wired! *– Edo Forsythe*

2020 Winter Language Teaching Conference
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ARTICLES

JALT PRAXIS • TLT WIRED

JALT FOCUS

Robert Taferner & Stephen Case

This month's column features Susan Brennan's *review of* Discover Conversation.

Discover Conversation

[Andrew Boon & David Harrington. Halico, 2018. (Teacher's Book and access to listening materials available by free download.) pp. 104. ¥2.700. ISBN: 978-4-909730-11-4.]

Reviewed by Susan Brennan, Seikei University, Tokyo, Seikei Institute for International Studies (SIIS).

Discover Conversation is a student course book. Although no CEFR classification is provided, it falls within the A2 range of abilities. The book aims to breakdown real life spoken interactions and provide step-by-step practice at building proficiency through having a BLAST (Building, Listening, Analysing, Speaking, and Transcribing).

The textbook is organised into three parts and 12 units: *Small Talk, Transactions* and *Storytelling.* Each unit starts with a full-page picture and question prompts to focus students' attention on the topic. Then there are *moves*—particular phrases that build towards achieving the function, such as starting a conversation with a stranger or using follow-up questions to maintain a conversation. Students listen to a short dialogue—little more than a minute for some—between two characters, Mike and Jennifer, whose friendship we follow. A transcript of the dialogue is given, with key phrases (the *moves*) left blank. To be clear, these are not comprehension confirmation gaps usually found in listening exercises. After analysing the conversation, students complete a self-review titled "Did you notice?"
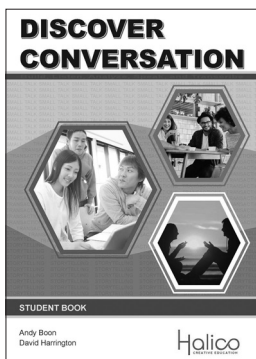
which draws attention to the special features of spoken English, such as hesitations, interruptions, elision and pragmatics. From there, students create their own role-play cards and practice. Finally, students record their conversations and transcribe their best one.

One challenge for EFL teachers is finding sources of authentic materials for students to engage with. Sometimes the audio presented in textbooks can fall short of authenticity. Furthermore, Berardo (2006) states, "the artificial nature of the language and structures used make them very unlike anything that the learner will encounter in the real world" (p. 62). In the past, this was restricted to magazines, pamphlets, TV, videos/DVDs, and so forth. Now, there is a wealth of materials available thanks to the Internet. However, trawling the Internet can be time consuming. Boon and Harrington make clear that the dialogues in *Discover Conversation* are near-authentic. Actors were given a scenario, the dialogues were transcribed, edited, and re-recorded. Having access to these near-authentic dialogues straight from a textbook is an efficient and useful resource for teachers. However, a downside to this process is that both Mike and Jennifer are North American. It would be beneficial to have British, Australian, someone speaking English as a second language, or ideally, a combination of all.

Teachers also need to consider task authenticity which should "approximate real-life tasks" (Mishan as cited in Castillo Losada, Insuasty, & Jaime Osorio, 2005, p. 93). The tasks in *Discover Conversation* meet these criteria—Arranging to meet someone or finding somewhere to eat are situations that students are likely to encounter. Tasks should also "engage the learner's interest and impress him as being in some way relevant to his concerns" (Widdowson as cited in Guariento & Morley, 2001, p. 348) and provide opportunities in which "the language has been used for a genuine purpose" (Guariento & Morley, 2001, p. 349). The authenticity of the tasks in *Discover Conversation* must be evaluated as any task that a teacher in an EFL context considers using. That is, what use do these students in this classroom have for this language being practiced right now?

