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

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Learning to Teach
Teaching to Learn

In this month's issue . . .

Greetings, and welcome to the September-October issue of *The Language Teacher*. As the calendar turns towards the fall, we are still not out of the woods with regards to COVID 19. Many of us are still experiencing the changes this pandemic has forced upon us, to one degree or another. We trust you are managing as well as can be and maybe even learning a new thing or two. We also hope the content of this issue, some of which has been especially created with online teaching in mind, will contribute towards this learning process in useful and practical ways.

In our Feature Article, **Iwamoto Miki** and **Brandon Kramer** present their research on the New General Service List (NGSL), a publically available collection of vocabulary appearing in the reading sections of the Japanese public high school entrance examinations and university National Center Test. Their findings explore the use of the NGSL as a tool for helping teachers reach an optimal lexical coverage for their students. Next, in the Readers' Forum, **Catherine-Mette Mork** writes about the benefits of assigning roles during group discussions for maximizing learner participation. This practical article argues that assigning clearly defined duties along with adequate language support can empower students to participate more actively. Our *TLT* Interview is with Professor Karl Maton, the creator of Legitimation Code Theory (LCT). His conversation with **Thomas Amundrud**, **Inako Ayumi**, and **Dominic Edsall** covers the background and application of LCT in language education.

As usual, the JALT Praxis section of *TLT* is filled with useful ideas and resources. First, we have My Share activities from **Jeff Au**, **Ivy Liwa**, **Philip Olson**, and **Luke Houghton**. In *TLT* Wired, **Eric Hagley** introduces the IVEProject, a free national effort designed to build global awareness and promote intercultural competency via virtual exchange. Next, in the Younger Learners column, **Mary Nobuoka**, **Claire Sezaki**, **Ruthie Iida**, and **Mary Virgil-Uchida** relate their recent experiences of online teaching. Our regular book review comes from **Matthew Philbrick**, who evaluates *FLOW: Building English Fluency (2nd Edition)*, by Jonathan Jackson, a conversation textbook designed for lower-level learners. In Teaching Assistance, a column providing space for graduate students

Continued over



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TLT Japanese Language Editor: Toshiko Sugino

and teaching assistants, **Aaron Matthew Ozment** explores techniques for teaching pronunciation in ways that build self-confidence for using English. In the Writers' Workshop, I provide an in-depth look at how The Writer's Diet Test, a powerful online analytical tool, can be used for polishing academic writing. Finally, in SIG Focus, **Louise Ohashi**, **Glen Hill**, and **Jennie Roloff Rothman** talk about their experiences of being SIG officers. As you can see, we've got a lot going for you in this issue. We hope you enjoy it.

— Jerry Talandis Jr.
Writers' Workshop column editor

皆様こんにちは! *The Language Teacher* 9-10月号にようこそ。カレンダー上では秋になろうとしていますが、我々はまだ新型コロナ感染症(COVID-19)の危機を脱していません。程度の差はあれ、私たちの多くは、未だにこの感染拡大で強いられた変化の中で生活しています。皆様は、この困難な状況にできる限りうまく対応しながら、新しいことに挑戦し、習得しつつあるのではないかと思います。今月号の内容、特にオンライン授業の特集などが、現在皆様が挑戦している新しい学びの過程に、実践的かつ役立つ方法を提供できると願っております。

Readers' ForumではCatherine-Mette Mork が、グループディスカッションへの学習者の参加を最大限に伸ばすための役割分担の利点について説明しています。この実践的な論文では、適切な言語の支援をしながら、明確に定義された役割を割り当てることで、学生が自信を持ち、より積極的に参加するようになると論じています。次に、Feature Articleでは、Iwamoto MikiとBrandon Kramerが、New General Service List (NGSL)(新基本英単語リスト)に関する論文を提供しています。NGSLは、日本の公立高校の入学試験のリーディング・セクションや、大学入試センター試験にも出題される公に利用できる語彙リストです。彼らの研究結果では、教師が生徒のために最適な語彙範囲を見つける道具としてのNGSLの利用を検証しています。*TLT* Interviewでは、正当化コード理論(Legitimation Code Theory (LCT))の提唱者であるKarl Maton 教授に対して、Thomas Amundrud、Inako Ayumi とDominic Edsallがインタビューをし、言語教育におけるLCTの研究背景と応用を取り上げています。

