The Language Teacher

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Learning to Teach
Teaching to Learn

In this month's issue . . .

Welcome to the May/June 2020 issue of *The Language Teacher!* We hope you have had a great start to the new school year.

Digital Object Identifiers

The JALT Publications Board is excited to announce that as of the publication of this issue of *The Language Teacher*, all of our peer reviewed articles are now receiving Digital Object Identifiers (DOIs) across all of the publications we oversee, including *JALT Journal*, *The Language Teacher*, and the *Postconference Publication*. Thanks to the hard work and persistence of our Web Admin & Editor, Malcolm Swanson, DOIs have already been added to all the articles in *JALT Journal* from 2000 to present, in *The Language Teacher* from 2010 to present, and to the JALT2018 Postconference Publication, *Diversity and Inclusion*. A DOI, in case you're wondering, is a permanent unique identifier for an online article commonly used to find manuscripts in a world where websites and URLs are constantly changing and being updated. Please note that a condition of membership to the DOI granting organization is linking references using DOIs, and so going forward, all three of the publications run by the JALT Publications Board will be required to use DOIs in their references. The publications' respective editors are aware of this requirement. Authors' cooperation and understanding during the transition period and beyond will be appreciated. Individuals who would like to have a DOI assigned to a peer reviewed article other than those listed here are welcome to request this through our Web Admin via the JALT Publications Contact Page. If you would like to learn more, please visit our DOI Referencing information page, available from the JALT Info menu at https://jalt-publications.org.

We begin this issue with two articles. One Feature Article by **W. L. Quint Oga-Baldwin** investigating how teachers' approaches to student autonomy influences student behavior. Continuing with our Selected Paper series from the JALT2018 Conference, we also have a paper by **Lauren Landsberry** and **Tenesha Kanai** originally published as a Selected Paper of the 2018 Postconference Publication, *Diversity and Inclusion*. In it they explore the different roles of foreign working mothers

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

living in Japan. We hope you find something that interests and inspires you in these articles.

This issue also has several practical classroom ideas in *My Share* to help you shake up your teaching following the Golden Week break. *Teaching Assistance* discusses some successful strategies to encourage more student self-access learning center use. Please enjoy this latest issue!

— *Theron Muller,* TLT *Coeditor*

The *Language Teacher* 2020年5/6月号へようこそ！みなさま新年度は幸先のよいスタートが切れましたでしょうか。

Digital Object Identifiers

JALT Publications Boardから嬉しい報告があります。今月号の*The Language Teacher*の出版にあたり、査読済の論文などの文書はすべて「デジタルオブジェクト識別子(Digital Object Identifiers: DOIs)」を付与されることになりました。これは*JALT Journal*、*The Language Teacher*、*Postconference Publication*など、私たちが取り扱う出版物すべてに該当します。ウェブ責任者・編集者であるMalcolm Swansonの大変な労力と粘り強さのおかげで、すでに2000年以降の*JALT Journal*、2010年以降の*The Language Teacher* 、そして2018 Postconference Publication, *Diversity and Inclusion*の掲載論文にはすべてDOIが付けられています。

それではDOIとはいったい何かといいますと、オンライン文書の1つ1つに付けられる永久的で固有な識別子のことで、ウェブサイトやURLが頻繁に変更されたり新しくなったりするネット業界において、原稿を見つけるために一般的に用いられているものです。DOI登録機関のメンバーになる条件として、DOIを使って参考文献のリンクを貼ることが求められているので、いずれJALT Publications Board発

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本号では最初に2つの論文をご紹介します。Feature ArticleではW. L. Quint Oga-Baldwinが、学生の自律に対する教師のアプローチが学生の行動に及ぼす影響について研究しています。次に、JALT 2018 国際大会のSelected Paperシリーズとして、2018 Postconference Publication, *Diversity and Inclusion*に掲載されたLauren Landsberry とTenesha Kanaiによる論文をご紹介します。この論文では、日本に在住し仕事を持つ外国人の母親のさまざまな役割を調査しています。これらの記事に興味を持っていただき、何かのヒントにしていただければ幸いです。

*My Share*では、ゴールデンウィーク休暇後の授業をさらに活発にするための実践的な授業案をいくつか 掲載しています。*Teaching Assistance*では、学生の自主学習センター利用をさらに促進するために有効な方法について論じます。それでは最新号をどうぞお楽しみください！

— *Theron Muller,* TLT *Coeditor*

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*Meet the candidates on page 48 of this issue of *TLT*.

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FEATURE ARTICLE

Show Them How, but Don't Intrude: Autonomy Support Promotes EFL Classroom Attendance and Achievement, Teacher Control Hinders It

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https://doi.org/10.37546/JALTTLT44.3-1

Moving from secondary to tertiary education, students in Japan often need extra support to become accustomed to the more autonomous learning environment of university. In order to document the influence university teachers may have on this process, I investigated how teachers support or thwart students' autonomy, and the effects of these practices on attendance and achievement. 250 students from 4 universities completed surveys on their instructors' teaching styles. Students who perceived more support from their teachers showed higher attendance and achievement, while students who perceived more intrusive teaching had lower attendance and course grades. Implications for teaching at the university level are discussed.

中等教育から高等教育へ移る中で、学生は、より自律した学習環境に慣れる為のサポートがしばしば必要になる。この論文では、大学教員の学生に対する自律の支援または自律へのお節介な介入が出席率や学習達成度に及ぼす影響を検討するため、四校の大学から250名の学生を調査し、教員による自律への支援・介入の授業スタイルについてアンケートを実施した。アンケートの結果、自律支援が学生の出席率と学習達成度を高める一方、自律への介入を感じた学生は出席率と学習達成度が低くなったことがわかった。この調査結果がもたらす高等教育現場への影響を論じる。

Keywords

A major goal in many tertiary language learning contexts is to help students to become independent lifelong learners (Fryer, 2015). The transition from secondary to tertiary education generally involves moving from teacher- or parent-directed regulation of engagement, motivation, and learning towards self-regulation (Dresel et al., 2015). In order to lead students toward more independent learning, support for individuals' autonomy might help them in this process (Nakata, 2010; Ushioda, 2011). Support for students' autonomy involves promoting sustainable and continuous engagement by providing interest and a sense of identification with the learning tasks, even in compulsory educational situations (Reeve & Assor, 2011).

For Japanese university language learners taking compulsory language courses, especially many false beginners (Richards & Schmidt, 2010), English is viewed as an obstacle or unnecessary impediment to the completion of their more relevant majors (Fryer, Bovee, & Nakao, 2014; Fryer, Ozono, Carter, Nakao, & Anderson, 2013). Many of these students subsequently fail to attend classes, in part due to issues of motivation (Fryer, Ginns, Howarth, Anderson, & Ozono, 2017). In this situation, teachers' actions, including those intended to benefit students, may be interpreted negatively if they are seen as controlling (Reeve, 2012), potentially compounding the problem. When this happens, students may choose to disengage (Jang, Kim, & Reeve, 2016). This is perhaps evidenced in the tertiary setting by class non-attendance.

In this paper, I explore the role of students' perceptions of their teacher as supportive or controlling, and the effect of these factors on attendance and course achievement. Using structural equation modeling, I propose a model for motivational processes supporting students' language learning during the transition to the more autonomous tertiary learning environment.

Autonomy Supportive Teaching

Autonomy support has been defined as "whatever a teacher says and does during instruction to facilitate students' perceptions of autonomy and experiences of psychological need satisfaction" (Reeve, 2012, p. 167). The opposite, autonomy thwarting, is represented by teachers' controlling behaviors which remove students' agency (Reeve & Jang, 2006). These broad definitions allow for multiple interpretations across cultures. It is thus important to elaborate what may support or thwart students' autonomy in Japanese tertiary EFL courses.

Empirical studies have offered a number of suggestions regarding behaviors that teachers can use to facilitate autonomous motivation. While research has indicated that choice may help support a sense of autonomy (Dörnyei & Csizer, 1998), choice by itself is not always appropriate across cultures (Furtak & Kunter, 2012; Iyengar & Lepper, 1999). Instead, a sense of choice in line with cultural practice and values is more likely to promote a sense of

autonomy (Katz & Assor, 2006). Students who feel that their choices are in line with their cultural values might feel autonomously motivated (Chirkov, 2009). In many situations, relevance of the learning task is important for supporting autonomy (Assor, Kaplan, & Roth, 2002). In Japanese culture, this may involve providing clarity, guidance, and appropriate pacing (Oga-Baldwin & Nakata, 2015).

One of the first studies that indicated specific behaviors that support or damage students' sense of autonomy and promote motivation was conducted in a laboratory setting. Reeve and Jang (2006) used pairs of undergraduate students acting in a teacher-student paradigm and investigated the correlations between certain types of instructional behaviors and students' perceptions of autonomy. The study found that teachers who listen, provide useful guidance at the right time, and allow students to find their own ways to approach learning tasks were more supportive of autonomy. At the same time, controlling instructional styles, such as monopolizing learning materials, providing students with a right answer without opportunity for induction, and uttering directives and commands, correlated negatively with students' experiences of autonomy, and thus, were perceived as autonomy thwarting. Based on these experimental designs, we can assume that these behaviors might also apply in real classrooms in similar ways.

Looking at real students' experiences has yielded similar results. Autonomy-thwarting behaviors are found in studies of demotivation (Kikuchi, 2009; Sakai & Kikuchi, 2009). Sakai and Kikuchi (2009) investigated possible causes of demotivation among Japanese high school students. Their analysis yielded teachers' competence and teaching styles (i.e., teachers' one-way explanations, inappropriate pacing of the lessons, poor pronunciation, and ambiguous instructions) as a demotivating factor in high school English class. Through interviews and questionnaires with Japanese university students, Kikuchi (2009) found learners attributed their demotivation to learn English to teachers' instructional behaviors such as uncommunicative teaching styles and inefficient support. Under the framework of autonomy supporting and thwarting, failure to teach clearly and communicatively represents autonomy thwarting.

Large scale longitudinal studies of autonomy-supporting and autonomy-thwarting behaviors clearly indicate the effects on students' behavior and achievement. Jang and colleagues (2012) found that a large sample of Korean secondary students who received more autonomy support from their teachers showed higher engagement and achievement over the course of a semester. In a follow up study, the researchers demonstrated that engagement significantly increased in relation to teacher autonomy support, and decreased in relation to perceptions of autonomy-thwarting behaviors (Jang, Kim, & Reeve, 2016). Both studies used well-tested instruments and robust longitudinal models of the classroom environment. These results indicate the importance of autonomy-supporting and thwarting behaviors for defining the classroom dynamic.

The above literature defines autonomy-supporting and thwarting teaching, as well as their outcomes in general education. Extensive research has also indicated the positive effects of autonomy on learning and achievement in foreign language education. Noels and her colleagues (1999) demonstrated that greater autonomy support had a positive influence on students' intrinsic motivation. Teachers who gave clear and informative instruction in support of students' autonomy helped students to feel a stronger desire to learn the language, as well as a desire to continue learning beyond the current course. At the same time, teachers who were more controlling increased student anxiety and decreased students' motivational intensity and perceptions of their ability.

Further studies found similar results with students learning Spanish as a foreign language. Noels (2001) showed that students felt less autonomous and intrinsically motivated about language learning when they found their teachers to be more controlling. They were likewise better supported by teachers who were more informative in their communication. Another study in a similar context looked at students of Japanese as a foreign language in Canada. Through interviews with select groups of students, the researchers found that students were more autonomously motivated by teachers who provided autonomy support by generating additional interest in the target culture (McEown, Noels, & Saumure, 2014).

In Japanese universities, Fryer and Bovee (2016) found that teachers have a positive effect on students' beliefs about the value of their efforts and the learning tasks. This study showed that while students had negative perceptions of required online vocabulary assignments, teachers could influence students with negative attitudes toward e-learning coursework to have more positive attitudes. However, this study again did not directly measure the negative effects that teachers could have on task effort and completion.

The question remains as to the effects of teachers' support in Japanese tertiary contexts. Many students in Japanese universities perceive attendance as optional (Fryer et al., 2017), especially in

compulsory classes (Fryer et al., 2013); thus, the ability of the teacher to provide students with high quality instruction may have a strong effect on the decision of students whether or not to attend class. Recognizing that teachers can either thwart or support autonomy, more information is needed to understand how teachers' practices may influence students' behavior with regard to their learning, such as class attendance, as well as their resulting course achievement.

Research Questions

Building on the literature on how teachers can create a motivating learning environment, this study addresses the following research questions:

1. To what extent do autonomy-supportive teaching behaviors predict students' attendance and achievement in tertiary foreign language classes?

2. To what extent does positive affect for foreign language predict students' attendance and achievement in tertiary foreign language classes?

3. To what extent do autonomy-thwarting teaching behaviors predict students' attendance and achievement in tertiary foreign language classes?

4. To what extent does negative affect for foreign language predict students' attendance and achievement in tertiary foreign language classes?

Based on the previous literature, autonomy-supportive teaching practices and positive student affect were predicted to positively influence both achievement and attendance, while autonomy-thwarting teaching and negative student affect would negatively influence these outcomes (Jang et al., 2012; 2016). The hypothesized structural equation model is presented in Figure 1.
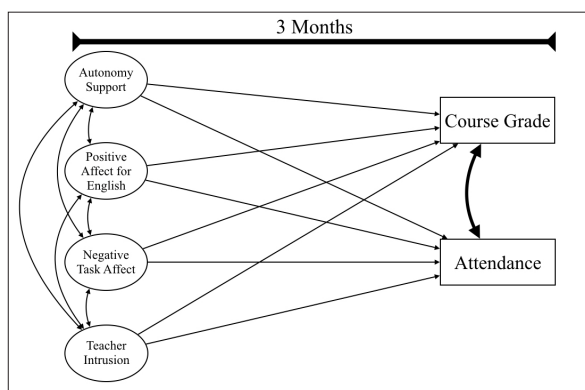
Figure 1. Hypothesized structural model.

Method

Participants

The participants of this study were 250 first-year undergraduate students (female *n* = 100) studying at 4 different universities in western Japan. The gender balance in each class was representative of the gender balance at each school. These universities ranged from selective national universities to non-selective private institutions. Fourteen different classes participated in the study. Class sizes ranged from 8 to 32 students per class. Students were assigned to these classes based on their English proficiency. All classes were mandatory first and second-year courses, though class curriculum varied between speaking/listening classes, reading/writing classes, and four-skills classes depending on the institution. Based on placement test results, all participating classes were designated at the lowest proficiency level of A1 on the Common European Framework of Reference (CEFR). All students were majoring in vocational fields such as business, commerce, engineering, or nutrition and were taught in their language classes by native English speakers. Prior studies have noted that students in similar settings may suffer from motivational deficits and struggle to pass compulsory first-year courses (Fryer et al., 2013).

Students completed surveys in the final minutes of their third compulsory English class. Surveys were written in Japanese. The third class was used to allow students to have a clear idea of their teachers' personalities and approaches to instruction based on the first two classes of the semester; participating teachers also agreed that this class would cause the least interruption to the semester plan. Participation in this study was voluntary by both students and teachers, as was noted both on the surveys and by the instructors conducting the classes. Classes were not observed by external researchers or administrators. Survey completion required roughly 10 minutes of class time.

Instruments

Survey

Japanese versions of the scales measuring autonomy-affecting teaching behaviors used by Assor and colleagues (2002) were constructed using translation and back-translation by bilingual individuals. Prior to implementing this study, a pilot study was conducted during first-year students' orientation at one of the participating universities to determine internal validity of the factors. Four factors were indicated from this pilot: two supporting student autonomy and two thwarting autonomy.

These factors were further validated in subsequent focus-group interviews with students at each university. The final factors measuring support for foreign language learning were autonomy support (Cronbach's α = .72) and positive affect for learning English, similar to intrinsic motivation (Cronbach's α = .80), while autonomy thwarting factors were negative task affect (Cronbach's α = .76), and teacher intrusion (Cronbach's α = .79). All scales showed acceptable internal reliability (Cronbach's α > .70; Devellis, 2012).

Course Grade

Students' achievement was measured using their course grade. Grading scales were from 0–100%, with passing marks set at 60%. Grades were based on a combination of weekly assignments and a final test graded by the instructor in each class. Grades were calculated at the end of the semester.

Attendance

As a further measure of students' behavioral engagement and motivation for the course, weekly attendance was recorded for each participant. Attendance might provide indication of students' willingness to participate in the classes under the comparatively open policies and normalcies of Japanese universities (Fryer et al., 2017). Courses were held once a week for 15 weeks, and the minimum attendance required to pass each course was set at 10 times per semester. This data was collected at the end of the semester.

Analyses

A two-step approach to construct validation was employed in this study. As recommended by Anderson and Gerbing (1992), confirmatory factor analyses were first used to ensure construct validity of the factors. Following the confirmation of construct validity, the structural model was tested. In the structural model, the latent factors from the survey were treated as correlated factors, representing the fact that they were measured together and thus no causal influences could be drawn. The four factors were hypothesized to influence students' attendance and achievement in class measured at the end of the semester. Gender was used as a correlate with survey attitudes and course outcomes. Fit was determined to be acceptable using standard structural equation modeling cutoffs (Kline, 2011): fit is acceptable if root mean square of error approximated (RMSEA) < .08, comparative fit index (CFI) and Tucker-Lewis Index (TLI) > .90. Confirmatory factor

analyses and structural equation models were conducted using M*Plus* 7.3 (Muthén & Muthén, 2015).

Standardized correlations (*r*-values) and predictive coefficients (betas, β) were interpreted according to standard procedures (Keith, 2015). Both betas and *r*-values are represented on a scale from -1.0 to 1.0, with negative values representing a negative relationship; movement of one standard unit on the scale for the predictor variable indicates a corresponding decrease on the standardized scale for the outcome variable. Positive values representing a positive relationship, i.e. one standard unit increase for the predictor corresponds to an increase for the outcome variable. Predictive coefficients (betas) were interpreted using Keith's (2015) suggested guidelines. Betas below 0.05 are "too small to be considered meaningful"; those above 0.05 but less than 0.10 are considered "small but meaningful"; those above 0.10 but less than 0.25 are considered "moderate"; and those above 0.25 are considered "large."

The nested nature of the data (i.e., participants nested within classes) was accounted for using cluster-robust standard errors. For this analysis, each individual class was treated as a cluster. Intraclass correlations for the predictor variables ranged from .02 to .06. The number of level 2 clusters (i.e., the number of classes) was potentially small enough to lead to biased results (< 50; Maas & Hox, 2005) and other computational issues (Steenbergen & Jones, 2002); therefore, cluster-robust standard errors were used. Missing data accounted for less than 1% of the volume of cases and missing data was treated with full information maximum likelihood estimation in M*Plus*.