I used two units of *Discover Conversation* in a production skills class with low-level freshman who attend weekly 90-minute classes. The two units—*Invitations* and *Scheduling*—seemed a good fit, following on from the *Daily Activities* and *Directions* units that we covered from their course text. The teacher's PDF suggests pacing for 90-minute classes over one or two semesters. Both units (without the recording and transcription activities) easily occupied 45 minutes. I omitted the transcription activity for two reasons. First, the classroom was too small to allow for seven pairs to record out of earshot of each other. Second, and more importantly, there was already a similar piece of assessment that involved scripting and recording. Given time, however, using the transcription as a contrastive exercise would have been valuable. The text was easy to use and no preparation or supplementary materials were required other than students having a recording app on their phones and a big enough classroom. Students commented that they liked the units that they covered. However, one said they were too easy. With any text, this is going to be a valid concern—the range and level of each task does not meet the needs of all the students all the time.

In short, *Discover Conversation* is well worth considering for a semester-long speaking class. The authentic tasks and near-authentic materials can be supplemented with work on pronunciation, cross-cultural contrast, grammatical accuracy, or pragmatics as the teacher sees fit.

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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 February 29. 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

* **CBS Newsbreak 4** — Kumai, N., & Timson, S. Tokyo: Seibido, 2019. [The newest version in the series was designed for intermediate language learners to help them acquire the skills they need to comprehend, analyze, and discuss current news and cultural issues.]

* **Go Global: English for Global Business** — Pearson, G., Skerritt, G., & Yoshizuka, H. Tokyo: Seibido, 2019. [This coursebook is based on common business scenarios. Students listen to conversations and then practice speaking and reading. Students will learn the differences between formal, semi-formal, and casual styles of writing and practice selecting the appropriate form based on the recipient.]

* **Life (2nd ed.)** — Stephenson, H., Hughes, J., & Dummett, P. Boston, MA: National Geographic Learning. [This new edition includes new and updated features including updated content, including video, an extended critical thinking syllabus, and new "Memory Booster" activities, which improve students' abilities to retain what they have learned.]

* **Prism Reading** — Adams, K., Baker, L., Kennedy, A. S., Lewis, M., O'Neill, R., Ostrowska, S., Sowton, C., Westbrook, C., & Williams, J. Cambridge, UK: Cambridge University Press, 2018. [Captivating reading, videos, academic reading and critical thinking skills help students to become well-rounded thinkers and build confidence to succeed both in and outside of the classroom. There are five levels that correspond to CEFR A1 to C1.]

* **Unlock (2nd ed.)** — Adams, K., Baker, L., Brinks Lockwood., R., Dimond-Bayir, S., Jordan, N., Kennedy, A. S., Lansford, L., Lewis, M., O'Neill, R., Ostrowska, S., Peterson, S., Russell, K., Sowton, C., Westbook, C., White, N. M., & Williams, J. Cambridge, UK: Cambridge University Press, 2019. [This academic-light English course builds the skills students need for their studies. Students learn to think critically in an academic context right from the start of their language learning. There are five levels which correspond to CEFR Pre-A1 to C1.]

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.]

! Winning Formula for the TOEIC® L & R Test (Revised Ed.).
— Akaida, T., & Bruce, J. M. Tokyo: Cengage Learning, 2018. [Revisions reflect updates to the new question format used in the TOEIC® Listening and Reading test. Students will learn test-taking strategies and tactics in each unit.]

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

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

Rethinking TESOL in Diverse Global Settings: The Language and the Leacher in a Lime of Change — Marr, T., & English,

F. New York, NY: Bloomsbury Academic, 2019.

* *Language, Culture, and the Embodied Mind: A Developmental Model of Linguaculture Learning*— Shaules, J. Singapore: Springer, 2019.

* *Perspectives on Language as Action* — Haneda, M., & Nassaji, H. (Eds.). Bristol, England: Multilingual Matters, 2019.

* *Researching L2 task Performance and Pedagogy: In Honour of Peter Skehan* — Wen, Z., & Ahmadian, M.J. (Eds.). Amsterdam, The Netherlands: John Benjamins, 2019.