いつものように、JALT Praxisは、役に立つ考えや教材が満載です。始めに、Jeff Au、Ivy Liwa、Philip Olson、Luke Houghtonの4名がMy Share アクティビティーをお届けします。*TLT* Wiredでは、Eric Hagleyが、バーチャルな交流を介して、グローバルな認識を形成し異文化間の意思疎通能力を育む、無料の全国的な取り組みであるIVEProjectを紹介しています。次に、Younger Learnersのコラムでは、Mary Nobuoka、Claire Sezaki、Ruthie Iida、Mary Virgil-Uchidaの4名が、最近実施したオンライン授業について説明しています。おなじみのBook Reviewでは、Matthew Philbrickが、Jonathan Jacksonの初級の学習者向けの会話用教科書である *FLOW: Building English Fluency (2nd Edition)*を評価しています。大学院生や助教に発表の場を提供するTeaching Assistanceコラムでは、Aaron Matthew Ozmentが、英語を使う際に生徒の自信を増すような発音教授法について説明しています。Writers' Workshopでは、私自身が、Writer's Diet Testと呼ばれる効果的なオンライン分析ツールをどのように学術的ライティングの向上に使用できるかを詳細に述べています。最後に、SIG Focusでは、Louise Ohashi、Glen Hill、Jennie Roloff RothmanがSIG役員としての自分達の経験を語っています。お分かりのように、本号の内容は大変充実していますので、ぜひお楽しみください。

— Jerry Talandis Jr.
Writers' Workshop column editor

Submitting material to *The Language Teacher*

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

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

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NGSL Coverage of the SHS Entrance Exam and the National Center Test

Miki Iwamoto
Temple University, Japan Campus (M.S. Ed. Student)
Brandon Kramer
Osaka Jogakuin University & Junior College
https://doi.org/10.37546/JALTTLT44.5-1

While the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) currently expects students to learn 1,200 English words in junior high school and 1,800 English words in high school (MEXT, 2017), there is little to no guidance on the specific words required. Looking at the reading sections on Japanese public high school entrance examinations and the university National Center Test, this study reports the lexical coverage provided by a well-known and publicly available word list, the New General Service List (NGSL) (Browne, Culligan, & Phillips, 2013). The NGSL provided a high 98.11% coverage of the vocabulary on senior high school entrance examinations using only 1,000 words but was only able to cover 95.26% of the vocabulary on the National Center Test with all 2,801 words. The results will be discussed in detail, along with the utility of the NGSL in Japanese junior and senior high school classrooms.

文部科学省は2017年現在、中学校で1,200語程度、高校で1,800語程度の英単語を指導することを学習指導要領で指定している（文部科学省、2017）。しかし、指導するべき具体的な語彙については明言されていない。本研究では、公立高等学校入学者選抜学力検査と大学入試センター試験の各読解問題に注目し、New General Service List（NGSL）（Browne, Culligan, & Phillips, 2013）を使用して語彙カバー率を調査した。公立高等学校入学者選抜学力検査の語彙カバー率は、NGSLの最も頻度の高い1,000語のみを使用して98.11%と高いが、大学入試センター試験ではNGSLの全2,801語を使用しても95.26%とカバー率は低かった。本論では調査結果の詳細と、中学校および高校での授業におけるNGSLの有用性について論じる。

NGSL Coverage of Japanese Senior High School Entrance Exam and the National Center Test Reading Sections

According to the current course of study provided by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT), Japanese students are expected to learn 1,200 English words in junior high school and 1,800 English words in senior high school (MEXT, 2017). However, MEXT provides little direct guidance to junior and senior high school teachers about which vocabulary to teach. For many students, a primary goal of studying vocabulary and learning English is to pass the entrance examinations for the next level of schooling. As teachers, however, we want to encourage more general English proficiency which would serve our students well after they are finished with such tests. The New General Service List (NGSL) is a publicly available word list designed to provide the most important vocabulary for general English proficiency (Browne, Culligan, & Phillips, 2013). In this study, we look into whether the NGSL would also provide junior high school and senior high school students with the vocabulary necessary to succeed on a high school entrance examination and the National Center Test.

Background

Entrance Examinations in Japan

Matriculation into Japanese high schools requires students to take an entrance examination upon applying. Although private high schools typically rely on their own in-house tests for admissions purposes, public high schools in each prefecture utilize tests created by their respective board of education. Entrance examinations for universities follow a similar pattern, with each private university usually relying on their own in-house examinations, and public universities basing their entrance decisions on the combined score of two examinations, the National Center Test (NCUEE, 2017) and each university's in-house test. The National Center Test is administered throughout Japan in January each year, and all students hoping to enter public universities need to take it prior to applying.

Vocabulary Learned from Junior High School and Senior High School Textbooks

To comprehend written texts, readers must have sufficient knowledge of the vocabulary in those texts. The lexical coverage (i.e., the percentage of tokens judged to be known) necessary for reading has been found to range from a minimum of 95% (Laufer, 1989; Laufer & Ravenhorst-Kalovski, 2010) to 98% for optimal unassisted comprehension

(Hsueh-chao & Nation, 2000; Laufer & Ravenhorst-Kalovski, 2010; Schmitt, Jiang, & Grabe, 2011). If students hope to do well on entrance examinations, it would be valuable to know which words they should study to reach such a high proportion of known words. Although some companies collect data from past examinations to publish vocabulary books, teachers and students who do not purchase these vocabulary books are left to rely on the MEXT-approved in-class textbooks for guidance or select the words to study on their own.