Results

Confirmatory factor analyses results indicated sufficient fit for the four-factor hypothesized model, χ^2 (48) = 90.159, p < .001, χ^2/df = 1.87, RMSEA = .059 [CI = .035, .052], CFI = .95, TLI = .93. Factor correlations were low to moderate (*r* = .04 ~ .64), indicating sufficient discriminant validity between factors and little collinearity. Factor coefficients were all strong, with the weakest loading at .52. Modification indices indicated no mis-specified factors (i.e., all modification index values > 20 and expected parameter changes smaller than the smallest coefficient in the hypothesized confirmatory model). Table 1 displays the factor coefficients and the related items. Analyses confirm that the latent factor model was sufficient to test the structural predictive relationship between these latent factors and the expected outcome variables (Anderson & Gerbing, 1992; Kline, 2010).

Table 1. *Factor Items With Wordings and Measurement Coefficients*

Factor	Item Wording	Coefficient
Teacher autonomy support	My teacher listens to my opinions 先生が自分の考えや意見を聞いてくれる	.52
	My teacher helps me find my own way to study 先生が自分の勉強方法を見つけれるよう力付けてくれる	.77
	My teacher shows me how to solve problems in my own way 先生が自分自身での問題の解決方法を教えてくれる	.76
Positive affect for English (Intrinsic Motivation)	I feel at ease when studying English 英語を勉強するとき楽な気分になる	.64
	I enjoy studying in English class 英語の授業を楽しめる	.80
	The material in this English class interests me 英語の授業内容に興味がもてる	.89
Negative task affect	My teacher forces me to read boring materials 先生に退屈な教科書、話、説明などを読ませられる	.75
	My teacher makes me practice annoying conversations 先生にわずらわしい会話を練習させられる	.79
	My teacher forces me to complete worksheets I do not understand 先生に理解できないようなプリントをさせられる	.67
Teacher Intrusion	My teacher doesn't let me work at my own pace 先生は自分のペースで勉強させてくれない	.67
	My teacher always tells me what to do 先生はいつも命令している	.80
	My teacher forces me to do everything his/her way 先生は自分に全てにおいて先生の方法を押し付けている。	.83

Note. Course *grade* and *attendance* were strongly positively correlated ($r = .50$). Perceptions of *autonomy support* correlated with positive affect for English ($r = .45$), but showed no other meaningful correlations. *Positive affect for English* negatively correlated with both *negative task affect* ($r = -.48$) and *teacher intrusion* ($r = -.40$). *Negative task affect* strongly correlated with *teacher intrusion* ($r = .64$).

Confirmation of the measurement model thus allowed for testing of the structural model. Course achievement, and attendance were all added to the model for testing. Model fit for the structural model was again acceptable, χ^2 (72) = 112.119, p < .001, χ^2/df = 1.55, RMSEA = .055 [CI = .038, .071], CFI = .95, TLI = .93. The complete structural model with standardized coefficients is presented in Figure 2. The correlation matrix for this model is displayed in Table 2.
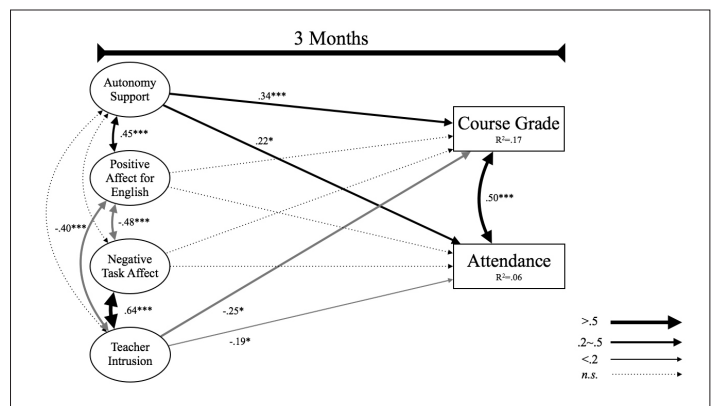
Figure 2. Predictive structural model with standardized results.

Table 2. *Correlation Matrix for the Structural Model, With Descriptive Statistics and Internal Reliabilities*

Variable	1.	2.	3.	4.	5.	6.	7.
1. Autonomy Support	-	.45***	.03	-.11	.37***	.16*	-.17*
2. Positive Affect for English		-	-.40***	-.48***	.22**	.02	-.16*
3. Negative Task Affect			-	.64***	-.03	-.04	.02
4. Teacher Intrusion				-	-.21**	-.13	.27***
5. Grade					-	.53***	-.26**
6. Attendance						-	-.12
7. Gender							-
Mean	4.44	3.62	2.52	2.45	76.36	12.64	-
SD	.79	.99	.91	.95	15.74	2.33	-
95% CI	4.34, 4.54	3.50, 3.75	2.41, 2.63	2.33, 2.57	74.40, 78.32	12.35, 12.93	-
Cronbach's α	.72	.80	.76	.79	-	-	-

Note. Gender: Female = 0, Male = 1, * ≤ .05, ** ≤ .01, *** ≤ .001

Autonomy-supportive teaching predicted course grade (β = .34) and attendance (β = .22). Teacher intrusion showed a negative relationship with students' ultimate course achievement (β = -.25) and student attendance (β = -.25). No other effects were found. The model predicted roughly 17% of the variance on students' achievement, and 6% of the variance for attendance.

Discussion

The analysis for research question 1, *To what extent do autonomy-supportive teaching behaviors predict students' attendance and achievement in tertiary foreign language classes?*, indicated a positive relationship between teachers' autonomy-supportive behaviors and students' course grade and attendance, demonstrated by the positive coefficients in the model. In answer to question 2, *To what extent does positive affect for foreign language predict students' attendance and achievement in tertiary foreign language classes?*, students' positive affect for learning English correlated with their perceptions of autonomy support. However, it did not show a direct influence on achievement or attendance. Thus, liking English class made little difference on student attendance and achievement; students' perceptions of their teacher as one who would respect their ideas and opinions had a larger effect. The total pattern of effect sizes described in the results are comparable, and in some cases superior, to those found in the work on the L2 Motivational Self-System.

In the results for research question 3, *To what extent do autonomy-thwarting behaviors predict students' attendance and achievement in tertiary foreign language classes?*, the structural regression coefficients indicated that students' perceptions of their teachers as intrusive negatively predicted final course outcomes. In the results for research question 4, *To what extent does positive affect for foreign language predict students' attendance and achievement in tertiary foreign language classes?*, a negative affect for learning tasks did not influence attendance or course grade, but did strongly correlate with feelings of teacher intrusion. Teachers thus could also have a negative effect on student learning behaviors, while a dislike for English (sometimes colloquially known as *eigo-girai* or 'hating English') had no discernable effect. These results differ from work on e-learning in similar settings (Fryer & Bovee, 2016).

Unsurprisingly, course grade and attendance also strongly correlated. Students who came to class more regularly were more likely to receive higher grades. One possibility is that students' perceptions that the learning situation - most specifically how supportive or intrusive their teachers were - had an impact on attendance, and these results indicate that autonomy supportive teaching may function to promote students' choice to attend class.

Implications

These results indicate the more situational, interpersonal nature of classrooms in tertiary settings. Students in compulsory classes are required to enroll for a specific day and time. Thus, their intrinsic motivation or task amotivation may be less important because they are required to attend the specified class. At the same time, they retain greater choice as to whether or not to attend class than in secondary settings, and teachers' support may facilitate or prevent this attendance. As such, we may infer attendance as a sign of volitional engagement. Although teachers might cite the idea that students are not interested in class, in this situation, positive or negative task affect had no significant effect on the measured classroom outcomes and was moderately-to-strongly correlated with perceived instructional behaviors. This would indicate that the level of interest that students brought to classes might not be as important as the way teachers created a classroom culture. Rather than students' pre-existing motivation, teachers should focus on promoting a positive classroom climate.

Accordingly, teachers should play a larger role in creating a classroom environment where students agree to attend class and participate in the learning tasks. This finding agrees with results found in other settings, where teacher behaviors can influence students' effort beliefs and perceptions of task value (Fryer & Bovee, 2016) as well as students' choice to actively engage or disengage in their schoolwork (Jang et al., 2016).

Limitations

Interpretation of these findings should be done cautiously. These results come from one semester of students' tertiary education. Longitudinal data can provide a more complete picture of the effects of teachers' instruction. This model used a limited number of variables; additional variables, such as students' own perceptions of their abilities, goals, and engagement may have additional effects. Finally, what teachers did and said in these classes that supported students' autonomy remains unclear; for this, more qualitative data on classrooms is necessary.

Conclusion

These results indicate the importance of an autonomy supportive environment for student learning in tertiary settings, and indicate the potential mediating role that it plays. University students, as quasi-adult members of Japanese society, are learning how to behave independently. By providing them with the guidance and tools necessary to succeed on their own and avoiding excessive intrusion on their gradually forming independence, teachers may provide them with an environment where they can thrive.

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Foreign Working Women and Child-Rearing

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Most foreign women living and working in Japan, while raising multicultural children, may find it challenging to manage their roles as caregivers and cultural and linguistic transmitters while pursuing their professional goals. In a patriarchal society, where more old-fashioned expectations of women prevail, foreign working mothers must endeavor to navigate their way not only culturally and linguistically but also professionally. The aim of this study is to explore foreign working mothers' efforts across their multiple roles in Japan. Data obtained via questionnaires consisting of qualitative and quantitative items from working foreign women practicing multicultural child-rearing were scrutinized and statistically analyzed to provide a rich understanding of the participants' experiences. Findings outline the challenges they face in tending to their roles and responsibilities and the strategies they adopt to deal with the challenges experienced. The authors further canvass and discuss the societal and familial factors that have contributed to their journeys.

日本在住で仕事をしている多くの外国人女性は、キャリアを追求しつつ、多文化の子育てをするうえで、子育てと自らの文化および言語の伝達という役割を困難に感じているであろう。家父長制の社会においては、女性に対して、より保守的な考えが流布しており、仕事を持つ外国人女性は、文化的言語的観点からだけではなく職業的観点からも自身の進路を切り開く努力をしなければならない。この研究目的は、日本で子供を持つ外国人女性の多文化的な役割への取り組みを調査することである。仕事を持つ外国人女性の多文化的子育てについての量的、質的質問項目から構成されたアンケートを用いてデータ取集を行い、データを精査し統計分析を行った。その結果、被験者の経験について深い理解に行き着いた。彼女達の役割や責任において直面した課題とその課題への対処法を、研究結果として概説する。彼女らの道程に寄与した社会的家族的要因についても、詳しく調査し議論する。

In Japan, the number of women participating in the labour force has increased over the last decade. In fact, working women between the ages of 30 and 34 rose to 75.2% in 2017, a 50% increase from three decades ago (Goto, 2018). One factor contributing to the increase in women's participation in the workforce is Japanese Prime Minister Shinzo Abe's structural reform labelled "Womenomics," aimed at encouraging participation and the advancement of women in the labour force. Strategies of Womenomics include the expansion of childcare benefits for women, tax breaks for double income families, and encouragement for companies to promote women more and provide data on the advancement of women (Chotani, 2017). All of these may have contributed to the increase in female labour participation.

Initiatives such as these demonstrate that modern Japan is working towards facilitating female employment, however Japanese women continue to struggle with combining work and child-rearing. A reported 70% of women quit their jobs after childbirth, compared to one third in the United States (Wingfield-Hayes, 2013; Yu, 2009). Many women cite reasons such as the chronic shortage of childcare, Japan's culture of long working hours, the low participation of fathers in child-rearing, and harassment from employers who would prefer that women quit their jobs because of the presumption that they cannot balance child-rearing and work responsibilities (Holloway & Nagase, 2014; Koide, 2015).

These issues are exacerbated for foreign women who choose to work while participating in multicultural child-rearing, as their roles as caregivers as well as cultural and linguistic transmitters may be

intensified as they navigate a society where old-fashioned attitudes towards women prevail. With a current figure of 1.3 million foreign women in Japan (E-Stat, 2017), it is important to understand the experiences of those who attempt to combine work and child-rearing. This study therefore is aimed at contributing to the literature on maternal employment, providing the results of surveys completed by 145 working non-Japanese women in Japan.

Generally, combining child-rearing and work is challenging for women in both developed and developing countries, as they continue to bear the heavier burden of child-rearing compared to their male counterparts. However, Japan has unique challenges as a developed country, trailing behind the likes of Germany and the U.S.A., with low female participation in the labour force (Lewis, 2015). Rooted in Confucianism, Japan places a high degree of importance on the family for a stable society and differentiation between the sexes is more clearly defined (Koide, 2015).

In postwar Japan, the move to an industrial society and the rise in salarymen fathers who exchanged long working hours, business trips, and transfers for lifetime employment has meant that the full burden of child-rearing is generally borne by the mother (Yashiro, 2009). Women are expected to devote themselves to child-rearing, their husbands, and sometimes their aging parents and in-laws. Through the media, the government introduced policies and commissioned several reports to promote women's roles as housewives and the importance of forming a maternal bond during the first 3 years of their children's lives (Holloway & Nagase, 2014). Women who choose to work deal with not only the stress of juggling work and childcare commitments but also the disapproving attitudes of extended family, neighbours, and sometimes even their own colleagues (Jolivet, 1997).

Even in a high-status career such as a physician, many women leave their position within the first 9 years after graduation; childbirth and child-rearing are the main factors. In a study of 249 physician mothers in Japan, authors Yamazaki, Kozono, Moir, and Maru (2011) described women facing challenges associated with Japanese society, family responsibilities, and their work environment. Women in the study believed that the traditional role fostered by Japanese society encourages discrimination from their male counterparts and that this creates stress at work. For many women in Japan, the most accepted pattern is to enter the full-time labour force on completion of school, leave at marriage or the birth of the first child, and return, usually as a part-time worker, when child-rearing responsibilities lessen (Holloway & Nagase, 2014; Yamazaki et al., 2011; Zhou, 2014).

For some foreign women from western cultures such as North America, Oceania, the United Kingdom, and Europe, the expectations and status of women in Japanese society will come as a shock, and child-rearing practices may be different from what they are used to. Many of these women do not have experience raising multicultural and bilingual children, and although the foreign population and number of mixed-race Japanese children have increased, diversity and multiculturalism are yet to be fully understood by many in Japan. Kuramoto, Koide, Yoshida, and Ogawa's (2017) research into multicultural child-rearing in Japan revealed that parents encountered many difficulties and challenges related to educational issues and cultural differences in parenting. Parents in the study believed that due to the ethnic homogeneity of Japanese society, there is an inadequate understanding of multicultural families and multicultural children. Some children are bullied due to appearance, and there is a dearth of resources for bilingual education, all of which create barriers for many parents.

Kuramoto et al. (2017) further explained that working mothers also believed that the Japanese school system was not designed to accommodate working women, especially with children of kindergarten and elementary-school age, where an active role in the Parent Teacher Association (PTA) is required. It is quite normal for every parent to hold a leadership position in the PTA at least once when their child is in grades 1 through 6 (Koide, 2015). It may be difficult for a foreign mother who has a full-time job and lacks Japanese-speaking skills to fulfil leadership positions that require an ability to speak Japanese. In addition, obtaining time off work to attend school events may be impossible as Japan is known for its inflexible working conditions and long working hours (Lane, 2017).

As mentioned earlier, the shortage of childcare facilities is a problem for parents, and this contributes to some women leaving the workforce after childbirth. As of October 1, 2017, a reported 55,433 children were on waiting lists for nurseries (Jiji Press, 2018). For the foreign working mother, this may be quite difficult, especially if she has no relatives or parents living nearby whom she can ask for support. Koide (2015), in her research on the work–life balance of Japanese and foreign women in Japan, reported foreign women citing the lack of childcare as a significant concern when working towards achieving that balance. In addition to the lack of childcare, foreign mothers in Koide's study described the Japanese school calendar as having an irregular schedule,

which is a major challenge for working mothers. The literature on foreign women and child-rearing shows that they feel pressure as they must thrive and navigate their multiple roles in another culture, while also maintaining their birth country's culture and their own professional aspirations.

The Study and Research Questions

The study was aimed at exploring the challenges and difficulties facing foreign working women whilst raising multicultural children and determining how they dealt with these challenges. The following research questions were focused on:

RQ1. What are the challenges and difficulties that foreign working mothers face in Japan?

RQ2. How do they deal with these challenges and difficulties?

RQ3. What are their future aspirations for Japan?

Methods
Data Collection and Analysis

The researchers created an anonymous questionnaire, using both closed- and open-ended questions. The questionnaire, titled "Foreign Working Mothers and Child-rearing," was distributed to potential participants at the beginning of June, and data was collected from June to October 2018 using SNS. To find potential participants for this study, the researchers contacted acquaintances, friends, and the Japan Association for Language Teaching (JALT) Chapters and Special Interest Groups (SIGs) as well as a number of foreign mother groups.

The questionnaire data was automatically compiled on a spreadsheet, as it was administered using the online platform Google Forms. Manual frequency counts were then applied to the quantitative data and the percentages are provided throughout this paper. Qualitative data were also analysed and a number of responses were chosen to represent the different categories the questionnaire addressed.

The Questionnaire

Section 1 of the questionnaire (see Appendix) was aimed at collecting demographic data. Section 2 collected information about the participants' work lives, and Section 3 focused on the linguistic landscape of their families and children. Section 4 examined their hopes for their children's identity and the multicultural or bicultural activities they exposed their children to. Section 5 looked at the familial and social factors the women were affected by. Section 6

concentrated on the challenges and difficulties they have as foreign working mothers. The questionnaire further investigated how they dealt with these issues and their hopes for Japanese society in the future—how they thought it could become a friendlier environment for foreign working mothers.

Several questions were Likert-type questions using a scale of 1 to 4. To obtain more authentic and rigorous data, and to avoid respondents selecting a neutral answer, a central option was omitted from the common 1 to 5 scale (Edwards & Smith, 2014).

All the closed-ended questions in the questionnaire were required questions; however, the questions that were open-ended, requiring longer answers, were optional throughout.

The Pilot Study

Before launching the official questionnaire, a pilot study was conducted to test the understandability, feasibility, and validity of the questions used. Using the results of the pilot study, along with feedback from the participants, several changes were made to the questionnaire to improve the flow and comprehensibility.

Findings and Discussion
The Participants

The questionnaire received 145 responses from working mothers across all parts of Japan. North Americans made up 44.1%, Oceania 19.3%, the UK 7.6%, the European Union 5.5%, Europe 4.1%, and other regions (such as Eastern Europe, Central Asia, Africa, South-East Asia (outside of Japan), the Caribbean and South America) 13.8%. The UK was grouped separately from Europe due to the Brexit negotiations at the time of data collection..

Across all the respondents, 5.5% claimed to be of Japanese nationality, even though their responses indicated that they were non-Japanese. One possible explanation for this is that they had taken Japanese citizenship, but as the researchers were unable to confirm this, their responses were included in the analysis.