[JALT PRAXIS] TEACHING ASSISTANCE

David McMurray

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

Email: teach-assist@jalt-publications.org

This issue's Teaching Assistance builds on insight from Kawamura (2016) concerning university administrators in Japan who reacted to falling student enrolments due to increasing language class sizes. Additional responses to the downward trend included opening language centers that students from any discipline could attend. To reduce the need for teachers, curriculum changes allowed for granting credits to students who pass certified language tests offered by private testing companies, such as Educational Testing Service. A further belt-tightening strategy implemented at some private universities assigned more classes per semester to full-time teachers. A mitigating response for professors burdened by higher classroom contact hours brought in lower-paid language center administrators and teaching assistants (TAs). TAs can be vital sources of support for universities, and in return, TAs can gain teaching experience by handling tasks such as planning, organizing, motivating, and controlling classroom environments. This essay outlines how a seemingly impossible teaching load was made possible with the support of a TA.

Thank Goodness It's Friday
David McMurray

University enrollments where I teach have fallen and colleagues were unable to teach classes for various personal reasons so I was not surprised when the registrar's office scheduled five classes for me on Fridays last semester. Other days were almost as busy, but classes held at the end of the week are popular among students. The subjects were diverse: a morning MA seminar, English Presentation Skills, English Teaching Methodology, Foreign Affairs, and a Special English Topics class for graduate students. For good measure, the lunch break was to be filled with students who needed teacher supervision to increase their TOEIC scores for a newly launched academic program. Realizing that getting through the next 15 Fridays was going to be an arduous task, I got busy designing a cohesive program and adjusting my lesson plans.

A quick look at my syllabi revealed all 5 subjects could be conducted in English, and the common keywords in the syllabi were active learning and presentations. I hired a graduate student to help me with two of the classes in addition to studying in the two MA subjects on the same day. We both were very busy on Fridays but felt that there could be a synergistic effect for us, the 91 undergraduate students, and the nine graduate students who had enrolled. I also invited guest speakers to inspire these 100 students. The catchphrase "*Tobitate*! Study Abroad Japan" used by the Ministry of Education, Culture, Sports, Science and Technology was adapted to link my courses together into a semester-long colloquium. The motto encapsulates the various themes that guests were to speak about and was composed as a seventeen-syllable haiku: Open the door wide, run far this autumn, Fridays for foreign futures!" (Nishihara and McMurray, 2019).

A phone call to an embassy to invite English-speaking diplomats to come talk with students in three of my classes was met positively. Having 5 classes on the same day meant visitors could reach out to as many as 100 students, who had a keen interest in studying or working abroad. It was quickly confirmed that students enrolled in the English Presentation Skills, Foreign Affairs, and the Special English Topics classes matched who the embassy officials wanted to reach out to. I invited managers of an international company to come share stories about their products. Between semesters, I judge English speech contests and English haiku contests, so I was able to ask the contest organizers to come promote these activities. I also convinced colleagues who needed my help to improve their English skills for overseas conference papers to practice in my classes. After I helped a few graduate students who required assistance in writing papers in English, I suggested that they come to my classes to share their research findings with my students (McMurray, 2019).

My first Friday class was scheduled for September 27, which coincidentally happened to be the same date set by Greta Thunberg for students around the world to hold climate strikes. I was a little anxious about how many students would show up to my class. For example, Canadian colleagues at the Toronto District School Board, Dawson College in Montreal, and the University of British Columbia spent that day marching alongside as many as 500,000 students at Friday for Futures climate strikes led by Greta Thunberg (Stober, 2019 September 26). In Japan, however, my students informed me that taking the day off to participate in demonstrations could negatively affect their success at job hunting, and therefore, they wanted to attend classes every Friday.

Figure 1. The First Friday.