Previous researchers who analyzed the vocabulary in English textbooks found that while junior high school texts tend to utilize high frequency vocabulary with fewer unique tokens (Hasegawa, Chujo, & Nishigaki, 2008; Kitao & Tanaka, 2009), senior high school textbooks contain a large amount of mid- and low-frequency vocabulary (Browne, 1998; Kaneko, 2013). Examining the relationship between junior high school texts and high school entrance examinations in Tokyo, Aoki (2015) found that junior high school students should be able to reach close to a 95% text coverage threshold on Tokyo Metropolitan high school entrance examinations with the vocabulary in junior high school textbooks. Looking at the vocabulary coverage provided by senior high school textbooks on the National Center Test, most studies have reported positive results based on the minimum 95% coverage threshold (Chujo, 2004; Chujo & Hasegawa, 2004; Hasegawa, Chujo, & Nishigaki, 2006). However, these texts have usually been found to fall short of the more stringent 98% threshold recommended for optimal comprehension (Kaneko, 2012).

Word Lists

An alternative to relying only on the vocabulary that appears in textbooks would be to utilize a principled list of the most useful English vocabulary. The NGSL is a publicly available word list derived from the Cambridge English Corpus said to be made up of the "most important high-frequency words useful for second language learners of English" (Browne, 2014, p. 2). Containing 2,801 total words in the list (v. 1.01), the NGSL is most commonly divided into smaller sublists based on frequency rankings, with two 1,000-word levels (the 1st and 2nd levels) and a 3rd level made up of the final 801 words. The words on the NGSL are claimed to provide over 90% coverage of general English corpora, which would make it a useful tool for not only test preparation, but also building general English proficiency (Browne et al., 2013).

Aoki (2015) used the NGSL to look at the vocabulary in Tokyo high school entrance exams, finding that while knowledge of all NGSL words provided the 95% minimum coverage, they fell short of the 98% recommendation for optimal unassisted reading. Previous researchers have measured the vocabulary coverage of the National Center Test using lists such as the JACET8000 (Mochizuki, 2016) (e.g., Kitao & Kitao, 2008), Nation's British National Corpus (BNC) lists (Nation, 2006) (e.g., Kaneko, 2012; Tani, 2008), or researcher-created lemmas from the BNC (e.g., Chujo, 2004; Chujo & Hasegawa, 2004; Hasegawa, Chujo, & Nishigaki, 2006).

The NGSL is thought to have several advantages over these other lists for two primary reasons. First, it utilizes the more conservative flemma word counting unit[1], which is preferable to the level-6 word family unit (Bauer & Nation, 1993) used for Nation's BNC lists. The level-6 word family unit groups derivational and inflectional forms together with the base forms during list construction (e.g., *unusable* and *usability* are included with *use*), under the assumption that learners will be able to understand the derived forms if they learn the base form. The flemma groups only grammatically inflected forms together (e.g., *using* and *used* are included with *use*), and it does not discriminate the part of speech (e.g., use_{noun} and use_{verb} are counted together) (Pinchbeck, 2014). Recent research has shown that more conservative units of word counting such as the flemma are more appropriate for Japanese learners because they do not assume knowledge of more complex derived forms (McLean, 2018; Stoeckel, Ishii, & Bennett, 2018). Second, unlike the JACET8000, the NGSL is freely available online and easily incorporated into popular text analysis freeware (e.g, AntWordProfiler [Anthony, 2013]; Compleat Lexical Tutor VocabProfile [Cobb, 2019]; Apps4EFL Onlist [Raine, 2019]), making it accessible to any teacher who wishes to use it for teaching and materials creation. Despite these theoretical benefits, the utility of the NGSL for preparing students to reach an optimal 98% vocabulary coverage on senior high school entrance examinations and the National Center Test needs to be further explored.

Research Questions

RQ1. Can the NGSL provide sufficient lexical coverage of the reading passages in Japanese public senior high school entrance exams based on the 98% coverage criteria?

RQ2. Can the NGSL provide sufficient lexical coverage of the reading passages on the Japanese University National Center Test based on the 98% coverage criteria?