Each respondent was asked to select the amount of time they had been in Japan, but rather than a particular number of years, the questionnaire provided a number of 5-year bands; each respondent selected the band applicable to them. As a result, the data collected did not allow for an accurate calculation of the median and average length of time that the participants have been in Japan. To compensate for this, the researchers assumed a relatively uniform distribution within each 5-year

band, allowing for the calculation of the median 5-year and the average 5-year bands. For example, if 29 people selected a length of stay in the band 6–10 years, an average of 8 years (6 years plus 10 years divided by 2) was assumed, and the total years for those 29 people was 232.

Working across all of the 5-year bands with this assumption, the researchers were able to calculate both an average and median number of years in Japan, from which the average and median 5-year bands could be determined. The results showed the median 5-year band for the length of time participants have lived in Japan was 11–15 years, and the average band was 16–20 years.

Participants were an average age of 41.35 years old and the majority (75%) had a Japanese partner and an average of 1.72 children.

Study Limitations

The study has a number of limitations. As it was administered in English, responses were limited only to those proficient in English and excluded other foreign working mothers. Whilst the researchers were pleased with the responses provided by the participants, it would be ideal to conduct the survey in multiple languages so that the study could be more inclusive of a wider range of nationalities.

The Challenges and Difficulties Faced by Foreign Mothers

As shown in Table 1, the top five challenges and difficulties were *stress* (71%), *personal time* (70.3%), *clashing of school events and working hours* (63.4%), *language difficulties* (46.9%), and *child illness* (39.3%). Although many of these problems may be faced by many working mothers all around the globe, it is certainly more stressful to be raising a family in a foreign culture where one can be unfamiliar with the culture, customs, and language. *Language difficulties* was also one of the greatest challenges, and this is something that the respondents would not have faced in their own country. Almost half of the respondents claimed to have language difficulties, and only 19.3% or 28 respondents said that they had near-native competence in Japanese.

Many mothers also felt that the education system, particularly in the lower years, is not designed to accommodate working women. During a child's elementary years, mothers are required to serve for a period of time on the PTA; however, this places huge demands on a mother who works and may not possess adequate Japanese language skills (Lane, 2017). Furthermore, when schools organize events

such as a parent observation day or a sports day, they generally hold them on a weekend so both parents are able to attend. This results in the following Monday being a school holiday and families, particularly mothers, are left with the concern of who will look after the children.

Table 1. *Reported Challenges and Difficulties Faced (N = 145)*

Challenges and difficulties reported	Number	Percentage
Stress	103	71.0%
Having no personal time for me	102	70.3%
Clashing of school events and working hours	92	63.4%
Language difficulties	68	46.9%
Child illness	57	39.3%
Little time to spend with my family	49	33.8%
Closing of child/children's class/es due to contagious illness	38	26.2%
Personal illness	33	22.8%
No support from educators with raising my child/children bilingually/bicultural	28	19.3%
Racial discrimination	26	17.9%
Power harassment	23	15.9%
Judgmental remarks from non-working mothers	20	29.0%
Sexual discrimination	18	11.7%
Maternity harassment	17	11.7%
No support from colleagues	17	11.7%
Conflicts with parents-in-law and the decision to work	9	6.2%
Sexual harassment	8	5.5%
Having to take care of my elderly parents-in-law	7	4.8%
Having to take care of my elderly parents	3	2.1%
All of the above	0	0%
None of the above	1	0.7%
Other	0	0%

Note. As respondents were able to choose multiple responses, the totals are not 100%.

Many of the respondents included comments regarding their difficulties in the Other section of

the questionnaire; one mother from the Caribbean who had been in Japan for 6–10 years said, "Japan is a great place to raise children, but they make it so difficult to combine work and being a parent . . ." A North American woman who had been in Japan for 16-20 years said, "My head of Dept. is Japanese and a mom. I would've quit without her support, but no other coworkers really get it—more so the foreign guys whom I expect better of. It's hard, stressful and alienating at times being the only foreign full-time working mom at your place of work." Another North American respondent who has been in Japan for more than 30 years said, "I worked part-time when the kids were in elementary school then full-time when the youngest went into JHS. This delayed my career and now I can't find non-contract full-time work because I am too old. Penalized for taking time to raise the kids."

In the questionnaire, respondents were asked to describe the tactics they used to deal with the challenges and difficulties they experienced as working foreign mothers. As shown in Table 2, 63.4% of the respondents selected *time management* as their most common tactic, 36.6% said they made sure they had *me time*, 34.5% reported that they *reduced their working hours*, 29.7% *sought parents in a similar situation*, and 17.9% *asked their parents-in-law for help*.

The women in the study had to fulfil their roles as cultural and linguistic transmitters for their children and handle responsibilities in their professional lives daily. It could be that they recognized that to remain physically and emotionally healthy they had to manage their time as well as possible and find needed personal time whenever possible. Working while raising multicultural children can be new for some women who were raised differently and may be lonely for those who lack the linguistic and cultural understanding of the (Japanese) foreign culture. Reducing their working hours, seeking parents in a similar situation, and asking parents-in-law for help are some ways in which the women could give more to their homes and get support in balancing work and child-rearing.

One of the greatest benefits of flexi-time is improving work-life balance, and many working mothers (67.6%) who took part in the survey hoped that Japan would offer flexi-time in the future. Being able to choose their working hours would allow mothers to pick up their children from school or enable them to be present when they come home from school.

Respondents also hoped that fathers would be *allowed to* (44.1%) or *encouraged to* (66.2%) *take paternity leave*. Japan's paternity leave system is ranked the second highest in the developed world, after only South Korea, and under the law fathers are entitled to take 52 weeks of leave with 58.4% pay (Organisation for Economic Co-operation and Development, 2016). However, Japanese corporate culture requires long working hours, and leave of any kind is not supported or encouraged (Holloway & Nagase, 2014; Koide, 2015). As a result, only 2% of Japanese men take paternity leave and they are said to face ridicule, pay cuts, and demotion, or remain in their job without the opportunity of promotion upon return to work. Therefore, despite having a world-class legal status, social norms and expectations effectively disallow fathers access to this legal right, and the responsibility of child-rearing falls to the mother (McCarthy, 2015).

Table 2. *Tactics Reported to Deal With Challenges and Difficulties* (N = 145)

Tactics used	Number	Percentage
Time management	92	63.4%
Making sure I have me-time	53	36.6%
Reduced my working hours	50	34.5%
Sought parents in a similar situation	43	29.7%
Asked my parents-in-law for help	26	17.9%
Changed jobs	26	17.9%
Parent/s came from abroad to help out	25	17.2%
Took time off for medical treatment for myself	22	15.2%
Took time off for medical treatment for my child/children	22	15.2%
Changed child's/children's day-care	9	6.2%
Had medical treatment in my home country	5	3.4%
Quit my job to take care of my children	7	4.8%
None of the above	4	2.8%
Took time off to care for my parents	2	1.4%
Took time off to care for my parents-in-law	2	1.4%
Quit my job to care for my parents	1	0.7%
Quit my job to care for my parents-in law	0	0%
All of the above	0	0%
Other	0	0%

Note. As respondents were able to choose multiple responses, the totals are not 100%.

Many respondents (51%) also wanted more language support in their native language, especially official letters or notices. This also relates to language difficulties, and although many may have become proficient enough orally to undertake everyday life, reading remains a difficulty.

Babysitting services were also thought to be lacking by many respondents (49%), with one North American mother who had been in Japan for 26-30 years even stating that the lack of support and available services in her child's formative years had led to her deciding not to have any more children.

And of course, equal pay and job responsibilities are definitely something that women, not only in Japan but around the globe, aspire to, although only 56.6% identified them as an aspiration for the future.

Table 3. *Future Aspirations for Japan* (*N* = 145)

Future aspirations	Number	Percentage
Flexi-time	98	67.6%
Encourage fathers to take paternity leave	96	66.2%
Equal pay and job responsibilities	82	56.6%
Language support for foreign mothers. (e.g., letters/notices written in the mother's native tongue)	74	51%
Babysitting services	71	49%
No waiting list for childcare	70	48.3%
Allow paternity leave	64	44.1%
Schools scheduling more events on the weekend	55	37.9%
Offer a longer maternity leave	43	29.7%
Creating ways to get working mothers involved in school activities	30	20.7%
Not closing classes due to contagious illness	25	17.2%
All of the above	12	8.3%
Other	0	0%

Note. As respondents were able to choose multiple responses, the totals are not 100%.

Future Directions

A follow-up survey may be conducted to investigate whether the challenges and difficulties of these foreign working mothers changed or improved over time; another is planned to see how foreign working women's challenges and difficulties differed or were similar to those of Japanese women.

Conclusion

The study provided some understanding of the experiences of foreign working women participating in multicultural child-rearing. The researchers felt they collected useful data that will contribute to the existing literature on foreign maternal employment. The data are also immensely valuable as Japan seeks a more international position, as the Japanese government is saying it is aiming for more women to contribute to the workforce (Chotani, 2017).

The researchers found that foreign working women encountered various challenges while participating in multicultural child-rearing. Although working women in other countries experience challenges in balancing work and family, this is compounded for foreign women in Japan who must maneuver the culture and language in a society that expects women to handle virtually all the duties related to children and home. Results indicated that the women experienced challenges related to stress, lack of personal time, educational issues related to clashing of school events, and as expected, language difficulties. However, in many cases, the women found ways to combat these challenges, including using time management and seeking support from other parents in a similar situation. The women in the study wished for a healthier life in which they could participate in multicultural childrearing and the labor force, through initiatives such as flexi-time, encouragement of paternity leave, and improved childcare services. The women hoped all of these could be improved over time so that Japan could become a more welcoming place for women who want to continue their careers after childbirth. However, many of these problems cannot be changed through governmental laws and policies alone, and a fundamental change in social attitudes and cultural reform is required for any real progress to be made.

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Appendix

The Questionnaire: Foreign Working Mothers and Child-Rearing

Section 1. Demographics

Age

- 25 and under
- 26–30
- 31–35
- 36–40
- 41–45
- 46–50
- 51–55
- 56–60
- Over 60

Marital status …You are _____

- Engaged
- Married
- Widowed
- Separated
- Divorced
- Never married and a single mother
- Other: _____

Which region are you from?

- Oceania
- Japan
- South East Asia (outside Japan)
- Africa
- Central Asia
- Eastern Europe
- Europe
- The European Union
- The UK
- North America
- Central America
- South America
- The Caribbean
- The Middle East
- Other: _____

How long have you been in Japan?

- 5 years or less
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- 31-35 years
- 36-40 years
- More than 40 years

In which industry do you work? (If you have more than one job please select your main employment)

- Education
- Consulting
- Communication
- IT
- Healthcare
- Manufacturing
- Public
- Retail
- Service
- Other: _____
-

Employment Status

- Full-time
- Contracted, and work full-time hours
- Part-time, but work full-time hours

- Part-time; only work a few days or hours per week
- Currently off on maternity leave
- Other: _____

How many children do you have?
- 1
- 2
- 3
- 4
- More than 4

How old are they? (more than one answer is ok)
- Three and under
- Between three and elementary school
- Elementary school age
- Junior High School age
- Senior High School age
- University age
- Adult

Section 2. Work Life
Please tell us about your work life.
Why did you return to work after having a child/children?
- For financial reasons
- I enjoy my career
- Both
- Neither
- Other: _____

How do you find balancing family life and a career?
- On a scale of 1-4; Difficult, it's a struggle - Easy, no problem at all!

Do you feel as though you can excel at both?
- On a scale of 1-4; No, my family hasn't suffered at all - Yes, but at the sacrifice of my family.

Do you feel supported by your co-workers?
- On a scale of 1-4; No - Yes

Do you feel supported by your employer?
- On a scale of 1-4; No - Yes

Section 3. Bilingualism and You
Please tell us about the linguistic landscape of you and your family.

What languages do you speak at home? (more than one answer is ok)
- Japanese
- Chinese
- Korean
- English
- Spanish
- Other: _____

How would you rate your Japanese language skills?
- On a scale of 1-4; No Japanese - Native-like

What bilingual strategies/approach do you use with your child/children?
- One parent speaks one of the two languages to the child; we follow the one parent one language strategy
- We often mix our languages, everyone is bilingual or multilingual
- Everyone speaks the same language at home other than the community language; we follow the minority language at home strategy
- We separate the languages according to the time and place; we follow the time and place strategy

- We speak a third language as my partner and I have different languages; we follow the lingua franca method
- We speak our second language even though we are not native speakers; we follow the non-native strategy.

Please comment if you feel your child/children have different strengths with their minority language/s. For example, the older sibling is stronger in their minority language/s than the younger sibling/s etc.

Section 4. Multiculturalism/Biculturalism
What kind of identity do you hope for your child/children to have?
- Identify as my culture
- Identify as their father's culture
- Identify as both cultures
- Other: _____

What kind of cultural activities do you expose your child/children to? (more than one answer is ok)
- Minority language classes (on Saturdays or another day)
- Networking with other bilingual and bicultural families
- Frequent trips to your home country
- Use learning materials from your home country or those in your language
- Relatives and/or friends visit from overseas
- They Skype, Facetime, talk on the phone etc. with relatives and/or friends overseas
- They watch media content/ listen to music from both cultures
- They read books from both parents' cultures
- They learn manners and behavior for both cultures
- We celebrate holidays for both cultures
- All of the above
- None of the above
- Other:_____

Section 5. Familial and Social Factors
Please tell us about your family situation.
My husband/partner is…OR my child's/children's father is…
- Japanese
- The same nationality as me
- Not Japanese and from a different country to me
- Other: _____

Who cares for your child/children while you are working? (more than one answer is ok)
- Public/private kindergarten (youchien)
- Public/private kindergarten (hoikuen)
- Private authorised day-care
- Private unauthorised day-care
- Grandparents
- School (Elementary, JH, HS)

Are your parents here with you in Japan?
- Yes
- No
- No, they are deceased.

How do they support your child rearing? (more than one answer is ok)
- Babysit
- Nurse when sick

- Help financially
- Give emotional support
- Give advice
- All of the above

- None of the above
- They are deceased.
- Other: _____

Are your husband's/partner's OR your child's/children's father's parents in Japan?

- Yes
- No

- No, they are deceased.

How are they supportive in your child-rearing? (more than one answer is ok)

- Babysit
- Nurse when sick
- Help financially
- Give emotional support
- Give advice

- All of the above
- None of the above
- They are deceased, not applicable
- Other: _____

Is your husband/partner OR your child's/children's father supportive with child-rearing?

- On a scale of 1-4; No - Yes

Does your husband/partner OR child's/children's father help with domestic duties?

- On a scale of 1-4; Doesn't help - Helps a lot

Section 6. Challenges and Difficulties

What are some challenges you have experienced as a foreign working mother in Japan? (more than one answer is ok)

- Having no personal time for me
- Little time to spend with my family
- Language difficulties
- Stress
- Personal illness
- Child illness
- Clashing of school events and working hours
- Closing of child/children's class/es due to contagious illness
- Judgmental remarks from non-working mothers
- Conflicts with parents-in-law and the decision to work
- Having to take care of my elderly parents
- Having to take care of my elderly parents-in-law
- Maternity harassment
- Power harassment
- Racial discrimination
- Sexual harassment
- Sexual discrimination
- No support from colleagues
- No support from educators with raising my child/children bilingually/biculturally
- All of the above
- None of the above
- Other: _____

How have you dealt with these challenges? (more than one answer is ok)

- Time management
- Making sure I have me-time
- Asked my parents-in-law for help
- Parent/s came from abroad to help out

- Sought parents in a similar situation
- Took time off for medical treatment for myself
- Took time off for medical treatment for my child/children
- Had medical treatment in my home country
- Quit my job to take care of my children
- Took time off to care for my parents
- Quit my job to care for my parents
- Took time off to care for my parents-in-law
- Quit my job to care for my parents-in law
- Changed jobs
- Reduced my working hours
- Changed child's/children's day-care
- All of the above
- None of the above
- Other: _____

How would you like to see Japanese society change to make it easier for foreign working mothers? (more than one answer is ok)

- Flexi-time
- Offer a longer maternity leave
- Allow paternity leave
- Encourage fathers to take paternity leave
- Schools scheduling more events on the weekend
- Not closing classes due to contagious illness
- Creating ways to get working mothers involved in school activities
- Language support for foreign mothers. eg. letters/notices written in the mother's native tongue
- Babysitting services
- No waiting list for childcare
- Equal pay and job responsibilities
- All of the above
- Other: _____

If you would like to make further comments, please use this section.

ARTICLES

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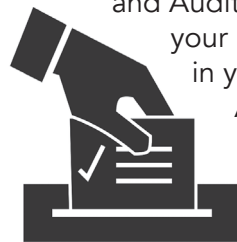
Torrin Shimono & James Nobis

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Email: interviews@jalt-publications.org

*Welcome to the May/June edition of TLT Interviews! For this issue, we are excited to bring you an in-depth interview of Professor **Donna Brinton**. For over 30 years, she worked as a faculty member at the University of California, Los Angeles, the University of Southern California, and Soka University of America. Professor Brinton has also published extensively in the field of content-based instruction. Such works include* Content-Based Second Language Instruction *(1989),* New Ways in Content-Based Instruction *(1997), and* The Content-Based Classroom *(2017). Her most recent publication with Marguerite Ann Snow is* Content-Based Instruction: What Every ESL Teacher Needs to Know *(2019). Professor Brinton was interviewed by Michael Ellis, who is the EFL program coordinator at International Christian University High School in Tokyo, where he has taught for 10 years. His research interests include reflective teaching practice, project-based learning, fluency development, and awareness-raising of marginalized groups through content-based instruction. He is currently program chair of JALT's Teacher Development Special Interest Group. So, without further ado, to the interview!*

An Interview with Donna Brinton

Michael Ellis
International Christian University High School

Michael Ellis*: You've written about a remarkable breadth of topics including materials development, content-based instruction, and teaching pronunciation. How did your interests come to span so much of the field?*

Donna Brinton: Kind of accidentally. The first thing that I did when I arrived at UCLA was to begin writing my own materials because there were pretty dismal materials out at the time. A colleague and I wrote a two-volume textbook for students entering the university. Then I started working in the field of Content-Based Instruction (CBI) because I got an offer to do this experimental program at UCLA with a colleague Ann Snow, who's

become my truest colleague in terms of co-writing and coediting books. She and I began working with this paradigm which didn't have any real literature at the time. We wrote an article about it, and we eventually got that accepted in *TESOL Quarterly*. It was just a research report, but we started thinking that maybe we could actually write a book about this. Marianne Celce-Murcia, who was my professor at UCLA, said there's this woman in Ottawa who's doing the same thing as we were. She's connected a language course and a psychology course. We met her at TESOL New York, and we started talking, and she said she would come to UCLA on her sabbatical to write the book with us. That's how I got into that field. Teaching pronunciation, again, I was just hired to teach a course and wasn't very happy with the materials. Another teacher began teaching that same course. We just started a notebook of resources that we could use, and that resource book then somehow made its way into a volume. I've always been a collaborator by nature. I don't do a lot of stuff on my own. I was never under tenure pressure at university because I was a lecturer. I've always just sort of been happy to work on projects that other people are interested in, but those areas have just become the areas that I've most invested myself in.