Having a TA freed me from having to take attendance, disseminate handouts, read weekly journals, and check short tests. The TA set up the electronic equipment and moved desks, chairs, and whiteboards to meet the needs of guests or for a particular language teaching activity. Experiencing various English teaching methodologies helped the TA understand pedagogy. For example, by sometimes following desuggestopedia teaching methodology, the TA took responsibility for playing music and creating an environment that suggested to students that each of the Friday classes was going to be special. The TA set up realia such as posters, art, and tea ceremony apparatus that guests from a tea company wanted to show students. When teaching vocabulary in an English only classroom, students who touch and feel real items respond more positively than those who only a picture of it in a picture-dictionary or as a drawing on the blackboard. This activity seemed to accord with the guidelines of direct language learning methodology. The TA also distributed faculty development surveys and organized mid-term examination papers. These are essential tasks in the smooth running of lessons to ensure that when students arrive, they can get on with learning as quickly as possible (Hodge, 2015).

Preliminary results show that inviting various guests to the classroom seemed to have a positive effect on students. With my limited office hours, students soon realized that their only chance to talk freely to graduate students and professors would be in the classroom. With few opportunities to ever exchange words with staff at an embassy, students literally seized the chance to ask questions when the friendly and informative officials visited. Students were often asked by the TA to assist in moving desks and chairs or putting up posters to suit the needs of visiting speakers. The usual Spartan look of a university classroom was dramatically changed. Moving the usual classroom venue to a tatami mat tearoom for managers at a tea company altered perceptions and boosted interest in how presentations could be made to an audience. By analyzing the feedback students wrote in their journals, I could confirm these positive observations. These diaries are self-reported. The TA read the hand-written notes each week, answered questions from the students, and sometimes wrote questions to the students to encourage further study. Comments from students included wanting to emulate the abilities of visiting researchers and the TA. Students described their desire to ask questions. They reported wanting to participate more in classroom discussions with future guests. Homework assignments naturally flipped the regular lessons. Students spent

more time outside of regular class by reading articles, writing down questions to ask guests, surfing internet home pages recommended by the guest speakers, and watching videos so they could better keep up with discussions during class time.

Figure 2. A presentation class convened in the tea room.

On quieter days of the week, I take time to review with the TA what happened the previous Friday. We discuss the comments recorded in student diaries.

On Friday mornings during the first period seminar, we quickly revise the day's plans and decide on lesson plans to implement for the following Friday. By integrating five classes into a coordinated program that involves inviting graduate students, professors, and off campus guests, I now look forward to Fridays.

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[JALT PRAXIS] WRITERS' WORKSHOP

Jerry Talandis Jr.

The Writers' Workshop is a collaborative endeavour of the JALT Writers' Peer Support Group (PSG). Articles in the column provide advice and support for novice writers, experienced writers, or nearly anyone who is looking to write for academic purposes. If you would like to submit a paper for consideration, please contact us.

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

Using Free Citation Managers for Academic Writing
Steve McGuire

Reference citation software, for those unfamiliar with it, enables users to easily keep track of reference information for books, journals, dissertations, and many other types of material. Abstracts, personal notes, and PDF files can all be kept together in a way that is searchable by text and keyword. Then, while writing, these citations can be easily inserted into a document and transferred automatically into a reference list in a wide variety of styles, such as APA, MLA, or CMS[1]. Having a searchable database of references is useful in and of itself,

but the ability to create a reference list is helpful even for shorter articles. It is even more valuable for longer publications such as dissertations, where there might be hundreds of citations. Citation software also allows reference information to be downloaded with a single click from a variety of sources including libraries, *Google Scholar*, or even *Amazon*. Finally, related digital files such as images and PDFs can be appended to each entry in the reference library. In this short article, I will briefly discuss how to choose a citation manager, get one up and running, add citations to an article, create a reference list, and use this software in conjunction with a word processor. After reading this article, I hope you will see that the benefits exceed the perceived difficulties in acquiring, installing, and learning to use a citation manager.