Methods

Analysis

To conduct this study, we analyzed two corpora made of the reading sections from the National Center Test (3,810 total tokens) and the Hyogo Prefectural Senior High School Entrance Exam (8,559 total tokens) from 2017 and 2018. Each file was cleaned to delete the irrelevant sections such as the Japanese directions and item numbers and saved as a text file which was analyzed using AntWordProfiler (v. 1.4.0w; Anthony, 2013). The target texts were then analyzed using NGSL reference lists which contained 1,000 headwords each for the 1st and 2nd levels, with the remaining 801 headwords in the third list. The lexical coverage analysis also included a list of words, referred to hereafter as the Known Words List, assumed to be known such as proper nouns, numbers, glosses, and loanwords. While there were no glossed words on the Center Test, there were a total of 51 included on the high school entrance exams. Loanwords were classified by the first author, who chose words which are commonly used in Japanese such as the names of food (e.g., *cherry*, *tomato*) or sports (e.g., *badminton*, *soccer*).

Results

Research Question 1 asked whether the NGSL could provide sufficient lexical coverage of Japanese public senior high school entrance exams based on the 98% coverage criteria. As shown in Table 1, to achieve 98% coverage junior high school students would need to know the first 1,000 words of the NGSL in addition to the Known Words List, which together provided 98.11% coverage. All words on the NGSL in addition to the Known Words List accounted for 99.51% coverage of all words within the reading passages. Nine words within the reading passages were not found on the NGSL lists and can be seen in Appendix A.

Research Question 2 asked whether the NGSL could provide sufficient lexical coverage of the Japanese University National Center Test based on the 98% coverage criteria. As shown in Table 1, knowledge of all 2,801 NGSL words in addition to the Known Words List would only provide 95.26% lexical coverage. Based on these results, students would need to study additional vocabulary not included on the NGSL in order to reach the stricter 98% coverage threshold on the National Center Test. A look at these off-list words (see Appendix B) suggests that the National Center Test reading passages are quite academic in nature, with 60 out of the 212 off-list headwords (28.30%) appearing on the New Academic Word List (Browne, Culligan, & Phillips, 2013).

Discussion

In this research we examined the lexical profiles of reading passages within Japanese public high school entrance examinations and the National Center Test to determine if knowledge of the vocabulary within the NGSL could provide adequate coverage of these materials. The lexical coverage necessary for reading has been found to range from a minimum of 95% (Laufer, 1989; Laufer & Ravenhorst-Kalovski, 2010) to 98% for optimal unassisted comprehension (Hsueh-chao & Nation, 2000; Laufer & Ravenhorst-Kalovski, 2010; Schmitt, Jiang, & Grabe, 2011). Addressing the first research question, we can see that the NGSL provided sufficient lexical coverage of Japanese public high school entrance exams based on this 98% criterion. Furthermore, this coverage level was reached well within the MEXT (2017) requirement of 1,200 English words for junior high school students.

Answering the second research question, we found that although 95% lexical coverage of the National Center Test reading sections was possible with mastery of all 2,801 NGSL words, students

Table 1. *Lexical Profiles of the 2017-2018 Hyogo Prefectural High School Entrance Examinations and the National Center Tests*

	Senior High School Entrance Examination		National Center Test	
Lists	Text Coverage	Cumulative Coverage	Text Coverage	Cumulative Coverage
1,000-word bands				
1st 1,000	89.66%	89.66%	81.43%	81.43%
2nd 1,000	1.00%	90.66%	8.09%	89.52%
3rd 801	0.40%	91.06%	3.34%	92.86%
Known Words	8.45%	99.51%	2.40%	95.26%
Off-List	0.49%	100.00%	4.74%	100.00%

would not be able to reach optimal 98% coverage without studying additional words not included on the NGSL. Despite this, if students used the NGSL to learn 1,200 words in junior high school and an additional 1,800 words[2] in high school as recommended by MEXT (2017), then they could be expected to attain the 95% minimum lexical coverage required for unassisted comprehension on the National Center Test (Laufer & Ravenhorst-Kalovski, 2010).

Based on these results, junior high school teachers who are unsure of what vocabulary to teach their students would be well-advised to use the NGSL for that purpose, given how easily it reached the optimal 98% coverage threshold (98.11%) within the MEXT guidelines for the number of words to study. The coverage of the National Center Test provided by the NGSL, however, was found to be similar to the reported coverage provided by the vocabulary within senior high school textbooks (Chujo, 2004; Chujo & Hasegawa, 2004; Hasegawa, Chujo, & Nishigaki, 2006). Knowledge of the vocabulary within the NGSL or high school textbooks were both found to provide the minimal 95% coverage threshold of National Center Test passages, with optimal 98% coverage remaining elusive and requiring that students study many additional vocabulary items. Looking at the off-list words for these passages (Appendix B), however, these results are perhaps an indication of the difficulty of the National Center Test rather than the insufficiency of the NGSL. The NGSL was created as a pedagogical list of the most important words for learners of English, while the National Center Test is difficult by design in order to separate students by ability for selection purposes.