A lot of what you've shared about your story will ring true with TLT readers, arriving to the field before you're fully trained, then getting your footing and making

these critical friendships which help push you along the way. But one point of your journey which might be unfamiliar to a lot of us is your time working with the US State Department. Would you mind telling us a bit more about that?

It's a really unique opportunity within the US Department of State called "English language specialist." I was initially just recommended by another colleague at UCLA because he was unavailable for a particular assignment. They contacted me and that was the very first State Department assignment I ever did, in I think 1991. It's usually a two-week assignment, sometimes as long as six weeks. They match a need in a country with the local teachers of English to the expertise of people like myself. If they're looking for somebody who can train teachers who have a particular interest in the skill of pronunciation, they might go into their database of specialists and say, "Oh, Donna would be an appropriate person. Let's see if she's available during that time period." There is a range of stuff you can do as an English language specialist. In teacher education, you might work with more novice teachers or teachers who are not native speakers of English in a particular context on a particular project that they've identified they need help with. It might be a curriculum project. I did a lot of work in Uzbekistan with a group of teachers who were creating a teacher education framework, and went six times for two to three weeks each time. Then we also got funding to bring the teachers to UCLA to do a program in the middle of those six times that we visited them. Program evaluation is another thing you might be called upon to do. I've gone to places like Bolivia and done program evaluations of some of their programs. Sometimes, they just want a speaker who will go from conference to conference within the country. I went to Brazil and was taken all around the country and gave talks at the various teacher conferences, and the same thing happened in South Africa at one point. What that's done for me was probably more important than what I've done for the local teachers. I mean I don't want to say that it wasn't significant, and I think I have made an impact there, but for me as a teacher educator, it just means that I have face validity when I talk to my students, and I say, "Here's what it's like to be a teacher in Paraguay," "Here's what it's like to teach in Thailand," or "Here's what it's like to be a teacher in Argentina." I know the contexts in which people are teaching much better. I'm able to talk about things like world Englishes and all of those things. It's been a huge thing in terms of my professional development, probably more than any formal study that I've ever done.

In your plenary talk, you spoke about learner agency. You began with the metaphor of a pendulum, how methods move back and forth between promoting it and not. I couldn't help but question, is progress possible in this metaphor? Or are we really just moving back and forth with no goal?

I think that it's easy to sort of characterize that one swing of the pendulum that I was illustrating with audiolingualism as totally negative, and maybe my plenary gave that impression. I don't think that it's totally negative. I think there are things that came out of audiolingualism, things like even drilling which we sort of look down on today. But there are very positive aspects of drilling. It's a safe space for learners, especially in terms of pronunciation and speaking skills, to rehearse without someone looking at them critically. Even those other swings of the pendulum can bring about some interesting methods and techniques for language teachers.

You set up the question at the beginning, "Is learner agency just a buzz word?" And you ended with the conclusion that "No, it's not." As a devil's advocate, I'd like to ask you if you could imagine any contexts in which learner agency need not be promoted.

I really can't. It's something that, for example, when I was talking about audiolingualism as an approach that was not in any way concerned about learner agency, that was the most negative aspect of audiolingualism. It's why most of us today will say that's an approach that we no longer advocate, even if certain techniques that come out of that are still very much a part of our teaching. Taking that wholesale approach and applying it to our learners, we would never do. I think it would be really hard to think of a context in which learners need no agency whatsoever, and I think that's maybe one of the most positive things about teaching today and about the conference which we just attended. I went to so many sessions highlighting learner agency. I saw some amazing mini studies about individual learners or groups of learners who were definitely showing why this is so important.

I think that's quite powerful because over the past two days of the conference, I too have seen learner agency take on so many different forms, and sometimes I felt unsure of what exactly it means. There are so many different ways to approach it.

Absolutely.

However, if we can just accept it as a basic constant that all of our students need, perhaps that's a good starting place.

It is. When I was first asked to talk about agency by the organizers of the conference, I thought, "I don't know what I can say about agency." I really had to think hard how I would approach it from my area of expertise, and that's why I thought to frame it with the swing of the pendulum and the different approaches that either did or didn't integrate a focus on agency.

You brought up methodologies such as from audiolingualism and the soft method in your plenary. Today, many TESOL programs are moving away from methodology instruction, and looking at classroom practices more holistically. What do you think is the value today in learning these methodologies?

I still think they're very important. Both of those things are important, the sort of nitty gritty of the classroom, how to plan activities, and how to carry them out. I spent thirty years doing the teaching practicum. I've also done a lot of work in that area. I have a chapter in a methods text called tools and techniques of effective teaching. But if we don't know where we came from, and the kind of pitfalls that we can fall into as teachers, then we're not able to get the larger picture. The underlying philosophy is so strong in some of those methods. Even though I would never embrace a wholesale Silent Way approach, there are things within that philosophy that really touched a chord with me. One of them is that teaching is subsumed to learning, which isn't a principle of really any other technique, not a stated principle anyway. I think it's an important part of learner agency.

You ended with some advice at your plenary by offering ways we could promote learner agency. You listed things like creating a culture of inquiry and creativity, and fostering collaboration skills and learning strategies. When I heard that, it resonated with me, but when I tried to come up with specific applications, I was coming up more or less blank. Could you give some specific examples of how teachers can achieve this?

I'll give one concrete example. One year, we were adjuncted to political science, and the professor wanted the students to critique their Marxist orientation to society, how they were products of the dominant beliefs in society. All of our students were first generation immigrant students who thought America is the most wonderful place in the world. It's the land of freedom. The professor was asking, "How have your personal experiences shaped you as an individual, and how have these societal pressures shaped you?" Our students were just totally unprepared to do that, and what's more, they knew that they didn't really like what this professor was saying,

but they weren't able to put their finger on why this was bothering them. Why it was bothering them was that his politics were so different from theirs, so we had to find a way, and we created a case study of a person who showed all the influences, where this person had grown up, all the influences that had melded them into the person they were. I said, "Go home and use this framework that I have created to talk about this individual, but do it for yourself." And that really helped give them the sort of schema for how they could attack that assignment. Sometimes, it involves a lot of schema building. It involves a lot of framing assignments for students to get them to the point where they're even able to think about it.

That example helps me a lot to understand because I hadn't considered that we should talk about the target content in that skill development. Is it fair to say you need to utilize the content to support those goals?

Oh yeah.

As language teachers we tend to have preferences. "I'm better at teaching language OR content." CBI is something that you've written quite extensively about. This is an approach that has been gaining popularity in Japan for some time, especially at the university level, but there are often problems with specific applications. For this reason, I think it might be useful to ask you as an expert some questions about content-based instruction to clarify what it is and what it isn't. First, just very broadly, what factors do you identify as necessary to call something a content-based approach?

There are lots of variations in CBI, and I'll go through the three basic models. The theme-based curriculum, which is a form of content-based, is probably the most generalizable one. It's the one that you see in all of the textbooks that are on the market. When I started teaching you opened the pages of your textbook, and it said, "Chapter 1: The Present Tense, Chapter 2: The Past Tense..." Today, you open it up and it says, "Chapter 1: Robotics, Chapter 2: Extreme Weather, etc..." The theme becomes your content, and you use that as a carrier topic and then integrate all of the language instruction including skills, not just grammar, vocabulary, pronunciation, but also, reading, writing, listening, speaking, critical thinking, culture—whatever you think is important for your learner population.

The second is the sheltered model, which is one that we use a lot in the US. A content teacher is responsible for language development, but there is a much heavier focus on content than on language, whereas in the theme based one it's a heavier focus

on language rather than content. In a theme-based curriculum, students aren't really being held responsible for robotics; they're just acquiring language skills in order to talk about something that maybe is relevant, interesting, and meaningful in their lives. In sheltered, these are courses that students are actually taking. This approach is most common in high schools for students who don't speak English as their first language. They're all in a specially designated course, like sheltered biology, and the teacher has special training to work with language minority students. That's again a combination of language and content, but it's that sliding scale so there's more focus on content and more incidental focus on language. In the final model, the one I have the most experience with, adjunct model, you've got an equal focus on both because you have two teachers. You have a language teacher and a content teacher. But it's really essential in any one of these forms that there is an overlap between the language and the content. If it doesn't have content, it's not content-based instruction, and if it doesn't have some kind of language focus, then it's just a content course. Think of the Venn diagram. There's that piece in the middle, and that's what makes it the content-based course.

Could you explain where CLIL fits in this?

A couple of years ago, Ann Snow and I came out with a second edition of this book we called, *The Content-Based Second Language Classroom*. We were able to do a lot of updates and make it a lot more international in context. We got a lot of international authors talking about how they're doing content-based instruction, and we were very aware that one of the first things that we had to do was figure out how the CLIL people and we could come together on this question on how CLIL and CBI are related. We were very lucky to find an eminent CLIL practitioner, Christiane Dalton-Puffer, who said she would be willing to work with us, and she saw CLIL as a variant of CBI, or as belonging to the bigger content and language integrated instruction paradigm. We drew this new map of content-based instruction. It's in the volume, and we discussed at length where we felt CLIL belonged on the map. We had originally drawn it as a part of sheltered instruction, and she felt that it deserved its own branch under the bigger rubric of content-based instruction, so we all came to agree on that idea. It's a much newer approach than some of the other approaches. It originated on its own, not so much influenced by content-based instruction because it began in the European Common Union, and the basic idea of global citizenship was at the foundation of implementing CLIL programs in Europe. That's quite different from why a lot of content-based courses developed, so that may be one of the main differences—the goals and purposes of the program may be quite different.

Another one might also be that CLIL can be pretty intentionally introduced. Maybe the very first year, the students take one course in their second language, by year two maybe an additional course is added. It also substitutes for more traditional foreign language courses, so it takes the place of that, but in content-based instruction, especially if you think about the sheltered context, where we've got thousands of students in a given school district in the US who don't speak English as their home language, and they're coming into the school system with different degrees of proficiency, and the school system has to find some way of dealing with these students. The way that they've dealt with it is to put them in these sheltered classes in all of the content areas. If it's a large school district like where I live, Los Angeles unified school district, there's something like 97 different home languages of the students who are in that school district, and they have to find ways to deal with these students because otherwise they would all drop out of school. So it's not intentional, it's not carefully planned like CLIL is. That's maybe another difference.

What are the major benefits of a CBI approach?

I think that the whole communicative language paradigm under which we could put content-based, the obvious strengths are this idea of authenticity—authenticity of materials, authenticity of tasks, the relevance of what the students are learning to their real lives, and their real interests. Content-based instruction, if done well, can feed into that and make for a really rich learning environment. The potential is great. However, you need to understand that in a textbook, just because it's a content-based textbook, those chapters that have been developed by some author for maybe a completely different population may not be so engaging for the students, and that might be one of the weaknesses of that approach. I think that the sheltered and the adjunct don't suffer those same weaknesses as much as, for example, theme-based instruction does. I'll give you a real, concrete example. I was doing one of my state department assignments with a group of teachers from Kurdistan. I was in Erbil which is the northern part of Iraq. I was supposed to be training them in content-based instruction. They said, "Oh yeah, our textbooks are all content-based." True enough, their units were all content-based texts, but they hadn't been written for Iraq. They

had been written for, who knows, Brazil or some completely different context. I said, "How did your learners react to these themes?" And they said, "Sometimes yes, sometimes no." I said, "Can you name some of the units that don't work well with your students." Everyone in the room said, "The one about railroads." I said, "Well why in particular that one?" These were middle school students. "Well we don't have any railroads in Iraq." That's just a kind of classic example.

You've mentioned that as one challenge of CBI. Are there any others which teachers should be aware of?

Probably the biggest one is the supposed inability of content-based to focus on form. One of the things I keep going back to is this original quote by Dave Eskey, where he says content-based instruction comes down hard on the side of fluency, but in terms of accuracy, it's not an effective way of dealing with it. I completely disagree with that because I've done so much work on integrating a focus on form into content-based instruction, and I think maybe it could be the most powerful way of introducing focus on form. I've written textbook series that are content-based for advanced learners in the university context in which we very intentionally in every chapter introduce vocabulary-oriented activities and grammar-oriented activities that spun off of the content, and looking at readings where students could identify certain structural elements in the readings.

I think it probably goes both ways in that you might have an affinity for looking at forms, and be reluctant to bring the content to the forefront. This might be a stereotype for Japanese teachers of English. Likewise in David Barker's plenary, he said, "I'm not just an English teacher" is what teachers who aren't even English teachers say, because they don't know how to teach the language. They can only teach content. Can you think of any general approaches for bridging the gap? How can we convince teachers who like teaching form to teach meaning, and teachers who prefer teaching meaning to teach form?

I think the best way to do that is to get them immersed in an environment where they can see it happening. It may just be a series of videos that they watch, but even better, if you can get them to see this happening live. I do a lot of demos in my teacher education course. I just did one the other day, I'm teaching a short course on content-based instruction, and I did a whole demo on theme-based where I said, "Now you're my students. You're my middle school students, and we're going to do this unit." That way they could see how I integrate

language into our theme, which was, "What is a friend?" It was aimed at middle school students. We did the whole unit, and typically what we would do is say now let's debrief about it. I've done projects with content professors where we asked them to develop a unit and to show the other teachers what they've been able to do. Sometimes just prescribing, here's what we want you to do, we want you teach content for ten minutes, but we also want you to focus on two language features in your discussion. A couple years ago, I did a program at Toyo University with content teachers who were asked to teach through EMI (English-Medium Instruction). We had two weeks together, so that was a great opportunity for them and for me to get to know the issues they were struggling with it. There is no easy way of doing it, but I think the best thing is immersion into a context where this is really happening, and then debriefing after the experience.

So open doors, have the experience, maybe baby steps, and then reflect afterwards?

Yeah, yeah yeah.

That's powerful.

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Steven Asquith & Lorraine Kipling

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

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

Hello everyone, and welcome to our latest edition of My Share. As the summer fast approaches, you might be looking for some fresh ideas to inject into your classroom routines. At My Share, we aim to provide peer-to-peer guidance on activities that really work. If you want to get more involved, why not send in one of your tried-and-tested ideas? It's a great way to give back to the teaching community, and get your work published!

This time round we have four engaging activities that help students to build confidence in a variety of skills and tasks. First off, Jennifer Rose Smith shows how targeted questions on abstract and specific topics can help stimulate ideas for freewriting. Then, Joe Suziki-Parker offers a critical thinking game that encourages students to categorize logically and explain their reasoning. Next, James Bury shares a fun and materials-light question-forming activity that engages a variety of skills. Finally, Steve McCarty provides an engaging project with real-life applications, in which students research and enact job interviews.

We hope you find these ideas useful and look forward to hearing about your activities!

Helping Students Be Successful at Free Writing

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Quick Guide

- » Keywords: *Free writing, writing fluency*
- » Learner English level: *Low-intermediate and above*
- » Learner maturity: *High school and above*
- » Preparation time: *10 minutes*
- » Activity time: *15-20 minutes*
- » Materials: *List of teacher-created questions and a selected picture on slides, paper, writing instruments.*

"But I don't know what to write about!" Even as teachers encourage students to write about topics that interest them, students still struggle to put ideas down on paper. Free writing activities in which students choose their own writing topics can assist in building writing fluency, but students will often need help before starting such a task. This activity is a simple way to scaffold free writing for students while encouraging a diversity in writing topics.

Preparation

Step 1: Choose an emotion as a theme for this activity (e.g., fear, surprise, or happiness).

Step 2: Using the emotion theme, write 3-4 questions about students' personal experiences and that emotion (e.g., emotion theme: fear, "What are you afraid of?" "When you are afraid, what do you do?" "Do you like watching scary movies?").

Step 3: Next, find a picture of two or more people experiencing that emotion.

Step 4: Write 3-4 questions about the situation in the picture. The questions should require the students to use their imagination to answer (e.g., "What is the relationship of the people in the picture?" "Why are they in this situation?" "What will happen next?").

Step 5: Put the emotion theme, all questions and the picture on slides that can be shown to students.

Procedure

Step 1: Divide the class into pairs or small groups.

Step 2: Have the students ask and answer all the questions on the slides with each other.

Step 3: After a suitable amount of time, ask a few of the students to share their answers with the class.

Step 4: Next, remove the questions to leave only the emotion theme and the picture of the people experiencing the emotion showing.

Step 5: Explain that students will now begin "free writing." Tell students that free writing is writing as much as possible during the allotted time (5-10 minutes) about a topic of their choice. Students cannot use dictionaries, and they should not worry about

grammar or spelling. Emphasize that this activity focuses on fluency, not accuracy.

Step 6: Instruct students to begin free writing individually. Students can write about the emotion that was the theme, or the picture of the people experiencing the emotion, or any other topic they wish.

Step 7: After completing the activity, students can keep their work as a record of their developing writing skills, or it can be used as a prewriting activity for a more controlled writing assignment. As it can take time for students to become used to free writing, it is best to do these activities more than once to familiarize students with the process.

Conclusion

Free writing can be challenging, but with assistance students can start producing longer and more diverse writing products. In this activity, students first answer two types of questions (factual questions about themselves and creative questions about the picture), so they have a range of potential writing topics. Moreover, by relating the questions to an emotion, students are encouraged to write about both concrete and abstract topics that are relevant to their lives. Of course, some students will be able to generate their own topics, but for others, the questions and picture at the beginning of the activity give them ideas about which to write.

Jumbled Question Dictation
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Quick Guide

- » Keywords: *Listening, speaking, question forms, dictation*
- » Learner English level: *Elementary and above*
- » Learner maturity: *Junior high school and above*
- » Preparation time: *5 minutes*
- » Activity time: *15-30 minutes*
- » Materials: *List of questions related to the lesson content, note paper or notebooks for the students.*

This is a jumbled-sentence dictation activity, in which students have to order the words in topic-based questions correctly before using them as conversation prompts. It is an effective way of reviewing question forms, consolidating vocabulary, promoting listening skills, and encouraging students to develop their speaking skills. It can be used in various contexts, ranging from Business English or ESP/EAP lessons to general English Conversation classes. The activity can be used at the start of a lesson to review a previous lesson or at the end of a class as a communicative closer.

Preparation

Step 1: Prepare a list of questions connected to the theme of the lesson that is being taught. For example, if the lesson topic is family, the list could include common questions, such as 'Do you have any brothers or sisters?', 'How often do you see your cousins?', and 'What do you like to do together with your family?' The number and complexity of the questions will depend on the amount of time that the teacher wishes to spend on the activity and the level of the students in the class.