Choosing a Citation Manager

The two full-featured free citation software packages, *Zotero* and *Mendeley*, offer almost exactly

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[1]   APA = *American Psychological Association*; MLA = *Modern Language Association*; CMS = *Chicago Manual of Style*

the same options, work with most browsers and word processors, and provide easy ways to add new entries from websites or databases. Both will meet the needs of most users. See Table 1 below for a feature comparison. Both applications work with *Microsoft Word* and *Open Office*, the free open-source word processor. If you use one of these, then either citation manager will do. If you use another word processor, such as *LibreOffice, Google Docs,* or *LaTex*, then you'll have a decision to make. Only *Zotero* works with *LibreOffice* and *Google Docs*, while Mendeley works with *LaTex*. Both offer the most common citation formats and allow users to create their own. *Mendeley* provides 1GB of personal storage compared to 300MB for *Zotero*. Both allow importing from a variety of databases. *Zotero* seems to have more import options with a single click than *Mendeley*, which requires that files be exported from the source and then imported in a standard format. Both offer desktop applications, *Apple* and *Android* apps, and browser plugins to add citations to an online personal library.

Getting Started with a Citation Manager

As with many new approaches, the first steps to using a citation manager can seem daunting. However, getting one up and running is a straightfor-

Table 1. Comparison of *Zotero* and *Mendeley* citation software[1]

Criteria	Zotero	Mendeley
Web-based	Online and off, *Zotero Connector* plug-in for browsers	Online and off, *Web Importer* plugin for browsers
Must be online	Requires desktop application be running to import citations into a word processor.	Requires desktop application be running to import citations into a word processor.
Smartphone Application	An updated list for *Apple* and *Android* at *http://www.zotero.org/support/mobile* lists mobile apps, including those that allow for importing books directly into *Zotero*; Recommended app: *BibUp*	Available for both, but *Mendeley* recommends they be used in conjunction with desktop app.
Cost	Free for basic, more available	Free for basic, more available
Storage	Unlimited local (desktop), 300MB free online. Upgrades: 2 GB for $20/year; 6GB for $60/year; and unlimited for $120/year. *Zotero* groups share the group owner's storage.	Unlimited local (desktop), 1 GB personal and 2 GB shared online. Upgrades: 5GB for $4.99/mo.; 10GB for $9.99/mo.; and unlimited for $14.99/mo. Special rate for year-long plans.
Word Processors	*Microsoft Word, Open Office, LibreOffice, Google Docs*	*Microsoft Word, Open Office, LaTex*
Import from webpages	*Amazon* books, *Google Scholar*, web pages	Yes, with bookmarks for a limited number of sites
Attach PDFs	Yes	Yes, can also highlight PDFs
Search PDFs	Yes	Yes
Extra	Sync with multiple computers	Sync with multiple computers and *Zotero* (output from *Zotero* then import into *Mendeley*—live synching not available)
Software and other Support	*http://www.zotero.org/support* offers text support in English, Japanese, and other languages. Videos available at *http://www.zotero.org/support/screencast_tutorials,* especially *Zotero Tutorial*	*www.mendeley.com/guides*, especially *View All Videos, Getting Started*

ward process. Inputting and importing your current references can take time, but once completed, both citation managers allow easy collection and maintenance of references. Connecting your citation library with your word processor also requires a few clear steps. If you have trouble, there are numerous tutorial videos available on *YouTube*. Websites for both applications also provide links to user forums where guidance can be found. Once you've completed the set up, the software will help you focus more on your writing and less on keeping track of citations. In other words, by investing a bit of your time and effort up front, you'll end up saving a lot of hassle over time.

What You Need

The requirements are similar no matter your context. Choose the citation manager that offers a plugin for your word processor of choice. For example, to use *Zotero* with *Google Docs*, you will need a free *Google* account, a free *Zotero* account, and the *Zotero Connector* plugin. A *Google* account can be created by following the prompts at *accounts.google. com*. A free *Zotero* account can be created at *www. zotero.org*: Click on *Register* and then follow the prompts. The step-by-step guides and videos listed in Table 1 under *Software* and *Other Support* are very clear and useful.