Although it is hoped that these results can provide guidance to junior and senior high school teachers when preparing their students for entrance examinations, this study was limited in several ways. First, only two years of tests were included in the corpus sample, limiting the generalizability of the results. Furthermore, the sample of tests did not include senior high school entrance examinations created in other areas of Japan or university entrance exams produced in-house by individual universities. In previous studies, private university entrance examinations have been shown to have greater lexical difficulty than the National Center Test, with even less guidance towards which words the students need to study (Chujo & Hasegawa, 2004; Hasegawa et al., 2006). Finally, while this study and most other similar studies assume an understanding of proper nouns in their calculations, more research is necessary to determine if these assumptions are valid (Brown, 2010). Difficulty with such vocabulary would place a greater cognitive burden on students taking these tests.

Conclusion

MEXT currently requires that Japanese students learn 1,200 English words in junior high school and 1,800 words in senior high school (2017). However, as there is no indication of which vocabulary items to teach, teachers must decide for their students. The results of this analysis suggest that the NGSL could be a useful tool for helping junior high school teachers reach the optimal 98% lexical coverage for unassisted comprehension on the reading sections of public senior high school entrance exams within the MEXT-required guidelines, while also encouraging the vocabulary necessary for more general English proficiency. For senior high school students studying for the National Center Test, however, the NGSL was only able to provide 95% coverage, meaning that it would be necessary for students to study vocabulary from additional sources in order to reach the optimal 98% threshold.

Notes

1. The flemma word counting unit is referred to as the *modified lexeme* or *modified lemma* in NGSL descriptions, but they are produced in the same way.
2. With only 2,801 words on the NGSL, studying 1,200 words in junior high school and 1,800 words in senior high school would require students to learn an additional 199 words not included on the NGSL.

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Miki Iwamoto has been a high school teacher for ten years. She is currently a homeroom teacher of third-year students in Hyogo Prefecture, and her main interest at present is encouraging her students to learn English outside the classroom. She has recently finished her M.S. Ed. degree in TESOL at Temple University.

Brandon Kramer works, lives, and studies in Osaka, Japan. He holds an M.S. Ed. degree in TESOL from Temple University where he is currently working on his Ph.D. in Education (Applied Linguistics). His research interests fall in the intersection of vocabulary acquisition, language testing, and corpus linguistics.

Appendix A

Senior High School Entrance Exam Reading Passage Vocabulary not on the NGSL

Headword (frequency)

recycling (5), oh (4), accents (1), airport (1), born (1), oclock (1), stadium (1), sunny (1), temple (1)

Appendix B

National Center Test Reading Passage Vocabulary not on the NGSL

Headword (frequency)

schoolyard (14), clip* (13), adolescents* (11), multi-* (11), microscope (8), playground (8), mall* (7), downstairs (6), intelligent (6), cellphones (5), insects* (5), divers (4), footwear (4), lenses (4), telescope (4), xrays (4), apron (3), cricket (3), dining (3), dive (3), documentary (3), explorers (3), invisible (3), oh (3), physically* (3), swallow (3), technological (3), towel (3), typhoon (3), absorb* (2), acquaintances (2), apple* (2), archaic (2), artificial* (2), campus* (2), civilization* (2), conference* (2), creator (2), deadline* (2), fashionable (2), fortunately (2), fur (2), goods* (2), highway (2), impact* (2), ingredients (2), instant (2), invention (2), lick (2), merchant (2), misunderstandings (2), molecules* (2), mt (2), naked* (2), northeastern (2), oclock (2), passive (2), precious (2), psychologists* (2), reservations (2), safely (2), scenery (2), silently (2), spaceship (2), submission (2), suspense (2), toast (2), upload (2), workplace (2), yawn (2), accent* (1), accurately* (1), airplane* (1), annoyed (1), assembly* (1), assert* (1), astonished (1), awake (1), barbecue (1), bathroom (1), benches (1), beneficial (1), biologically (1), bloom (1), blossoms (1), breathable (1), bump (1), bushes (1), changeable (1), chorus (1), classified* (1), click* (1), cloth (1), colonies* (1), comprehension* (1), contrary* (1), controversies* (1), convenience (1), convenient (1), coupon (1), coworker (1), cucumbers (1), cure* (1), deepen (1), delicious (1), demerits (1), depart (1), destinations* (1), detective (1), diagnosing* (1), diagnosis* (1), dinosaurs (1), disadvantages* (1), disappointment (1), downtown (1), economical (1), elbow (1), electron* (1), environmentally (1), envy (1), exit* (1), exploration (1), expressionless (1), frustration (1), globalization* (1), globalized (1), gradual (1), greenhouse (1), guidance (1), hardworking (1), hospitalized (1), huh (1), incorrectly (1), inexpensive (1), insole (1), instructive (1), interacting* (1), internationally (1), interrupted* (1), invade* (1), inventors (1), jazz* (1), jealous (1), jupiter (1), kindly (1), lawn (1), lifestyles* (1), marine (1), marketers (1), mechanical* (1), memorial (1), meow (1), merits (1), mindlessly (1), minerals* (1), misunderstood (1), mmm (1), namely* (1), neat* (1), nest* (1), objectively (1), obtain* (1), octopus (1), orbiting (1), peppers (1), plum (1), primitive* (1), quit (1), railroad (1), realization (1), recalling (1), relieved (1), resembles* (1), revolutionized (1), rewrite* (1), rubber (1), rumor (1), satellite (1), satellites (1), scolded (1), scorer (1), separately* (1), shortages (1), silverware (1), skip* (1), someday (1), speedy (1), spider (1), sympathy (1), teammates (1), traditionally* (1), transformations* (1), treasure (1), tremendous* (1), triumph (1), umbrella (1), unbelievable (1), uncomfortable (1), underneath* (1), underwater (1), uneasy (1), unexpected (1), unexplored (1), unfamiliar (1), unpredictable (1), unstable* (1), vague* (1), viewpoints (1), visibility (1), vitamins* (1), width (1), wow (1)