Step 2: Jumble the words in the questions in preparation for the dictation in class. This can be done in a number of ways, such as rearranging words in pairs, ('often how you do see cousins your?'), groups of three ('do often how your you see cousins?'), or all words randomly ('cousins do often your how see you?') Different levels could be presented with more or less rearranging of words, as appropriate. For example, for lower levels change the first example question above to 'Do have you any brothers or sisters?' and for higher levels 'brothers have do any or you sisters?'

Procedure

Step 1: Explain the activity to the students. If appropriate, give them time to predict what some of the questions may be (this provides the opportunity for the grammar of those predicted questions to be checked).

Step 2: Read the jumbled questions to the students and ask them to write down the words that they hear. Depending on the level of the students this can be done quickly or slowly, and intonation can also be varied.

Step 3: Encourage the students to check the words they have written with a partner for mistakes. Monitor, and write the words on the board so that students can double check their lists, if necessary.

Step 4: Get the students to reorder the words to make questions. (This step can be completed individually or as a pair work activity to encourage further speaking and collaboration.)

Step 5: Elicit the correct question forms from the class and write them on the board.

Step 6: Tell the students to ask and answer the questions in pairs. Monitor and give feedback, as appropriate.

Extension

This activity can be extended in a couple of ways. First, you could encourage the students to ask as many follow-up questions as they can. The teacher can then elicit some of the extra questions and share them with the class. This can be done 'as is' or as fresh jumbles. Second, the students can write a list of their own jumbled questions and dictate them to their partners to reorder.

Conclusion

This activity provides students with the opportunity to review question forms, practice using specific vocabulary in a communicative way, and develop listening-for-detail skills. It allows students to expand on ideas and conversations, thus helping to develop their speaking skills. It's a materials-light activity that is very easy to set up, which students find fun, engaging and motivating!

What's the Criteria?: A Critical Thinking Activity for the Language Classroom

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Quick Guide

- » Keywords: *Criteria, critical thinking, reasoning*
- » Learner English Level: *Intermediate to advanced*
- » Learner Maturity: *University*
- » Preparation/Pre-teach time: *10 minutes*
- » Activity time: *20-30 minutes*
- » Materials: *Worksheet, pencils, whiteboard, markers*

A competitive and engaging game, 'What's the Criteria?' is a two-part critical thinking activity I adapted from a university class I took that encourages peer-to-peer discussion through the use of critical thinking skills. The goal of the activity is to determine by what criteria a list of items is organized and to provide the reasoning behind the decision. For my language class I add the element of competitiveness by having separate teams organize a list of the same items by different criteria. They then exchange their lists and determine the criteria by which they were organized. In the second phase of the game, teams announce their decision and provide the reasoning behind their choice. The team with the most correct guesses wins.

Preparation

Step 1: Print and cut out the criteria cards on the Worksheet (dotted lines).

Procedure

Step 1: Start by playing one round with your students using the 'Sample Criteria Card' to model the activity.

Step 2: Write the items as they appear on the sample card (alphabetical order) on the whiteboard for all to see.

Step 3: Ask the students how the list is organized, providing them with the following structure for answering: 'I think the list is organized by/according to _____. This is a good time to introduce the term 'criteria'.

Step 4: Next, ask a student how they decided the criteria, providing them with the structure for the second phase of the game: 'The list is organized by (criteria) because _____.' You may want to introduce the term 'reasoning' here.

Step 5: Reveal the answer and announce the winners. By now the students should have a good idea of how to play the game. Explain that in the next round students will form teams and play against each other.

Step 6: Depending on students' levels, you could write down all the possible criteria on the whiteboard.

Step 7: Have students form 2 teams on opposite sides of the classroom. Shuffle and divide all the criteria cards evenly amongst them (4 each). Teams have 10 minutes to organize the items according to the criteria on each card by writing them in the 'LIST' column on the card.

Step 8: When time is up, teams fold the cards in half (black solid line) so the opposing team cannot see the criteria, and exchange cards.

Step 9: Teams then have 10 minutes to fill in both

the Criteria and Reasoning cells on each card using the prompts provided in the pre-teach section.

Step 10: When time is up, teams take turns reading out the list, the decided criteria and reasoning. After all suggested answers have been given, teams unfold the cards and check the original criteria. The team with the most correct guesses wins.

Step 11: Allow students time to ask any questions and give feedback as necessary.

Variation

If time permits, hold a final rebuttal stage where teams can challenge the organization of the lists they guessed incorrectly.

Conclusion

This is a fun game my students always enjoy. Try creating your own lists and criteria according to your students' levels and needs. With the right list and criteria, they will be motivated to use the target language via discussion and debate, with a few laughs in between.

Appendix

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

Job Interview Project
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Quick Guide

- » Keywords: *Job interview, project, role play, performance*
- » Learner English level: *Lower intermediate or above*
- » Learner maturity: *University or vocational*
- » Preparation time: *None*
- » Activity time: *120-150 minutes over three classes*
- » Materials: *Grading sheet or seating chart*

A simulated job interview motivates students by appealing to their desire to enter the job market. A project performed in front of the class provides various communication indicators to evaluate. At most foreign language levels in Japan, a rehearsed job interview fits students' expectation that the performance is fully prepared. Yet rather than a 'bowling' presentation communication style, this role play assures frequent interaction, more like tennis (Shaules & Abe, 2007, p. 12). In this activity, students need to assert their communication skills positively, preparing them for actual job interviews.

Preparation

Step 1: Adjust these suggestions to your class and grading criteria. At higher levels, for instance, presentations could be less rehearsed.

Step 2: On the presentation day, arrange chairs in front of the room so that students face toward each other and the audience.

Procedure

Step 1: In the first class, explain the activity. In groups of about four, one student will be the interviewer representing a company or organization with a certain open position, perhaps for international work, while the rest of the students are job applicants. Each student should speak for at least two minutes, so the performance should span about 10 minutes in total, for four students.

Step 2: Pre-teach some interview language patterns. For example, interviews should start with greetings and conclude with the interviewer saying that the applicants will be contacted later about the results. Some key phrases to model might include, "Please introduce yourself," and "Let me introduce myself." Students should also learn that real interviewers will ask for questions about the organization or position, which can make the difference in getting hired.

Step 3: In groups, students decide their real or fictional organization, a specific job opening, and their roles. Encourage students to visualize or investigate details that might be important in an interview situation.

Step 4: Students brainstorm interview questions to elicit self-introductions, knowledge about the organization, ability to do the job best, and free questions.

Step 5: The interviewer introduces the organization, open position, and works with the interviewees to formulate questions. The job seekers prepare self-introductions and answers, showing knowledge of the organization and their suitability for the position. Homework is to gather more information and plan what students will say.

Step 6: In the second class, give tips on oral and physical delivery. For example, looking up with their face visible to the audience when speaking is vital for intelligibility and evaluating individual speakers.

Step 7: Allow some class time for students to prepare and practice their interviews together. Monitor to make sure they are on task, asking each group about the organization, job opening, and their roles. Encourage any language or pronunciation questions. Homework is for students to refine and practice what they will say.

Step 8: On the third day, each group takes turns entering the 'interview room,' exchanging greetings, and taking their positions. Then they enact their interviews, as prepared in the steps above.

Step 9: When the groups are finished, give general feedback on weak and strong points. Praise students for overcoming traditional reserve, as positive self-expression in job interviews will actually increase their chances for career success.

Conclusion

In this engaging activity, students practice preparing for international job hunting, receiving interview tips and feedback. They could gain confidence in L2 communication through a realistic scaffolding with frequent turn-taking and a topic they are interested in.

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[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.

Email: tlt-wired@jalt-publications.org
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Using 360 Camera Technology to Enhance 21st Century Skills and Subject Area Content

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The Rationale

The constantly evolving ways in which we conduct our work and consume and share information has resulted in a recent emphasis on aligning classroom environments and teaching with 21st century skills (Johnson, 2009). This involves creating pedagogies which help foster the learning and innovation skills, career and life skills, and technology and information literacies that students will need to engage with modern life (Partnership for 21st Century Skills, 2009) Alongside this, the prominence of English within the global research community has necessitated educators to provide greater opportunities for students to connect their subject area content with English communication skills.

Driven by these goals, we trialed a project in which students used 360° cameras to create informative videos based on specialized subject area topics (Smith & Townsend, 2020). In this article, we seek to outline some of the language benefits we observed as well as benefits specifically related to 21st Century skill development. In addition, drawing from this experience, we will present some general considerations regarding editing and a more streamlined sequence of potential learning activities to assist other teachers interested in pursuing a similar idea.

Language Use and Discussion Benefits

At a surface level, the only language deemed to be a distinct result of using the 360 technology over conventional means was the directional language to guide the viewers' attention. However, not only did the activity processes incentivize students to

research and apply content-area language, but opportunities for language development also included using English to exchange ideas and opinions, explain procedures, and research and explore the meaning and use of language patterns. These processes created an authentic need to apply English collaboratively to accomplish tasks as a community of learners. As such, much like the way communication is conceptualized within the 4Cs of CLIL (Coyle, 2007), the project created a dynamic forum for students to develop language "for," "of," and "through" learning.

21st Century Skills Benefits

The nature of the project required students to utilize a number of skillsets found within the Partnership for 21st Century skills framework (Johnson, 2009). Students actively communicated in English, collaborated on project goals and made decisions reflective of their own ability level and background knowledge. In particular, due to the unfamiliarity of the technology, students began demonstrating skills in the following areas: (a) problem solving; (b) adapting ideas and flexibility; (c) assessing progress and performance at various recording stages; and (d) time management and prioritizing of tasks.

In terms of developing technology literacy, students participated in technical discussions and performed internet research to troubleshoot problems, helping them to master a variety of processes for camera usage, video and audio editing, and uploading. Using the cameras became a practical way for students to become involved in a specialized community of learners, with opportunities to utilize technological and information skills to contribute to a cooperative environment, albeit one which did not always run smoothly.

Editing Issues and Time Constraints

By far the biggest hiccup in the course was editing. The cameras themselves were relatively easy for students to operate. However, the workflow to transfer and edit footage in the appropriate format using a MacBook and iMovie was clunky and presented pitfalls for students. In addition, computer availability issues resulted in many students either waiting around or feeling pressed for time. Instead, we recommend having students use smartphone apps to edit videos. There are many 360-degree video editing apps that are intuitive and maintain footage in the necessary format for 360-degree spherical viewing on YouTube. For example, the app VeeR can easily splice, shorten and share correctly formatted

videos with simple drag and drop movements. Additionally, students can easily add filters, music and text to help elevate the viewing experience.

Using student smartphones to edit videos would also avoid both availability and time constraint issues as students can explore editing techniques easily outside of class. They do, however, require reliable WIFI and, in the case of VeeR, audio files will have to be recorded separately. We would nonetheless still deem individual smartphones to be more suitable than desktops in a large class.

A Potential Process—Before Recording— Building Awareness

Having students research and purchase their own viewers for the course serves the pragmatic purpose of ensuring that the students have the necessary tools, but it also helps to provide an early forum for the scaffolding of language to evaluate and express opinions.

Providing students examples of both effective and ineffective 360 videos to watch on their viewers helps build up an understanding of what makes an ideal project video and highlights what should be avoided (Bonner & Lege, 2018). A co-created vocabulary list used to describe videos can become a keystone text for students to revisit later in order to assist in peer-feedback processes, and this could be further reinforced through a written appraisal.

Allocate class time to provide some technical training in how to use the cameras and to experiment with editing software.

Practice Procedures

To help ensure all groups are competent in editing footage, it would be advantageous to allow students time to record some basic 360-degree footage and transfer it onto their smartphones, along with time to experiment with editing software at home. This could be followed up with an editing skills swap meet where students make a standardized can-do list for basic editing skills and also exchange any other "flashy" technical skills they have discovered.

We found that having students create a conventional 2D video draft was ineffective, as problems with focus, movement, and lighting in the 360-degree format were not brought to the students' attention until it was too late. This could be improved by a formative peer review session where students can show partially completed videos and compare their work with others to receive feedback.

Post-Submission

Allowing for a final viewing day so that all groups watch each other's films would be one way for students to showcase their final product. Teachers wishing to draw explicit attention to 21st century skills could also use this opportunity to guide students' metacognitive reflection on the task, their learning, and other transferrable skills.

Conclusion

We conclude from our experiences that having students create 360-degree videos is a challenging but rewarding and novel way to invite content area English into the classroom. Although the resultant language can be achieved through other means, video creation can be a unique learning experience which promotes the modern-day skills that students will be able to draw on in the rest of their studies, and for the rest of their lives.

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[JALT PRAXIS] YOUNGER LEARNERS

Mari Nakamura & Marian Hara

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

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Neurodiverse Students in Your Classroom

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Note: The font used in this article, *OpenDyslexic(open-dyslexic)* by Abelardo Gonzalez, is licensed under a Creative Commons Attribution 3.0 Unported License.

Approximately 10% of the Japanese population, or about 12.6 million people, has a learning neurodiversity that they may not be aware of. Many are acutely aware that they are different, suffering very difficult school experiences, and many underachieve. This leaves a lifelong sense of shame and social isolation. Some leave education early. The costs to the individual can be high, with increased rates of depression, anxiety, often later self-treated with tobacco and alcohol (Miyazaki & Tabuchi, 2018; Tabuchi & Kondo, 2017). However, many people with neurodiversity are highly creative. There is a net loss to these individuals and society (Kinsella, Waduud, & Biddlestone, 2017). Some of these students are in your classrooms now. So, what can be done?

Many of Japan's teachers are ill-informed about learning differences and what they primarily affect: dyslexia (spelling), dysgraphia (handwriting), dyspraxia (motor skills, also known as developmental coordination disorder DCD), and dyscalculia (mathematical

ability). Intelligence testing is frequently available but testing for the *dys* conditions is limited to a few practitioners in major cities. The usual assumption is, "The child is of normal to high IQ, therefore they are not trying." Attention deficit hyperactivity disorder ([ADHD] both the inability to focus and to remain stationary for long periods) and attention deficit disorder ([ADD] tendency to lose focus and daydream) are also part of these neurodiversities. Children with ADHD are estimated to experience up to 20,000 more negative teacher comments than their non-ADHD peers by age 10 (Jellinek, 2010).

These learning differences often coexist in individuals. They are also inheritable traits. Teachers may not be aware of familial patterns. The precise brain mechanisms governing these conditions are still unknown. Some students may also have autism spectrum disorder and/or color vision deficiency. These can overlap in complex ways. For a summary, please refer to the chart presented in the downloadable appendix.–

Learning differences affect many aspects of a student's life, both in their Language 1 and Language 2. They can be unintentionally bullied by well-meaning people who want them to try harder. What I am finding in my teaching context and elsewhere is that learners want recognition that they are trying hard already.

Neurodiverse students have more school absences and unfinished work than others. Studies from America show that students with dyslexia avoid tasks by Grade 2 (Syal & Torppa, 2019). It's important to reduce the shame and anxiety that they feel about their handwriting and spelling as early as possible. Shifting the focus to the content of their work rather than neatness will protect self-esteem.

In many countries, students with a neurodiversity diagnosis can request reasonable accommodations to improve their performance from elementary school upwards, such as extra writing time, using tools such as a pen that reads text aloud, a keyboard, larger fonts, and paper that is not pure white. Given that many parents are hesitant to pursue diagnosis, we can use some general accommodations with the whole class that won't affect others but will reduce barriers for neurodiverse students. Where possible,

it can help students to work on a keyboard; all students' work will look the same. The following are a few techniques I have used.

Mastering the Alphabet

All students in Japan study the romanized alphabet in Year 3 for keyboarding using a student workbook over the course of four classes. Integrating all the skills needed is difficult for students with learning differences. Many feel that they've failed and that English will be too hard, so we need to find ways of helping these students succeed. The first step I use is an abc tower system that I learned from Marco A. Brazil at a JALT Chapter event in 2014. Learners build the abc tower using paper cups with letters written on the base. The cups sit on 10 round cardboard discs on which are written the sequences of "abc", "def", "ghi", with "y" and "z" as singletons as the top two levels.

Figure 1. abc tower and abc tower board cards.

From five years of classroom practice, the ABC/abc tower is preferred by all levels of elementary students over alphabet cards. They are easy to read because the surface is not shiny, and learners can pick them up more easily than two-dimensional cards, which increases the speed of the game. The construction element is interesting for children as they enjoy the thrill of making the tower. All these aspects make this activity attractive to diverse learners. I adapted the activity in three ways. I used the Open-DyslexicAlta font on the cups. I also made matching magnetized blackboard cards numbered 1-10 to show the letters on each tier during assembly. Students work independently of teachers to match the letter on the cup to the chart on the board. This teaches

them that instructions give them clues about how to do a task, and that they can solve the challenge themselves. After building the tower, the group knocks it down. If multiple towers are used, you should color code the rims of the paper cups by set to make it easy to identify the sets when the towers are pushed over.

The goal is to remove the child's fear and confusion with the alphabet. If a child has ADHD and oppositional defiant disorder, they may have difficulty in turn taking and waiting to push the tower over. Put these children in a smaller group to reduce waiting time and increase the speed of the activity. Children with ADHD get a lot of negative feedback about interrupting others. Good grouping helps all children to demonstrate their potential.

A smaller scale version which is also very motivating is making sets of upper- and lower-case letters that fit inside a 2.4-centimeter circle. These fit neatly onto the top of a pet bottle cap, which is a good way of recycling these items. They can be used for learning the alphabet and other activities. Making their own or their classmates' names using these caps creates a very personal connection to using English and exploring the differences between Romaji and English spelling and syllabification. Children under eight years old or those with dyspraxia/DCD may have difficulty in cutting out printed letter circles to fit caps. Children who are perfectionists may need reassurance or a few replacement circles. Stick-type glue works better than liquid glues.

Figure 2. abc caps keyboard layout and caps for constructing sentences.

Tactile letters using a glitter pen are also useful for creating a physical memory of letter shape and stroke order.

Figure 3. Tactile letters.

Fonts

When making 3D resources, I use OpenDyslexicAlta font so students can spontaneously remember the correct orientation of letters. This font's letters are thinner at the top and thicker at the bottom. This is very useful for the most challenging letters such as upper-case C, M, W, N, Z, Y and lower case b, d, h, n, p, q, and u. I have watched students with a range of profound learning challenges accurately use letters in this font. In Japan, the recently released universal design font **UD Digitalkyokashojitai** (UDデジタル教科書体) is compliant with national disability discrimination prevention goals and is now used in many national textbooks. I have also tested this font in both Japanese and English on student worksheets, and it works very well.

Another important factor is how you use the font. Ideally, choose wider spacing between letters, words, and rows of text (Perea, Panedero, Moret-Tatay & Gomez, 2012). Block or align text to the left-hand side rather than justifying it, so that the spaces will be uniform and less distracting. The British Dyslexia Association recommends the following guidelines for optimal use of fonts: size (12-14), inter-letter spacing (35% of the average letter width), inter-word spacing (3.5 times the size of the character spacing) and inter-line spacing of 1.5. Layout is important for readability. An excellent set of digital posters was created under the auspices of The United Kingdom Home Office: *Do's and Don'ts on Designing for Accessibility* (The United Kingdom Home Office, 2016). The web link to the posters is included in the reference section.