Importing Current and New References

Both *Zotero* and *Mendeley* let you drag and drop your PDFs and other files into your library. The software pulls whatever reference information it can from each document's metadata. However, both services recommend adding citations directly from the source and then attaching a PDF, especially if you have a file you have annotated or highlighted. Both also allow automatic input of references using DOIs.

To save online items, you will need to have a plugin installed on your browser. This can be done from within either desktop application. *Zotero* makes this step especially easy: If you click on *My Library* on the online home page, a download link on the upper right leads to a page that provides a link to automatically add the *Zotero Connector* plugin to your browser. For those not using the *Chrome*, *Firefox*, or *Safari* browsers, *Zotero* offers a "bookmarklet," which is a kind of script that emulates what plugins do. The direct link to the bookmarklet instruction page is *www.zotero.org/download/book-marklet*. Again, you will only need this if you use a browser other than *Chrome*, *Firefox*, or *Safari*.

Once you have the *Zotero Connector* plug-in installed in your *Chrome* browser, a small icon will ap-pear at the top right of the screen. *Zotero* will scan the page you are viewing and provide feedback on whether you can choose selected references from the list or the entire page into your *Zotero* library.

Using *Zotero* with *Google Docs*

Using *Zotero* with *Google Docs* or another word processor is very simple. Once the *Zotero Connector* plug-in is installed, a *Zotero* tab will appear at the top of the *Google Docs* page (or in your word processor menu). To insert a citation, you click where you would like to insert it, and a window appears in which you type in words to identify the reference you would like to cite. For example, if I type *Nation Webb*, the two relevant items currently in my library appear, and I can choose to insert them as Nation & Webb, 2011 or Webb & Nation, 2008. Note that I can format the citation to include just the year and can add specific pages, prefixes, and postfixes: Tarone & Swierzbin (e.g., 2009, pp. 27–35). Your reference list can be updated as references are added or deleted. Please note that the output is not always perfect. This means you should still proofread and edit your reference list as usual. The final document can be formatted appropriately for the journal you are submitting a manuscript to.

Where to Go from Here

As you can see, there are a number of steps required to get a personal database up and running with either Zotero or Mendeley. There is a learning curve that will require a bit of effort, time, and patience on your part. However, these investments will pay dividends over time, allowing you to focus more attention on your research and writing. I hope this short article has helped you think about your academic writing workflow and shown you how beneficial a citation manager can be.

References

Mendeley. (2019). Retrieved from https://www.mendeley.com/

Citation Managers: Introduction. (2019). Retrieved from https://guides.temple.edu/c.php?g=78107&p=505809

Citation and Writing Guides: Citation Tools. (2019). Retrieved from //guides.libraries.psu.edu/CitationStyles/Tools

Which Citation Program Should I Choose? (n.d.). Retrieved from https://subjectguides.library.american.edu/c.php?g=175008&p=3205957

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[JALT FOCUS] SIG FOCUS

Joël Laurier & Robert Morel

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

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

The Materials Writers SIG (MW SIG) is a mutual assistance network. It was established for the purpose of helping members to turn fresh teaching ideas into useful classroom materials. We can help with information regarding copyright law, sharing practical advice on publishing practices, including self-publication, and suggesting ways to create better language learning materials for general consumption or for individual classroom use.

Although our name implies a focus on written materials such as textbooks, we are aware that the nature of classroom materials has been changing over the course of the years. Therefore, creators of all types of materials including websites, video, audio, and pictures or illustrations are all welcome to join us as well.