** indicates that the headword is in the New Academic Service List (Browne, Culligan, & Phillips, 2013)*

Assigning Roles in Small Group Discussions for Maximum EFL Learner Participation

Cathrine-Mette Mork
Miyazaki International College
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This paper outlines research on group role classification and explains methods of introducing discussion work to Japanese English as a foreign language (EFL) learners who may initially lack the language skills and/or discussion skills required for fruitful group discourse. Assigning specific roles to each member in a group can diffuse responsibility to every participant for a successful discussion or even a simple exchange of ideas. With a clearly defined role and set of phrases useful to that role at their disposal, learners are empowered to participate actively in class discussions.

本論は、グループにおける役割の分類に関する研究を概説する。また、実りあるグループディスカッションに必要な言語能力や技術が初めから不足しているかもしれない外国語としての英語（EFL）を学習している日本人学習者に、ディスカッション活動導入の方法についても説明する。グループ内の各メンバーに特定の役割を割り当てることによって、円滑なディスカッションや簡単な意見交換を行う際であってもその負担をすべての参加者に分散させることができる。明確に定義された役割とその役割に役立ち、かつ自由に使える便利なフレーズ集を用意することにより、学習者は授業内のディスカッションに積極的に参加できる。

Group discussion is a form of active learning that facilitates learners practicing to develop second language (L2) speaking fluency. It is an obvious activity choice for content and language integrated learning (CLIL) or content-based instruction (CBI) since course content supplies topic matter for discussion. Group discussions can afford students exposure to multiple perspectives that can help them more fully explore complex issues, with better communication and analytical skills fostered in the process (Soranno, 2010a). Even in more traditional communicative English language learning settings, where language use is stressed over the topic content used for discussion, small group discussions provide a context for learners to apply and develop their L2 communicative skills.

However, particularly in the Japanese context, early attempts at getting students to discuss in English can be met with failure, particularly when students are given broad instructions requesting they simply discuss a topic for five minutes and see how many ideas they can come up with. Even students with knowledge and opinions about the topic and sufficient facility with the English necessary to discuss it may fall into silence. A lack of experience with discussion as a learning tool in their native tongue, cultural and social dynamics, and confidence issues are some reasons why this might occur. Other times some individuals may dominate any discussion that does ensue.

What can language instructors do to increase the likelihood of discussion that is fruitful and in which all members contribute in a positive way? Here I argue that teachers who understand some of the research on group roles and who prepare some basic role information for group members will increase the probability of successful discussion. I also argue that building up to group discussion using group roles through scaffolding can be impactful and result in discussion experiences that are less daunting for learners.

Classification of Group Roles

Group roles are patterns of behavior that people exhibit when in a group. These are either customarily performed or expected by others to be performed. Soranno (2010a) notes that, "the most useful discussions are those that have a clear direction and goal and have a procedure to meet that goal" (p. 1). Students having a specific role to play in group discussions can be part of an effective classroom discussion procedure.

There is no simple, all-encompassing theory of group roles. There are many different explanations of small group roles and functions (Cagle, n.d.). Each takes a slightly different perspective, but it is generally believed ("Benne and Sheats' group roles", n.d.) that a range of positive roles (defined below) are important to effective group discussions. In addition, groups need to be able to adapt. Opinions change and conflicts occur in group discussions and

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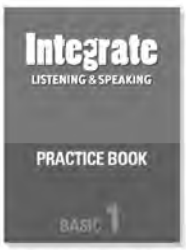

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so groups need to be flexible and understanding to continue to work well together.