ARTICLES

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Spelling

Helpful spelling strategies include practicing phonics, phonemic awareness, morpheme and syllabification training, or sight reading, depending on which support suits the individual student. Another method of memorization is *The Proofreaders' Trick* (Berminger, 2018). It is a variant of look, cover, write, and check, with the "look" step lasting about 20 seconds the first time. Students need a pencil and paper. Tell them to just look at a word without speaking or 'air writing'. Cover the word and ask students to close their eyes and let the word float up in their minds. Ask them if they can see it. If some can't, give them another five seconds of exposure. Ask them to spell the word from the last letter to the first, then first letter to last, and then they write the word. Last, the teacher reveals the word and students check their spelling. Ninety-five percent of students can do this activity the first time, including dyslexics. Typically, I do this process twice, and the second time all students can usually do it. During the spelling aloud phase, students' eyes usually drift towards the top left or right corner of the room. This tool increases students' self-confidence. It can be used with upper elementary to adults. I've received feedback from other teachers that this has helped students who are stuck to move on and learn much faster.

Dealing with Longer Texts

Some students are overwhelmed by large amounts of text. A useful solution is to place a visually boring object, such as a blank card or pencil, on top of the text above or below the current sentence. This increases focus on the current sentence, and for some students may help with tracking and visual stress (Daloiso, Deleney, Ianes, Kormos, & Smith, 2018).

A few students are very sensitive to the background color of text on worksheets, books, and slideshow presentations. Pure white is the most problematic for some students. Some academics say it makes no difference, while others say it does (Uccula, Enna, & Mulatti, 2014.) I have seen task avoidant students suddenly become active participants, writing more extensively and neatly, when the right color was offered to them. I offer standard printing options of pink, blue, green, blue-green, and yellow for a few important documents. To identify which color is easiest to read, get the students to individually compare and try to read aloud from a sample of each color with simple text. Try it out on yourself on paper or on your computer screen by changing the background color.

to read as possible. The goal is that all people can really demonstrate their potential and creativity. Seeing things from another
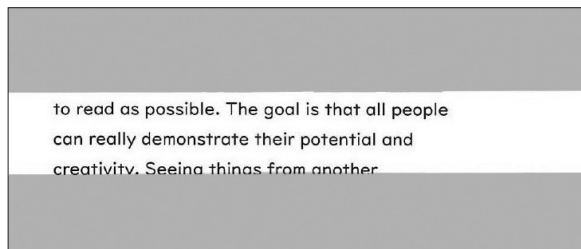
Figure 4. Masking can increase tolerance of longer texts.

Choral Reading of Text and Instructions

Reading aloud is one of the most frightening experiences for neurodiverse students. A non-threatening method is group continuous reading, where students keep rereading at their own pace until you say stop. Monitor them and stop the activity when the slowest student has started rereading. Then give feedback on pronunciation at the board to the group as a whole.

Many students with neurodiversity have working memory challenges and are not good at taking notes. They may also not be ready for instructions. Before activities, have the students choral read instructions as a group, then use information questions to confirm what they are doing and how. This works because some students have gaps in the lexicon because they were unable to focus at the time when particular words or characters were originally studied. Offering this pre-activity scaffolding increases successful participation in written and group work.

Physical Activity in the Classroom

Plan for some standing time at least every 20 minutes. For example, standing up and talking in pairs about what they just learned will help all students to focus, particularly those students with ADHD/ADD (Ratey & Hagerman, 2008). Some students

have left-right confusion. If you are planning a performance including dance, place students with left-right confusion directly behind students who have good directional skills. They can copy the movements and feel more successful.

If these techniques are used at the whole class level, more students can participate effectively without feeling like they are being targeted. Everyone will benefit, and learners will also see that the idiom of *10 people, 10 colors* works in educational preferences, as well as in life.

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Alexandra Burke has taught all levels of the Japanese public school system from university to kindergarten and adult English for specific purposes. A former systems examiner and public health policy officer from Australia, she's been researching how students with neurodiversity experience education in Japan. She has been presenting on practical classroom strategies to improve outcomes for students and won Poster Session A at JALT2019. She is also a contributor to the MindBrainEd SIG Think Tank.

Appendix: *Some Typical Classroom Challenges Faced by People with Neurodiversity*

	Reading	Writing	Speaking	Listening	Organisation
Dyslexia	Reads slowly with frequent errors. Difficulty in rapid naming of letters, characters and words in comparison with peers.	Writes slowly and makes errors in letter orientation or choice. Letters may range from neat to messy. May forget to use particles and punctuation.	Very articulate in comparison with written work; gets criticized for not trying.	Can be extremely good at memorization of things heard but unable to document effectively.	Working memory issues—forgets things needed for class or loses place in work. Copying from the board is difficult. Difficulty remembering left and right.
Dysgraphia	Reads slowly.	Writes slowly with uneven pressure. Inconsistent shape and size of letters. Lines of text drift up and down across the page.	Difficulty when reading handwriting.	Misses details because of focusing on other information.	Work will be messy; may not be able to read their own notes. Taking notes while listening may be impossible.
Dyscalculia	Misinterprets symbols in math problems. May struggle to read music. Difficulty interpreting positive & negative numbers and fractions.	Makes mistakes such as lining up columns of numbers. May not be able to use words to describe how to solve math problems. Difficulty in using math facts and fractions. May use side memos of addition to solve multiplication problems.	Difficulty with timing during prose, poetry, clapping rhythm. Can't fluently recite math facts, times tables.	May have difficulty recognizing patterns with timing. Difficultly taking down memos to solve problems.	May be unable to calculate time or to estimate time of tasks. May use fingers when counting numbers or calculating time or days. Can give answers but cannot show their working process: these students are often unfairly accused of cheating. Teachers assume that if they can't remember the math facts, they can't do more complex math.
Dyspraxia	Loses place while reading. May move head while reading.	Writes slowly, applies uneven pressure. Letters are not consistent shapes and sizes. Lines of text may drift across the page.	Difficulty producing sounds compared with peers.	Difficulty in filtering out background noises.	Gets picked last for sports: Slower than other students to finish tasks. Sitting still may cause physical stress. Study items may spread out of their own workspace. Time management.

	Reading	**Writing**	**Speaking**	**Listening**	**Organisation**
ADHD	May miss words or punctuation and/or lose place when reading. May appear to read aloud when expected to read silently. May have difficulty comprehending text when reading. Lacks text attack skills.	Problems with accuracy and proofreading of work. Copying text from a book or board may be difficult.	Talks excessively. Uses novel words and expressions or inappropriate language in class. May lose track of ideas while speaking or suddenly change topic.	New information causes thinking ahead, so current information is missed. May not sustain eye contact.	Interrupts others. Loses materials. Becomes overwhelmed. Poor impulse control. Anxiety about errors. Using distraction behaviors like pencil sharpening when stressed. Sleeps when bored or can't understand. Study items may spread out of their own workspace.
ADD	Misses words, or punctuation and loses place when reading. May have difficulty comprehending text when reading. Lacks text attack skills.	Problems with accuracy and proofreading of work. Copying text from a book or board may be difficult. Loses place when writing. May forget to use particles and punctuation.	May lose track of ideas while speaking or suddenly change topic.	Can appear not to be listening. May not sustain eye contact.	Loses materials. Becomes overwhelmed. Girls with ADD may go undetected because of bias that girls are more passive. Anxiety about errors. Study items may spread out of their own workspace. Expects rejection. May draw/daydream during class.

Sources

- The Learning Difficulties Association of America, https://ldaamerica.org
- The British Dyslexia Association, https://www.bdadyslexia.org.uk
- Made by Dyslexia, http://madebydyslexia.org
- The UK Dyspraxia Foundation, https://dyspraxiafoundation.org.uk
- Children and Adults with Attention Deficit Disorder (CHADD), https://chadd.org/understanding-adhd/
- The Japan Dyslexia Society Non-Profit Organization, https://www.npo-edge.jp/about/englishpage/

ARTICLES

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English for Pharmacists

[Manabu Miyata and Satoko Ōsawa. Tokyo: Houbunshorin, 2016. pp. 94. ¥1,900. ISBN: 978-4-89347-244-1.]

Reviewed by Ben Grafström, Akita University

English for Pharmacists is an EFL topic-based textbook that focuses on developing students' listening and speaking skills as well as building technical vocabulary. The book's title, however, is slightly misleading, because pharmacy majors study chemistry, biology, and medicine—topics that are absent from this book. Regardless, this resource is excellent for preparing students in the broader health and medical fields to communicate in English. It is particularly beneficial for medical students who need to use specialized English expressions for the Objective Structured Clinical Examination, which many medical schools require to be performed in English.

The book presents 346 target vocabulary items, phrases, and useful expressions for interacting with customers visiting a drug store or seeking help for a variety of ailments. The introduction and instructions for the activities are only in Japanese, so the book is obviously targeted towards Japanese language speakers. Even though there does not seem to be an English support website or instructor's guide, the book's activities are straightforward and easy to follow.

There are 14 thematic-based units, covering a range of scenarios from *Helping Customers* to *Cold Medicine,* and there is also a final review unit. Each unit begins with the Introduction section, followed by the Fundamentals section, and finally with the Practice section. The Introduction section describes the theme's background. The Fundamentals section consists of a list of between 14 to 22 terms and phrases (e.g., mucous membrane, hay fever) and a list of 5 to 10 phrases (e.g., I recommend this medicine; Are you presently being treated for any illness?). The Practice section consists of approximately four activities ranging from syntactic drills to listening activities, such as dictation, cloze, and listening comprehension questions. Teachers can easily cover one unit per class and finish the book in a single semester. The book contains a bilingual glossary of all the terms, and the accompanying audio-files (available for free download from the publisher's website) provide pronunciation models.

The authors do not specify for which particular language level this book is best suited. The grammar is similar to what is taught at the middle school third-year level, so this book is more than adequate for students in the tertiary level. However, the challenge of this book is its vocabulary. Using the online vocabulary profiler Lextutor (Cobb, n.d.; Heatley, Nation, & Coxhead, 2002) I analyzed a sample of half of the book's target vocabulary, and 43% of the words are *off-list*, indicating that these words are not included in the New General Service List's 2,000 most frequent words (Brown, 2013) or in the New Academic Word List (Coxhead, 2000) (e.g., atopic dermatitis, gastric ulcer).

The audio files and listening exercises are perhaps the book's most valuable features—and are what some similar textbooks lack. According to Kawashima (2018), the lengths of technical medical English vocabulary and their difficult pronunciations are often daunting to health and medical students. Therefore, if utilized effectively, the book's listening exercises can help students with this struggle. As such, this book and its audio resources can help students with both listening comprehension in health related scenarios (input) and with their own pronunciation of complex words (output). A few recommendations would be for students to use the MP3 files for the listen and repeat, shadowing, or dictation cloze activities, which can be done inside or outside the classroom.

Both drugstore workers and health-field specialists need speaking, listening, interpersonal skills as well as some understanding of everyday terms related to health and illness—all of which this book fully addresses. Whereas other health textbooks this reviewer has used focused primarily on reading comprehension, *English for Pharmacists*' exercises require students to communicate actively with their partner, playing the role of the patient.

English for Pharmacists was used with a group class of Physical Therapy (PT), Occupational Therapy (OT), and Nursing majors (78% female, 22% male; 47% reported having an *Eiken* level of either pre-2 or 2) enrolled in a 4-year degree program. The most frequent feedback about the book was that the vocabulary and expressions were *hard*; the topics, vocabulary, and expressions have a strong connection to nursing; and that the students want to use this book! A few PT and OT majors reported that the book did not suit the needs of their major. One student said it was beyond their level.

Overall, this book seemed to have a positive, motivating effect on my students. The terms and expressions are practical and address ailments that health and medical students will undoubtedly need to deal with in their profession. The publisher, however, should provide an English instructor's manual and English instructions for non-Japanese speakers.

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

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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*.

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

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Books for Students (reviews published in *TLT*)

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

* Flash on English for banking & finance — Smith, A. Recanati, Italy: Eli, 2018. [This coursebook presents finance and banking related vocabulary in realistic situations.]

* Bedside manner beginner: A basic English course for nursing. (3rd ed.). — Capper, S. Nagoya: Perceptia Press, 2019. [This new edition is a practical and basic introduction to everyday nursing English. Students learn the vital communicative essentials of nursing English.]

* ELI illustrated dictionary — Bulmer, L. P. Recanati, Italy: ELI, 2019. [This dictionary presents 2000 words over 35 illustrated pages to introduce learners to topics such as home, family, school, and work.]

Flash on English for banking & finance — Smith, A. Recanati, Italy: ELI, 2018. [This coursebook presents finance and banking related vocabulary in realistic situations. It is suitable for all learners of English who are preparing to enter professions related to banking and finance as well as professionals who want to improve their language competence. Downloadable MP3 files are available.]

Flash on English for marketing & advertising — Smith, A. Recanati, Italy: ELI, 2018. [This coursebook is designed for students studying for a career in business with a focus on marketing and advertising as well as professionals who need to improve their language skills. Downloadable MP3 files are available.]

! 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.]

* Inspired to write — Wilson, W. Nagoya: Perceptia Press, 2019. [This coursebook features student-centered writing with pair work and group activities.]

! Life 1 (2nd ed.). — Stephenson, H., Hughes, J., & Dummett, P. Boston, MA: National Geographic Learning, 2019. [This second edition includes new and updated features includ-

ing updated content, including video, an extended critical thinking syllabus, and new "Memory Booster" activities, which improve students' abilities to retain what they have learned.]

Pocket readers — The following are edited by A. Boon, Tokyo: Halico Creative Education, 2019. [Good grades are not enough. To be successful in life, students need to learn how to deal with real-world problems. This series provides learners with advice, skills, and strategies to deal with problems they encounter in life.]
* Ten ways to choose your career — Boon, A.
* Ten ways to achieve work-life balance — Boon, A.
* Ten ways to influence people — Ito, L.
* Ten ways to be creative — Maclauchlan, K.
* Ten ways to stay safe — Takeuchi, C.

The pros and cons: 25 engaging topics for adult ESL students — Wilkes, A. S. Publisher: Author, 2019. [This fluency building workbook for adult learners of English was designed to help teachers create engaging and fun classes, covering a wide range of topics, and to help students to build fluency by providing activities that guide them to be creative and speak out. Suitable for students at the CEFR B2+, IELTS 5.0+, or TOEFL 87+ levels.]

! 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, E.P., Pathare, G., 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., & Blundell, R. Oxford, UK: Oxford University Press, 2019. [Six levels of American English coursebooks that empower adult learners to join any conversation and say the right thing at the right time. Includes online practice.]

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

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

Data collection research methods in applied linguistics — Rose, H., McKinley, J., & Briggs Baffoe-Djan, J. London, UK: Bloomsbury, 2019.

English as a Lingua Franca in Japan: Towards multilingual practices — Konakahara, M., & Tsuchiya, K. (Eds.). Cham, Switzerland: Palgrave Macmillan, 2020.

Innovation in language teaching and learning: The case of Japan — Reinders, H., Ryan, S., & Nakamura, S. (Eds.). Cham, Switzerland: Palgrave Macmillan, 2019.

! Perspectives on language as action — Haneda, M., & Nassaji, H. (Eds.). Bristol, UK: Multilingual Matters, 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

In this issue of Teaching Assistance, the author introduces a Self-Access Learning Center for which he was responsible. Based on utilization statistics and an investigation into why the center was poorly attended, he explains strategies that helped to revitalize its outreach. These ideas could inspire managers to maximize attendance at 45 other centers at universities across Japan or anyone thinking of launching an educational facility to help students become autonomous language learners.

Strategies for Self-Access Learning Centers

Arran John Chambers
Kagawa University

In 2014, the Ministry of Education, Culture, Sports and Technology initiated the Top Global University Project aiming to enhance the globalization of Japanese university students. Consequently, Japanese universities focused on expanding opportunities for students to study abroad, promoting campus diversity, and increasing the number of credit courses taught with English as the medium of instruction. To achieve higher levels of internationalization, Self-Access Learning Centers (SALC) have been established at over 45 universities across Japan (JASAL, 2019).

What is a SALC?

SALCs are educational facilities tasked with providing the necessary resources and tutelary support for students to confidently take charge of their own language learning at their own pace. The resources

offered vary with each center, but typically students can expect to find a selection of extensive reading materials, such as graded readers, an audio-visual digital bank with native language movies and TV shows, one-to-one language help sessions, and language classes for various purposes.

The First Stage of the SALC at Kagawa University (KU)

In June of 2014, KU established the English Café (EC). This SALC has two separate rooms in a 400 square meter space. One room is an open-plan student lounge area with seating for 100 people in which students can study, hold sports club and society meetings, find out about opportunities for study abroad, and attend cultural events. The second room served as a classroom for language learning (Figure 1).

Figure 1. Author teaching in the classroom.

Initially, the EC had few resources for independent study but had a full-time English language teacher as well as support from volunteer teachers from faculties within the university. Its original focus was to provide Japanese students with opportunities to practice their spoken English via taught classes rather than emphasizing self-directed learning. From one to three 90-minute, non-credit classes were being offered daily in the EC during the period of June, 2014 to March, 2018. At this time, students could join a class they were interested in without being required to sign-up in advance. These classes provided students with the opportunity to improve their spoken English as well as to prepare them for study abroad.

However, it was felt that the EC was being underutilized both in terms of the number of students visiting the student lounge for self-study purposes, as well as the number of students specifically participating in classes and events. From April to August, the average number of monthly visits to the student lounge was 719 (Figure 3), with class and event participation averaging 287 students for the same period (Figure 4). This meant that in a university with approximately 6,500 enrollees there were only 23.9 student visits a day to the facility when averaged over a 30-day month.

Investigating the Underutilization

In July of 2018, a 15-item multiple-choice questionnaire was distributed to first- and second-year undergraduate students (N=622) in all six faculties for whom English study was obligatory. The items centered on students' language learning beliefs and their view of the atmosphere, layout, and usefulness of the SALC. The results revealed three problems that were possible causes of the underutilization of the SALC. Firstly, a significant proportion of students (n=260) did not have confidence in their ability to use English. They believed that only English could be used within the facility, and they decided not to make use of it. The second issue was that attendance was inconsistent for those who did make use of it. Finally, a large number of students (n=271) had a negative impression of the classroom area within the EC where all classes were being held at the time, labelling it as *hairinikui* (not very welcoming).

Solutions to the Three Problems

The proposed solution to the issue of 42% of students being reluctant to enter the SALC because of the perceived English barrier was a complete rebranding of the SALC as of April, 2019. The facility was renamed the Global Café (GC), where each month was designated to a specific cultural event planned alongside international students from these cultures, and six new conversational language classes (Chinese, French, German, Korean, Spanish, and Thai) were made available to students, each of which were conducted by native speakers.