Publications

Between the Keys (BtK) welcomes submissions in English on all topics related to the development of pedagogic materials. *Between the Keys* is distributed online in PDF format 3 times a year; spring, fall, and winter. Our online archives date back to 2001 (Volume 9, Issue 3). We invite any person with something to say about materials writing to submit articles of the following types:

- research articles for vetting team inclusion (between 2000-4000 words)
- research articles (between 1500-3000 words). Longer articles may be divided into sections and published in subsequent issues.
- perspective/opinion pieces (up to 1500 words)
- book reviews (up to 1000 words)
- annotated bibliographies (up to 1000 words, but this can vary depending on the number of inclusions)
- short summaries/reviews of journal articles (up to 1000 words)
- responses to BtK articles descriptions/reviews of websites related to pedagogic materials development (up to 1000 words)
- letters to the editor (up to 500 words)
- My Share-type articles showing materials in use (See My Share Template and Example)
- interviews with materials-related writers, publishers, academics (up to 1500 words)
- reviews of materials-related technology for upcoming issues (up to 1000 words)

Events

The MW SIG's main events are our annual forums at the JALT International and PanSIG conferences. The theme and format of these forums have varied from event to event, but always touch on some aspect of materials creation. The contents are typically a mix of practical and theoretical information.

Our membership includes teachers and creators with a wide range of experience, so we aim to look at each topic from a variety of angles, giving both seasoned veterans in the field and newer voices a chance to share their work and expertise. Although anyone may join a forum panel, preference is given to MW SIG members. Of course, all are more than welcome to attend.

Recently, we co-sponsored the Okinawa JALT 2019 Summer Language Teaching Symposium with the Okinawa Chapter and the Performance in Education (formerly Speech, Drama and Debate) SIG. We were pleased to be able to sponsor Barbara Hoskins-Sakamoto as one of the featured speakers. We intend to be involved with the 2020 symposium.

We are currently finalizing our next issue of *Between the Keys* and are actively seeking contributions for upcoming issues. We are also planning a forum for the PanSIG conference in Niigata. If you have an idea for an article to contribute, or would like to participate in our PanSIG forum, please contact us at the address listed below.

For more information regarding events, membership, volunteering, or contributing to *Between the Keys*, please send inquiries to mwsig@jalt.org.

Outgoing Editor's Note: I'd like to thank the *TLT*, especially my co-editor Robert Morel, for all the support and fun you have shown me in my stay as SIG Focus column co-editor. I have enjoyed my time showcasing JALT's SIGs to you the readers. I will surely use all the knowledge I have gained to further my future goals. I wish Robert and his new co-editor Satchie Haga, as well as the entire *TLT* team, continued success. – Joel Laurier

ARTICLES

JALT PRAXIS

JALT FOCUS • SIG FOCUS

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

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

http://jalt.org

Annual International Conference

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

http://jalt.org/conference

JALT Publications

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

http://jalt-publications.org

JALT Community

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

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

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

http://jalt.org/main/groups

JALT Partners

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

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

Membership Categories

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

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

http://jalt.org/main/membership

Information

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

JALT Central Office

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

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

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

Joining JALT

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

Scott Gardner *old-grammarians@jalt-publications.org*

Language Lab Log

April 12: First day of my language lab assignment. Reporting for duty! <smile> Today I brought six giant grammar/vocab reference books with me from my office, thinking I would put them to good use, but only one student came in, and he just wanted help pronouncing Welsh place names for his homestay next month.

April 19: A few more students showed up. I counted eight. I thought they had come to join my one-month grammar mini-course, which started today (First class: "I'm Loving Stative Verbs"), but it turned out they were all meeting for Scrabble Club. I managed to snag one of them for my class, Hanako, who got ostracized from SC for chewing on the tiles.

April 26: Eleven students today. Numbers improving! One asked me about historical uses of the word "zamboni." I pulled out the V-Z volume of the OED and the whole bookshelf collapsed. I guess a long time ago somebody decided to save money by making the entire bookshelf out of 22 volumes of Oxford English Dictionary. Who knew? I needed three students to help me set it back up.

May 3: Nobody showed up today. Checked calendar and saw it was Golden Week. My bad.