Benne and Sheats' (1948) classic *Functional Roles of Group Members*, despite refinement over time, provides useful insight into group behavior and a framework or inspiration for structuring small group roles in the English language classroom. In their work they define many roles that can be played by one or more people within a group that can be classified into three main categories:

1. Task roles are productivity-focused, and their function is to help the group achieve its objectives. Task roles all focus on efficient task generation and completion.
2. Social (maintenance or personal) roles are cohesion-focused, aiming to help the group maintain harmonious relationships and a cohesive interpersonal climate. Social or maintenance roles all focus on human development and are invisible if a group discussion is working well. Relationships, group dynamics, and individual comfort levels and feelings about the group can affect its workings and ultimately its productivity.
3. Dysfunctional (individualistic or self-centered) roles are individual-focused, serving the needs or goals of individuals at the expense of group productivity and goal attainment. In these roles self-centered role behavior is directed toward personal needs, negatively affecting both the ability of task and social role members in their quest toward serving group needs. Such behaviors inevitably cause group conflict. These roles need to be addressed quickly and effectively in order to get the group back on track toward working efficiently and collaboratively.

In contexts where learners are both new to discussion and have rudimentary English communication skills, it is probably best not to assume that any of the positive (task and social) roles will naturally emerge and that any negative (dysfunctional) roles that surface will be suppressed by group members. It is preferable to allow Benne and Sheats' (1948) social roles to emerge naturally over time as relationships form during classroom discussions. Many of these roles are personality-oriented and do not directly contribute to goal completion. Also, at least in the initial stages of learning how to discuss, attention to positive roles is preferable; if dysfunctional roles appear over the course of discussion, the teacher can facilitate their suppression. Again, once students are more comfortable and competent with discussion, they can start to mediate any emerging dysfunctional roles on their own.

The more functional roles should be the center of attention in the EFL classroom. Bales (1969) argues that task roles are the most important. Some of the task roles outlined by Benne and Sheats (1948) include Initiator, Information and Opinion Seeker, Information and Opinion Giver, Elaborator, Coordinator, Orienter, Evaluator, Energizer, Procedural Technician, and Recorder. These roles require simplification for use in English language classes.

Another source of group role research that is both more recent and more relevant to those using group discussion as a learning tool is Soranno (2010b). She advocated the use of three different roles for use with three or more participants in group discussions: a "facilitator" (p. 84) to perform duties such as asking questions, probing a comment/idea in-depth, paraphrasing for clarification, referring back to earlier comments, giving positive reinforcement, encouraging quieter members, and summarizing; one or more "participants" (p. 85) for providing one or two topics for discussion, providing insights and questions, giving answers to posed questions from the facilitator, and actively listening and interacting; and a "recorder" (p. 85) to perform duties such as writing participants' topics, providing a written summary and synthesis of ideas, and also playing the role of participant as much as possible.

Specific approaches suggested by Soranno (2010a & 2010b) to those assigned to a facilitator role, as she defines it, are to keep the meeting focused on the topic by pointing out when the discussion has drifted or by restating the original topic; to clarify and summarize contributions, to state problems in a constructive way, to suggest procedures for moving a discussion along, and to avoid judgments, criticisms, assertive behavior, or lengthy comments. This role embodies many of the task and social roles outlined by Benne and Sheats (1948).

At first glance it may seem that the role of facilitator as defined above bears most of the responsibility for effective group discussion, but this is not true. What is progressive about Soranno's (2010a & 2010b) model is that the burden of supplying the content for the discussion rests not with the facilitator, but rather with members who have roles that are traditionally considered less crucial; the regular participants. This is a great way to diffuse responsibility in class discussions. Her method, however, was originally designed for use with graduate-level, native English speakers. In that situation it is much easier to imagine a successful, completely peer-facilitated discussion. In first-year Japanese undergraduate EFL classes, it is the teacher who will likely supply discussion topics and questions, even in CLIL or CBI contexts. Although the work

of facilitating discussions can be assigned to certain roles, the instructor will probably contribute as a facilitator as well.

This is not to say that EFL students cannot or should not completely facilitate their own discussions. Getty (2014) attempted a "silent teacher" approach, and although students persisted in looking to her for guidance and answers, many students were able to interact when asked to discuss with one another without detailed instructions from the teacher. However, eventually she decided to build up to teacher-free discussions more gradually, as students reported anxiety and wanted more teacher feedback and instruction. She found that the more groundwork she laid out at the beginning, the more successful peer-facilitated discussions appeared to be. An example of such groundwork (scaffolding) is having students prepare discussion questions in advance and going over the appropriateness of questions and offering suggestions for improvement prior to the discussion.