To improve the lack of consistent participation in classes, a registration system was implemented before the beginning of the Spring 2019 Semester to replace the *walk-in* classes. It was believed that both the actual effort of registering for a class, as well as factoring the class into their schedules at the beginning of the semester, would make students more committed to attend the classes consistently.

As 44% of students felt the separate classroom area was unwelcoming, a new, partially-secluded 'sofa space' area was integrated into the student

lounge and is where conversational classes currently take place, with the classroom area being reserved for classes that require a quieter environment, such as for TOEIC preparation.

Figure 2. Sofa area.

Results

Data for the 2019 Spring Semester showed significant increases in both the number of individual student visits to the SALC as well as in the numbers of students that registered and consistently attended classes. This is believed to be in part due to the three proposed solutions mentioned above. In terms of the individual visits to the SALC (Figure 3), data from April to August of 2019 showed an increase of 145% compared with the same period in 2017, with the average monthly visits rising from 719 to 1759. A similar increase was seen for class and event participation, which increased by 80%, with the monthly mean for this period rising from an attendance of 287 to 517 (Figure 4).

JALT Apple Store

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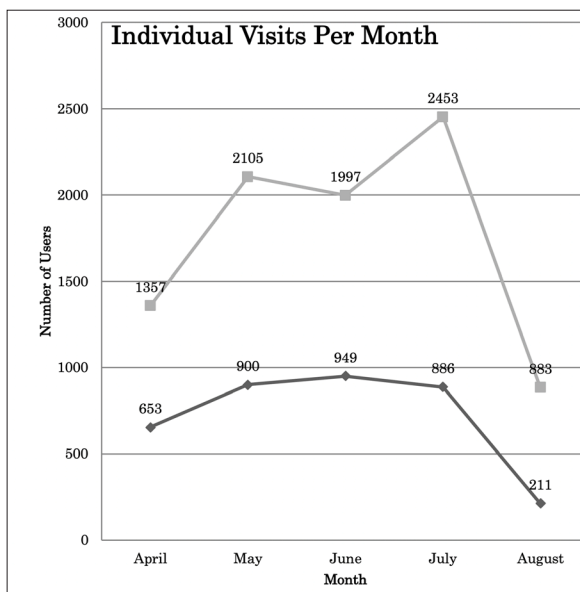
Figure 3. Chart of individual visits (2019 upper line, 2017 lower line).
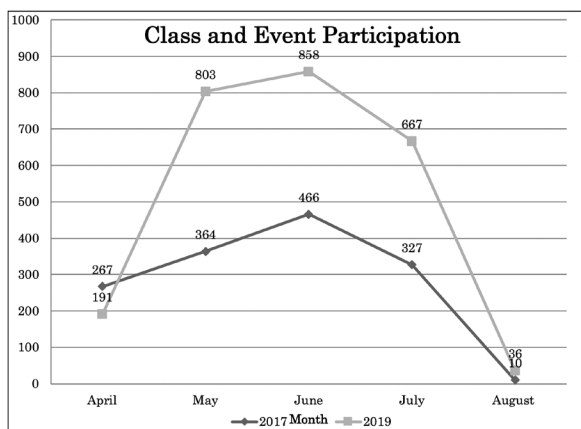
Figure 4. Chart of class and event participation (2019 upper line, 2017 lower line).

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The Japan Association for Self-Access Learning (2019). *LLS Registry*. Retrieved from https://jasalorg.com/lls-registry/

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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.

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Less Is More: Tips for Removing Unnecessary Words

Jerry Talandis Jr.

With this issue, the Writer's Workshop column enters its sixth year. It thus feels like a good moment to look back in order to chart a new course forward. Over the past five years, we've provided advice and support on various themes connected to academic writing. In our first year, we took deep dives into standard sections of research papers, such as thesis statements (TLT issue #39.5), abstracts (39.6), literature reviews (40.1), references (40.2), and presenting statistics (40.4). We've also covered common genres of academic writing, such as how to publish conference proposals (43.2), presentations (41.3), book reviews (42.1), and consent forms (44.2). We even did a 4-part series on KAKEN grant proposals (42.2~42.5)[1]. Thanks to a lot of good work from the editors and contributors, our column has grown into a comprehensive resource for those looking to publish academically. Where to next?

Over the years, one largely unexplored area has been in-depth guidance on academic writing at the sentence and word level. We have touched upon this theme from time to time. For example, Loran Edwards, in her 2016 column, wrote how good academic writing is "concise and easy to understand—not just by the experts, but by everyone" (p. 34). However, as she noted, achieving this level of clarity and simplicity takes a lot of work. Clearly expressed thoughts rarely appear fully-formed from our minds—they must be shaped and crafted into existence. Many would-be authors would like to improve their writing, but don't know how. There is a lot to explore here, so I'll devote the coming year to in-depth advice for improving academic writing skills.

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1   Interested in any of these topics? Feel free to look them up in the TLT archives: https://jalt-publications.org/tlt/archive

Less Is More

As a long-time volunteer with *The Language Teacher*, I've seen many submissions decrease their chances for publication due to unpolished writing, a problem which takes many forms. One of the most egregious ones is too many extraneous words. Take, for example, the following simple sentence:

He is a speaker of English.

No problem here, of course, but if you cut the "of", you get a more concise formulation: *He is an English speaker*. Dropping a single word may not seem like much, but you'd be surprised how it adds up. Over the course of an entire paper, a word here or there can eventually result in hundreds of fewer words. If you cut words but maintain core ideas, clarity and readability increase. By creating space and bringing more attention to what is essential, less truly becomes more. In the end, your message is what matters—the words are just a means to that end. The more concisely you write, the better. As Strunk and White (2000) put it in their classic guide, *The Elements of Style*:

> Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all sentences short, or avoid all details and treat subjects only in outline, but that every word tell. (p. 32)

A Polishing Process

Here is a simple polishing process you can try upon finishing a manuscript. First, get a good night's sleep! Take a rest and give yourself a bit of distance from your project. Difficult if you're facing a strict deadline, I know, but if you manage your time well, you can do it. Giving yourself a small break allows your brain to process what you've written. With refreshed energy, you can re-engage with clearer eyes. Next, read your paper aloud, slowly, letting each sentence reverberate in your mind. Alternatively, copy and paste your writing into a free online

text-to-speech reader[2] and listen to what you wrote. Hearing your writing, either via your own voice or someone else's, provides a useful perspective which facilitates editing. Go deep into your manuscript. Reflect on each sentence and word. What role does it play? Can you do without it? Feel free to play around with different combinations until something feels just right. Listen also for the transitions between sentences and paragraphs. How well do they flow together? Through this process, you'll be able to identify and avoid extraneous language.

What language is ripe for cutting? First, aim for low hanging fruit by substituting concise alternatives for common needless expressions, like those in Table 1.

Table 1. *Needless Expressions and Their Alternatives (Strunk & White, 2000, p. 32)*

Needless words	Concise alternatives
the question as to whether	whether
there is no doubt but that	no doubt (doubtless)
used for fuel purposes	used for fuel
he is a man who	he
in a hasty manner	hastily
this is a subject that	this subject
Her story is a strange one.	Her story is strange.
the reason why is that	because
owing to the fact that	since (because)
in spite of the fact that	though (although)
call your attention to the fact that	remind you (notify you)
I was unaware of the fact that	I was unaware that (did not know)
the fact that he had not succeeded	his failure
the fact that I had arrived	my arrival

Next, take heed of your voice and the way you make assertions. As Strunk and White (2000) note, the active voice and positive assertions are inherently more concise. For example:

Table 2. *Passive vs Active Voice, Negative vs Positive Assertions (Strunk & White, 2006, p. 29)*

	Example	Words
Passive voice	*My first visit to Boston will always be remembered by me.*	11
Active voice	*I shall always remember my first visit to Boston.*	9
Negative assertion	*He was not very often on time.*	7
Positive assertion	*He usually came late.*	4

After you've removed these obvious offenders, what next? All may look well, but with deeper reflection, you can still find room for improvement. To illustrate, take the following sentence, which I wrote recently for a forthcoming chapter on formative assessment:

Therefore, to fully realize the benefits, you'll need to train your students well, deal effectively with potential interpersonal problems, and calculate final grades from a variety of perspectives.

Upon first listening, this sentence felt... okay, but something was a tad off. I couldn't put my finger on it, but then—a sudden insight: what happens if I cut the phrase, *you'll need to*? I gave it a try:

Therefore, to fully realize the benefits, train your students well, deal effectively with potential interpersonal problems, and calculate final grades from a variety of perspectives.

Yes! Much better, I thought. *Clearer and stronger. Now... How about the word "potential?" Hm... do I really need it? Yeah... well, if I take it out, am I implying interpersonal problems already exist? Hm... I don't want to say that. So, yeah, just to be safe, let's leave it in.* Like this, paying attention and questioning the existence of every word in the grander scheme is what polishing is all about.

As you can see, manuscript polishing requires time and energy. It can be quite a boring process, actually! If you have trouble maintaining concentration, put on a pair of noise-cancelling headphones and listen to some ambient music to get into a creative state. Take breaks when needed, and don't over obsess. Trust that your efforts to cut needless words will give your paper a decided edge over unpolished submissions. Trained editors can instantly recognize crafted prose and will look highly upon it,

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2   TTS Reader (https://ttsreader.com) is one option; A simple search will bring up others.

knowing full well how much work it took to achieve that level of clarity. Free of entanglements, your paper can then be judged more fairly on its merits.

Omitting needless words is just the start. In future columns, we'll revisit this "less is more" theme by exploring other ways to improve our academic writing.

References

Edwards, L. (2016). Writing with "academic" style. *The Language Teacher, 40*(6), 34–35. https://doi.org/10.37546/JALTTLT40.6

Strunk, Jr., W. & White, E. B. (2000). *The elements of style* (4th edition). Boston: Allyn & Bacon.

[JALT FOCUS] SIG FOCUS

Robert Morel & Satchie Haga

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: https://jalt-publications.org/tlt/departments/sig-news

JALT Special Interest Groups: An Overview

Mark Brierley
Former SIG Representative Liaison

The field of language teaching is full of TLAs (three-letter acronyms) and we have some of our very own here at JALT (the Japan Association for Language Teaching). SIG stands for "Special Interest Group", and today JALT has 28 SIGs, reflecting the wide range of special interests of JALT members. For the past six years, I have had the privilege of serving as SRL, which is a double acronym for SIG Representative Liaison.

The SIGs are communities that interact through publications, websites, events such as conferences or meetings, and through lively social media sites. A SIG Membership is included in a JALT membership. The wide range of SIGs is perhaps only exceeded by the range of interests among language teachers. Rather than having trouble finding a suitable SIG, JALT members often have trouble choosing just one, and many decide to pay a little extra to join other groups. Any JALT member may petition for a new SIG to be created. The process requires at least thirty signatures of JALT members as well as a draft constitution and a list of people who are planning to be officers.

One of the first SIGs in JALT was Bilingualism, which formed in 1990, tracing its routes back to the Symposium on Bilingualism at the JALT1985 conference. The SIG continues to focus on this branch of applied linguistics that informs language policy, while guiding parents struggling to raise children bilingually in Japan. As well as regular newsletters, they publish the Japan Journal of Multilingualism and Multiculturalism 多言語・多文化研究, and have produced 18 monographs looking at specific topics.

The first JALT SIGs were known as N-SIGs, "N" denoting national in contrast to JALT's regional chapters. By 1997 there were 12 N-SIGs, most of which are still around. The "N" was dropped in 1999 reflecting the fact that JALT SIGs are international in their outlook as well as their appeal.

Some of the SIGs focus on teaching contexts, from younger learners to lifelong learners. Other groups look at research in particular content areas or focus on practical teaching issues. Advocacy is also a part of several SIG missions, whether promoting teaching practices or bringing issues into language classrooms.

The PanSIG conference was first held in the spring of 2002 and has taken place every year since. Smaller than the JALT conference, PanSIG provides both a venue for more focused presentations and a welcoming, supportive atmosphere for less experienced presenters. Conference presenters are invited to contribute to an annual peer-reviewed publication, which is now called the PanSIG Journal. Most SIGs also hold their own events from annual or biennial conferences with hundreds of attendees to regular regional events.

Nothing lasts forever; a Video SIG was also one of the first SIGs, but it can no longer be seen. Although the group has gone, this special interest is still with us. In fact, looking back to 1997, their advice could still be used in class today: "Choose videos carefully to match students' age, interests, linguistic ability,

and your teaching objectives . . . develop language activities to match your teaching goals and the particular features of the video segment . . . students generally learn more from a three-minute segment played three or four times with accompanying activities than they do from an entire film . . .”

As SRL I've seen new SIGs arrive and some established SIGs falter and even dissolve. The key to success is usually the number and the enthusiasm of the officers that keep a group going. JALT is a volunteer-led organisation and groups are always looking for people to volunteer as officers. Becoming an officer will not only help a SIG near you but can be an especially rewarding way to network with others who have similar interests and become more involved in JALT.

There are many ways to get involved in SIGs. If you contact one you are interested in, I am certain you will find a very grateful response and an opportunity to learn more about the inner workings of that SIG. You can find the contact details for all the SIGs below. Why not contact your SIG to see what you can do to help them out? You will not be disappointed.

For a historical look at JALT SIGs, see *The Language Teacher*, Issue 21.8; August 1997. https://jalt-publications.org/tlt/articles/2188-overview-jalts-national-special-interest-groups

Call for testimonials!

Have you had a great experience in a SIG that you would like to share? We'd love to hear from you! We are looking for short testimonials for the column of about 200-300 words. Your contribution will help other members understand more about how and why they should get more involved in SIGs! Simply go to this form https://tinyurl.com/yf2ybcaq or scan this QR code and tell us how we can contact you!

[JALT FOCUS] NOTICES

Malcolm Swanson

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

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

2020年第1回総会開催通知
Notice of the First 2020 JALT Ordinary General Meeting (OGM)

日時：2020年6月14日(日)
Date: June 14, 2020 (Sunday)
時間：14:30 – 15:30
Time: 14:30 – 15:30
場所：福井国際交流会館(第1・2 会議室)
Location: Room 1 & 2, Fukui International Activities Plaza (FIA)

議案 / *Agenda:*
- 第1号議案 議長選出 / Item 1. Determination of chairperson
- 第2号議案 議事録著名人選出 / Item 2. Determination of signatories
- 第3号議案 2019年度事業報告 / Item 3. Business Report (2019/04/01-2020/03/31)
- 第4号議案 2019年度決算報告 / Item 4. Financial Report (2019/04/01-2020/03/31)
- 第5号議案 2019年度監査報告 / Item 5. Audit Report (2019/04/01-2020/03/31)
- 第6号議案 2020年度事業計画 / Item 6. Business Plan (2020/04/01-2021/03/31)
- 第7号議案 2020年度予算 / Item 7. Budget (2020/04/01-2021/03/31)
- 第8号議案 2020年度理事選挙の結果 / Item 8. Results of the 2020 National Officer Elections
- 第9号議案 海外グループ会員追加についての提案 / Item 9. Motion to add Overseas Group Membership
- 第10号議案 その他の重要事項 / Item 10. Other important issues

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

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

　Eメールがお手元に届きましたら、不在投票の方法に従って投票をしてください。本総会は、特定非営利活動法人（NPO）としての地位を保つ為に必要なもので、過半数以上の会員の皆様による出席（定足数）をもって、正式に開催することができます。幸い当学会では、会員の皆様に向けて電子投票システムを提供させていただいており、不在投票をしていただくことで、本総会の出席者としてみなすことができます。お手数をおかけいたしますが、ご支援とご協力のほどよろしくお願いします。

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

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

PIE SIG

The 2nd Performance in Education: Research & Practice Conference & Student Showcase

June 13-14, Nanzan University, Nagoya

Plenary Speakers: Rod Ellis, Dawn Kobayashi

Student Showcase includes presentations/ performances, exhibition of work, and film festival/ symposium

Call for papers deadline: May 6, 2020

https://sites.google.com/view/ sddpalresearchconference/call-for-papers

Registration: https://sites.google.com/view/ sddpalresearchconference/registration

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Obituary

Remembering Rich Porter

This past November the Nagoya JALT Chapter suddenly lost its long serving president, Rich Porter. Rich was born in the backseat of a car as it sped towards a hospital in Walla Walla, Washington in the United States in 1943. The local newspaper reported on the birth and the people in town began to refer to him as "Car Baby." Rich was a true pillar of the Nagoya teaching community and was the face of the Nagoya JALT Chapter for more than two decades. He was a nice guy who loved nothing more than to talk about teaching with those around him. He was always quick to dish out a friendly handshake and hello whenever you were lucky enough to run into him.

　Rich worked at several universities around Aichi Prefecture and some that were quite outside of it. During his long time in Japan he taught at Nagoya University of Foreign Studies, Aichi Women's College, Nagoya University of Arts and Sciences, Sugiyama Jogakuen University, Kinjo Gakuen University, Toyota Technological Institute, Aichi Shukutoko University, Mie University, Kobe City University of Foreign Studies, and many more. With the word count I've been asked to stick to, it would be impossible to list all of the schools Rich Porter taught at. You can bet that Rich made an impact on both students and teachers alike at all of them though.

　Although I'm certain there are people out there who knew Rich far better and for much longer than I did, as the new president of Nagoya JALT, I was asked to do Rich one final favor and write this obituary for him. There is a lot of pressure in writing this, however, because Rich did so much for Nagoya JALT over his decades of involvement with the chapter and was so active in our teaching community for so long that it is impossible to cover even half of it here. So, I'll simply leave it with this: Nagoya JALT was family to Rich and there's nothing more that he cared about. The chapter will never be the same without him. Rest in peace Rich Porter.

— *Joseph C. Wood*

JALT 2020 BoD Elections
March 25, 2020

The NPO JALT Nominations and Elections Committee is happy to announce the 2020 elections for the JALT Board of Directors and Auditor. All JALT members in good standing will be invited to cast a ballot in this election.

The candidates for the JALT Board of Directors and Auditor are as follows:

- For President: Dawn Lucovich
- For Vice President: Robert Chartrand
- For Director of Membership: Melodie Cook
- For Director of Program: Wayne Malcolm
- For Director of Public Relations: William Pellowe
- For Director of Records: Kenn Gale
- For Director of Treasury: Michael Mielke
- For Auditor: Steve Brown

Biographical information, as well as the statement of purpose of each candidate follows this announcement. Full bios can be found at https://jalt.org/main/nominees-2020-executive-board-elections

Voting will begin on April 1, 2020, and end on May 17, 2020, with the results being announced on May 25, 2020, and then submitted for approval to the JALT Ordinary General Meeting. The newly elected Board of Directors and Auditor will begin their official position on January 1, 2021, for two years. An email with an individualized ballot and further instructions will be sent to every JALT member on April 1, 2020.