May 10: At least 25 students today! I felt kind of popular, at least for a while. They were all asking me, "What's your favorite TV sitcom?" We had a nice chat about the classic "Mork and Mindy," where Robin Williams plays an alien who sits on his head. Then somebody let it slip that Mr. Ratowski had assigned "American sitcoms" for class homework and had suggested I would be in the lab *specifically* to answer questions on the subject. I feel used.

May 17: Seven students. Did my last grammar class today: gerund vs infinitive. I asked Hanako, the sulky Scrabble Club exile, for a sample sentence. She said, "Taking his class was her greatest regret." The others all snickered but I thought she got it right.

May 24: Five. We had a fire drill today. I guess I missed the memo. I'm in the middle of a voiced dental fricative tutorial and suddenly the alarms go off (nearly bit off my own tongue!) and everyone has to pretend the building is on fire and go down four flights of stairs to stand outside and wait for instructions. Still, at least it wasn't raining. Lovely weather for an evacuation. While we were out, the bookshelf fell down again. This time I guess it was a gust of wind from the door we left open.

May 31: Nine, if you count the three or four who just came in for coffee. BTW, the "cups for coins" honor system isn't working. Cups are disappearing but coins aren't replacing them. Even worse, I found a Scrabble tile in the money jar.

June 7: It's war! Scrabble Club have commandeered my favorite corner table. It's like they own the place! I complained to the department chair but I guess she's also the Scrabble Club adviser. I'm trying to reclaim the corner by rallying together a few students who'll take my side—like Hanako, maybe, but she hasn't been coming since she joined the shogi club. (Oh yeah, 12 today, most of whom I now count among my enemies.)

June 14: Four. Bookshelf again. Somebody was trying to re-alphabetize the old phonics videocassettes, when suddenly it all came down. The OED A-B volume flew so far it broke a window. I'm tempted to put up a big sign that says, "Warning: under no circumstances are you to read the books on this bookshelf."

June 21: Seventeen. I'm being reassigned. Debate club. Department chair says she's been getting complaints about me, and she thinks maybe exercises in spirited argumentation would suit my attitude better. Fine by me. I'll let Ratowski do battle with those Sniveling Scrabblers.

ARTICLES

JALT PRAXIS

OLD GRAMMARIANS

JALT2020

JALT2020 • Communities of Teachers and Learners

46th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

Tsukuba International Congress Center (Epochal Tsukuba), Tsukuba, Ibaraki, Japan

Friday, November 20, to Monday, November, 23, 2020

— **Call for Presentation Proposals** —
Deadline: Monday, February 24, 2020 11:59 pm, JST

Community plays an important role in language education, both inside and outside classrooms, and will take centre stage at JALT2020. The theme of this year's conference encourages participants to reflect on the importance of community, explore ways we can strengthen our professional communities and help students enhance their learning communities. We welcome sessions on any area of language education and professional development, particularly those which address the theme: *Communities of Teachers and Learners*. We are opening our call to teachers, students, administrators, publishers, and others who have an interest in learning about and shaping language education in Japan and beyond.

JALT meets Wenger's (2006) three crucial characteristics of communities of practice: "shared domain of interest", engagement in joint activities and discussions, and shared practice. Many people in the JALT community share the same interests of professionally developing as language educators and helping others to develop, with a common goal of improving the educational opportunities of the force that drives this community: language learners. By bringing together people who have different backgrounds and expertise, JALT2020 can move us closer to that goal and help us to make that community thrive. We welcome people with all levels of experience and believe that all participants have something valuable to share with others. Join us to share your stories, experiences, research, questions and passion for our vibrant field.

This year, we are making a special call for collaboration. Sessions by sole presenters are still welcome, but we want to encourage collaboration before and during the conference by calling for more joint sessions.

We believe JALT2020 has the potential to bring people together in meaningful ways and lead to new developments in the lives of individual participants and the field at large, but none of this will happen without you. We sincerely hope you will join us.

— *Louise Ohashi and Mizuka Tsukamoto, JALT2020 Conference Co-Chairs*

https://jalt.org/conference/jalt2020