If you have any questions or concerns, please contact me. Thank you very much for your attention and cooperation with this very important matter that ensures the smooth operation of NPO JALT as an organization.

Oana Cusen, NPO JALT NEC Chair: nec@jalt.org

Candidates' Information
For President: Dawn Lucovich
JALT Experience:

- 長野支部, 会長 / Nagano JALT President (2019-present)
- 東京支部 理事 / Tokyo JALT Immediate Past President/ Chairwoman (2018-2019)
- 東京支部, 会長 / Tokyo JALT President (2016-2018)
- 東京支部, 副会長 & リサーチ 予算オフィサー / Tokyo JALT Vice President & Research Officer (2016)
- 語彙学習研究部会(VOCAB) リサーチ予算オフィサ

ー / VOCAB SIG, Grants Officer
- Writers' Peer Support Group (PSG), Peer Reader & External Coordinator
- Post-Conference Publication (PCP), Reviewer
- International Conference, Reviewer
- PanSIG, Reviewer
- *The Language Teacher*, Proofreader
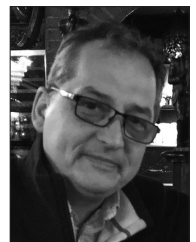
Statement of Purpose:

As Chapter President of both the largest chapter and smallest chapter, I have had a range of JALT experiences. I have identified several key areas that require action on the part of our officers and members: recruitment of new members, mentoring for new officers, and innovation in our ideas and actions. As an active researcher and presenter internationally, I have experienced initiatives that I would like to bring to and adapt for our own context as an international organization based in Japan.

最大規模と最小規模の両方の支部長を務めた上で得たJALTに於いての多様な経験を通じ、今後役員並びに会員の皆様に関わる改善活動を、新会員の募集、養成、斬新的構想と実践の三点に重点を置いて行いたいと考えています。私自身、国内外での研究及び研究発表を行う上で身に付けた行動力を、日本を拠点として国際的に活動するJALTにて発揮できればと思います。

For Vice President: Robert Chartrand
JALT-Related Experience:

- NPO JALT 財務担当理事（2016 ～ 現在）/ NPO JALT Director of Treasury, 2016 - present
- コンピューター利用語学学習研究部会: コーティネーター、会計担当、学会運 営委員長, サイト編集長、学会会計担当、プロシーディングズ編集担当 / CALL SIG: Coordinator, SIG Treasurer, Conference Chair, Site Chair, Conference Treasurer, Conference Vetting Chair, Proceedings Editor
- PanSIG学会運営チームメンバー:プロシーディング ズ 編集担当（2011年）、プロシーディングズ編集長 （2012 年、2013年）/ PanSIG: Conference Team Member, Proceedings Editor 2011, Proceedings Editor-in-Chief 2012, 2013
- JALT福岡支部無任所会員（1995 ～ 現在）/ JALT Fukuoka Chapter member since 1995

Statement of Purpose:

As a long-time Fukuoka JALT member, I have benefitted greatly from attending and presenting at local chapter meetings, CALL SIG conferences, PanSIG conferences, and national JALT conferences from

Hokkaido to Okinawa. I enjoyed meeting people from the JALT community and working with them in different capacities. After having served for four years of the Board of Directors as Director of Treasury, I would like to use my experience to serve as Vice-President to support the President and assure continuity on the Board. Finally, I would like to ensure that JALT and the Central Office run smoothly in the future.

　福岡JALTの長年の会員として、私は地元の支部会議、CALL　SIG会議、PanSIG会議、北海道から沖縄までの全国JALT会議に出席し、発表することで大きな恩恵を受けました。　JALTコミュニティの人々と出会い、さまざまな能力で彼らと一緒に仕事をすることを楽しみました。財務担当理事　として4年間取締役会を務めた後、私の経験を活かして会長をサポートし、取締役会の継続性を確保するために副会長を務めたいと思います。　最後に、私はJALTと事務局が将来スムーズに運営されるようにしたいと思います。

For Director of Membership: Melodie Cook

JALT-Related Experience:

- 新潟:プログラム委員会 / Niigata JALT: Program Chair
- 長崎:プログラム委員会、メンバーシップ委員会 / Nagasaki JALT: Program Chair, Membership Chair
- 編集者 / Editor *JALT Journal*
- 共同編集者 / Assistant Editor *JALT Journal*
- コンテンツエディター/ Post-Conference Proceedings: Content Editor
- PanSIG 2020 (Cancelled) Co-Site Chair

Statement of Purpose:

Over the years, I have seen the ebb and flow of JALT membership and am pleased to know that through the efforts of all chapters and SIGs, membership has been on the increase. I would like to work with everyone to help continue this upward trend, at the same time working out creative solutions for keeping members in the organization as well as promoting JALT through new partnerships and expanding our membership base. I hope to promote and contribute to brain-storming ideas with chapters and SIGs with a view to increasing and maintaining membership in new ways so that we can help offer solutions to all chapters, big or small, which might be looking for new ways to increase or retain their members. I hope that I can bring my creative problem-solving abilities to the service of JALT and am honoured that many friends have recommended that I apply for this position.

　長年にわたり、私はJALTメンバーシップの増減を見て

きましたが、すべての委員会とSIGsの努力を通じて、メンバーシップが増加していることを知って喜んでいます。　この上昇傾向を継続するために全員と協力し、同時に組織内のメンバーを維持するための創造的な解決策を作成するとともに、新しいパートナーシップを通じてJALTを促進し、メンバーシップベースを拡大したいと思います。　新しい方法でメンバーシップを増やし、維持することを目的として、委員会とSIGでブレーンストーミングのアイデアを促進し、貢献して、すべての委員会に解決策を提供するように支援したいと思います。　またメンバーを保持努力します。　私の創造的な問題解決能力をJALTのサービスに役立てることができればと願っています。多くの友人がこの職に応募することを勧めてくれたことを光栄に思います。

For Director of Program: Wayne Malcolm

JALT-Related Experience:

In March of 2007 I joined JALT as a member of the Akita Chapter. Since then I have held various posts within JALT; as a Chapter President, Chapter Program Chair, Chapter Treasurer, SIG Publicity Chair, and Business Manager. I am the current Director of Program. In these capacities I have been a continuous presence at Executive Board Meetings and within the select committees that do the business of JALT. Throughout my volunteer tenure I have worked with people from our SIGs, Chapters, Associate Members, Board of Directors, other appointed officers, and JALT Central Office. 2007年3月にJALT秋田支部に入会し、これまで、秋田支部長、支部のプログラム責任者、支部の役員、SIGの広報責任者、ビジネスマネジャーを歴任し、現在はプログラム・ディレクターを務めています。これらの活動をとおして、JALTを運営する執行役員会や選考委員において、継続してプレゼンスを発揮してきました。また、これらの活動は、SIGや各支部、会員、準会員、執行幹部、事務局のスタッフ、JALT本部との協働により行ってきました。

Statement of Purpose:

The Director of Program is a high profile, intense and rewarding position to volunteer for, so with the support of all those that make up JALT, I would like to continue serving our community. If re-elected, I will carry out the functions of Director of Program as prescribed by the JALT Constitution, By-Laws, and Standing Rules.

　After almost one full-term as Director of Program (one organized conference cycle), I feel I understand the essence of JALT more than ever. I know first-hand the main responsibility of the Director of Program – organize the annual JALT conference. While overall I feel the 2019 conference was successful, there are still areas of conference planning I would like to improve upon, experiment with, and continue.

　In particular, I would like to try and get conference themes ahead by one-year, search for newer venues, but also keep reliable ones, and continue to encourage

volunteering on the conference team. I have more plans and ideas, and given another opportunity it is my intent to continue to represent JALT's dynamic community of practice with a progressive mindset, while holding to what has kept JALT a valued member of Japan's language education community.

プログラム・ディレクターとしての職務は、人前に立ち、努力を要し、そして奉仕するに値するポジションです。これらJALTを作り上げるすべての要素を支えに、地域に貢献し続けたいと考えます。再選された暁には、JALT憲章及び諸規則に基づき、プログラム・ディレクターとしての職務を全うする所存です。

プログラム・ディレクターとして1タームを経験し、私はJALTの本質をさらに理解することができました。その職務で最も重要なことは、年次大会を成功させることです。2019年度大会は概ね成功したと言えますが、今後の計画において、改善し、実験し、そして継続したいと考えています。特に、大会のテーマを1年前に打ち出すこと、信頼のおける新たな会場の探索、そして大会運営に携わるチームメンバーの活動促進に取り組みたいと考えています。

私には他にも様々なアイディアと計画があります。日本の語学教育業界において重要で、漸進的マインドを持つ活動的なJALTコミュニティの代表として、その発展に引き続き寄与することを希望します。

For Director of Public Relations: William ("Bill") Pellowe

JALT-Related Experience:

- / Member since 1990
- 1995年 - 1997年:福岡支部企画委員長 / Fukuoka JALT program chair 1995 - 1997
- 1998年 - 2002年11月:福岡支部支部長 / Fukuoka JALT chapter president 1998 - 2002; again 2010 - 2019
- 2001年 - 2008年 :jalt.orgのイベントカレンダーウェブサイト担当 / Created and maintained JALT.org's first online event calendar (2001 - 2008, see http://hosted.jalt.org/calendar/archive.php)
- 2015 年1月 - 現在:試験と評価研究部会(TEVAL SIG)ウェブサイト担当 / TEVAL SIG webmaster 2015 - present
- 2016年1月 - 現在:JALT PanSIG大会　ウェブサイト担当 / PanSIG Conference webmaster 2016 - present
- 2018年12月 - 現在:JALT大学外国語教育研究部会(CUE SIG)無任所役員/ CUE SIG member at large 2018 - present
- 2019年2月 - 2019年6月現在:広報担当理事(理事代行) / Acting Director of Public Relations Feb. 2019 - June 2019
- 2019年6月 - 現在:広報担当理事 / Director of Public Relations June 2019 – present

Statement of Purpose:

It's been just over a year since I started doing the job of Director of Public Relations. I've learned a lot, and I would like to continue to serve JALT in this capacity for at least the next two years. In my time so far, I have created several short, practical guides for SIGs and chapters about such things as posting announcements to the JALT website and creating Facebook events. I've improved our YouTube channel's visibility. I've expanded our national PR coverage by promoting JALT calendar events as well as publications by our SIGs and chapters in JALT's monthly newsletter and on our social media accounts. As a member of the board of directors, I've pushed for transparency in the advertisements appearing in JALT media, and I support the efforts to increase the diversity within our organization, its leadership, and among its conference speakers, as well as the efforts to create more family-friendly conferences.

For Director of Records: Kenn Gale

JALT-Related Experience:

- Member of TYL SIG since 2014
- TYL SIG Coordinator 2016-2018
- Board of Directors, 2018-2020

Statement of Purpose:

Being a member of JALT for several years has given me a deep passion and belief in what the organization stands for and what it brings to the teaching community of Japan. Since attending my first local meeting in Nagoya and then starting off as the coordinator for the Teaching Younger Learners SIG gave me insight into the operations of JALT and allowed me to see first-hand how the organization operates. Through those years of being active participation, it was then I realized that I wanted to further my involvement and do more for this amazing organization. That passion is what has called me to where I am at today. Being a newer member to the Board of Directors, I feel this past two years has allowed me to learn the role and responsibilities necessary and make minor improvements to the current system. I look forward in my second term to further expand and develop the role of Director of Records. My background in organization management will hopefully give me key insight to finding new and improved ways to operate this role and maintain the records of JALT.

For Director of Treasury: Michael Mielke

JALT Related Experience:

- JALTナショナルオフィサー:FSC Chair 2019-現在 / JALT National Officer: FSC Chair 2019-present
- JALTナショナルオフィサー:Chapter Treasurer Liaison 2017-2019 / JALT National Officer: Chapter Treasurer Liaison 2017-2019
- JALT北海道Treasurer 2008-現在 / JALT Hokkaido Chapter Treasurer 2008 - Present
- JALT北海道会議コーディネーターおよび and/or 会議プログラム委員長2006-現在 / JALT Hokkaido Conference Coordinator and/or Conference Program Chair 2006 - present

Statement of Purpose:

Many people have contributed their time and energy to make the accounting system so much clearer and easier to manage since I became the Treasurer for JALT Hokkaido. Kevin Cleary, Oana Cusen, Kevin Ryan, Robert Chartrand and of course Hideko Hayakawa in JCO have made JALT's accounting system much more transparent, easier to manage, and accurate. My purpose for running for Director of Treasury is to provide continuity and build on the strong foundation that they have laid. My experience as a Treasurer, Treasurer Liaison, and FSC Chair, in addition to my close working relationships with both the current Director and JCO, has given me the background knowledge and experience that will help me in fulfilling my duties as the Director of Treasury.

　私がJALT北海道のTreasurerになって以来、多くの人々が会計システムをより明確で管理しやすいものにするために時間とエネルギーを提供して下さいました。 Kevin Cleary、Oana Cusen、Kevin Ryan、Robert Chartrand、そしてもちろんJCOの早川英子さんの御尽力により、JALTの財務システムは非常に透明性が高く、管理しやすく、正確になりました。 財務担当理事を務める私の職責は、継続性を提供し、彼らが築いた強固な基盤の上に構築することです。 現在の財務担当理事およびJCOとの緊密な協力関係に加えて、Treasurer、Chapter Treasurer Liaison 、およびFSC　Chairを務めたことにより、財務担当理事としての職務を遂行するための背景知識と経験を得られたと思っております。

> *Full biographies can be found on JALT's website at https://jalt.org/main/nominees-2020-executive-board-elections*

For Auditor: Steve Brown

JALT Experience:

- 2001-2002 Learner Development 研究部会のコーディネーター / 2001-2002 Learner Development SIG Coordinator
- 2002, 2003 年次国際大会の現地実行委員長 / 2002, 2003 Conference Site Chair
- 2004 Conference Programme Chair
- 2004 年次国際大会のプログラム委員長 / 2004~2008 JALT President
- 2008-2010 出版委員長/ 2008-2010 Publications Board Chair
- 2010 年次国際大会の共同委員長 / 2010 Conference Co-chair
- 2013-2016 UALS (言語系学会連合)への代表/ 2013-2016 Liaison to UALS (United Associations of Language Societies)
- 2019-2020 JALT 監事 / 2019-2020 JALT Auditor

Statement of Purpose:

It is important, I believe, for the Auditor not to have any particular agenda. If elected, it would be my role to maintain an objective stance in overseeing the activities of the Board of Directors, the Executive Board, JALT Central Office and all Chapters and SIGs within NPO JALT. In seeking to ensure that the Constitution and Bylaws are adhered to, it would be my task to see that transparency and accountability are maintained within the organization.

I believe that my years of service within JALT, including four years as President, provide the background knowledge and experience to carry out this function. I am currently serving my first two-year term as Auditor. If re-elected, I look forward to serving the membership of JALT again for the next two years.

　監事が特定の議題を持たないことは重要であると考えます。私が選ばれた際は、特定非営利活動法人全国語学教育学会内において、理事会、執行役員会、　JALT事務所、およびすべての支部と分野別研究部会の活動を監督する立場となるのが私の役割です。また、定款と定款細則が遵守されるために、透明性と説明責任が組織内で維持されることを確認することが私の仕事です。

　理事長として任命された4年間を含め、JALT内での私の長年の経験があるため、上記の役割をこなすための背景知識と経験を提供することができると確信しています。現在、監査役として最初の2年間の任期を務めています。再選されたら、今後2年間JALTの監事として貢献できることを楽しみにしております。

ARTICLES

JALT PRAXIS

JALT FOCUS • NOTICES

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

This Ain't Your Grandma's English

Words change. We use new words to describe old things, and we put new meanings on old words. Take "beddum and bolstrum" for example. For some of you that phrase might conjure up warm memories of spending the night at grandmother's house after a day of frolicking with cousins in the meadow, and at bedtime hearing her call from the top of the staircase, "Beddum and bolstrum, kiddies!" . . . or it might not. In fact, *beddum ond bolstrum* (bedding materials) is made up of old Anglo-Saxon words that haven't been used much since the late 1000s. Whatever grandma was shouting down the stairs, you must have heard it wrong.

The Safekeepers of English—mainly the *Oxford English Dictionary* and others like it—are aware that languages can't exist without people to speak them. But they also know that people are apt to do to language what they typically do with any amazing gift they don't fully understand: they abuse, neglect, and mangle it beyond recognition. The scriveners at OED have tried to keep up with English speakers' violence upon their language by making careful dictionary additions as the need arises. Rather than publish a new 20-plus-volume edition every few years, they make regular posts on the internet showing what sorts of atrocities have recently crept into the language. Here are a few examples from the "new words list October 2019" (<https://public.oed.com/updates/new-words-list-october-2019/>), along with my unsolicited critique.

amber pudding, n.: A dish consisting of a mixture of ambergris, almonds, breadcrumbs, etc., enclosed in a pig's intestine and boiled. Now historical and rare.

Right off the bat we have a major problem with the OED's "new word" objective. Why would they add *amber pudding* to the dictionary if they're admitting it's already "historical and rare"? (And another thing: why did they leave cloves out of the recipe?)

anchoveta, n.: A small anchovy, Engraulis ringens, found off the coasts of Peru and Chile and valuable as a source of fish meal and oil.

Apparently anchovies have relatives even smaller than they are. *Anchoveta* sounds like the sub-compact car your parents drove when you were in junior high school, and you prayed they'd buy something cooler by the time you were old enough to drive.

favorite, v.: To store a link (to a web page) in a web browser so as to enable quick access in future; to bookmark.

Wrong. Just because you bookmark a link doesn't mean you *favorite* it. *Favoriting* is the same as *liking*, as in "Like me on Facebook!" Both these words used to describe states of approval, mental "happy places" where you could reside (e.g., "Toto is my favorite brand of bathroom fixtures. I won't sit on anything else!"). But now they have come to describe active, completable tasks, something you do and then it's done ("At first I liked his Twitter rant about Babymetal haters, but then I decided 'too much drama' so I unliked it."). Interestingly, I wrote to Facebook once, asking them what they thought of adding an "indifferent" icon to their feedback choices. Six months later I got a reply from them. All it said was (·_·).

chillax, v.: To calm down and relax; to take it easy, to chill.

I'd hoped that *chillax* would go the "historical and rare" route, but sadly now that it's going to be ensconced in the OED it will probably never be forgotten. Two hundred years from now high school kids doing etymology homework for their sadistic English teachers will be scrolling through their OED apps (linked to virtual study-room headgear via Bluetooth transmitters embedded—where else?—in their teeth), looking for examples of archaic English words. And one of them will come across *chillax* and think, "This word's quaint and laughable enough to resurrect as a joke with my friends." And just like that, *chillax* will be re-released upon the world like an evil curse from a mummy's tomb. Hide under your bolstrums, people!