Assignment of Roles in the EFL Context

In contexts where learners are both new to discussion and the English language, roles should probably be defined and assigned (possibly at random) by the teacher. Defining and assigning responsibilities in beginner discussion groups empowers students with the knowledge and experience necessary to facilitate discussions completely on their own once they have gained a certain degree of discussion proficiency.

Full peer-facilitation with students in early attempts at class discussions is best avoided. In Japanese university settings, students generally require training in how to discuss or setbacks and frustration can ensue. At the very least, assigning students responsibility gradually over the course of many discussion opportunities provides essential scaffolding.

Regarding the ideal size of a discussion group, instructors need to balance the need for multiple views with the need to maximize student participation, engagement, and opportunities to speak English. My preference is groups of three to five students, ideally four, and to assign at random distinct roles. Group members and the roles they hold can be rotated during class, as repeating the same discussion content with different people can develop fluency and confidence. The functions of these roles and English phrases appropriate to each role are explained to students before most discussions. In strictly EFL classes (as opposed to CLIL), topics for discussion either touch on themes covered in other courses taught concurrently, make use of topics used in the actual course, or consist of everyday relevant topics familiar to students.

The simplified roles used are:

1. Leader (task oriented): Initiates and closes a discussion with a summary and also facilitates.
2. Moderator (social and task-oriented): Facilitates by making sure everyone speaks, the topic(s) is/are explored, and the discussion stays on point.
3. Timekeeper (task-oriented): Makes sure the discussion follows an appropriate pace, reminds group when time is nearly up, and prompts the leader to summarize.
4. Recorder/Reporter (task-oriented): Takes minutes of the discussion and may present a summary of the discussion to non-members in follow-up activities.
5. Language Monitor (task-oriented): Encourages use of English, tracks non-English use, records anything that was difficult for members to express in English, reports tracking results to Recorder/Reporter. (Any ideas that were difficult to express can be referred to the teacher.)

The roles above borrow from Benne and Sheats (1948), as indicated by the role type in parenthesis. Most roles are task-oriented, which is consistent with Bales' (1969) view that task roles should take precedent. The roles can be combined or further divided; the Timekeeper and Language Monitor could be combined, and the Reporter/Recorder role could be further divided.

Appendix A includes a handout given to students reminding them of their role responsibilities and basic phrases they can employ in each role. Students should ideally already have been exposed to much of the language before the small-group discussion work. This may not take place until after the first semester for many Japanese freshman students. They should already have internalized much of the language of Part B of the handout in particular, which includes language for more general interactions. Note also that students are not given much detail about the duties associated with their roles. Through regular discussion practice and gentle teacher encouragement, students gradually gain a sense of their responsibilities without being over-burdened with explanations and definitions.

A Further Note on Facilitation

Facilitation is concerned with making it easier for group members to understand each other's point of view. A facilitated discussion is one in which a

facilitator keeps in mind the group's values and objectives while guiding members through the discussion. The facilitator provides processes for thinking about an issue and for creating effective group participation (Hogan, 2003). Effective facilitation encourages participation from all participants rather than relying on someone with expertise or charisma to control the discussion content. A facilitator should ideally be in tune with the needs of the participants and help them understand why they are there, treat participants equally, remain neutral in discussions, create an open and trusting atmosphere, actively listen to what is being said, use simple language, and be open to ideas they may not favor.

Good facilitation can lead to shared responsibility for collective learning, giving learners more investment in the outcome. The term facilitator can be and often is used as a separate role title, one that carries social in addition to task-oriented characteristics. However, it can be hard to account for if assigned as a role to students. Other roles have some form of obvious accountability when the task is well-designed, but it may be difficult to get students to facilitate. Indeed, Soranno (2010a) notes that facilitation of group discussion rarely happens automatically. The job of facilitator may therefore have to be given to a certain group role or roles. Interestingly, Benne and Sheats (1948) did not list facilitator as a role title in any of their group role categories, but it would seem that some of the duties of a facilitator appear in their roles of Initiator, Information and Opinion Seeker, as well as Gate Keeper. In the simplified model I use (see above), facilitation is ascribed to the Leader and Moderator roles, knowing that these individuals may need extra assistance from the teacher during discussion.

In the ideal small group discussion with no pre-assigned roles, participants facilitate, collectively or via an individual who steps up to the task. In the EFL classroom, however, facilitation will likely need to be assigned to someone, either as a separate role or part of another role, who is then assisted by the teacher if and when necessary. As previously stated, for learners new to group discussions, facilitating any of Benne and Sheats' (1948) dysfunctional roles that can surface (particularly dominating or withdrawing) might be best left to the instructor.

Preparatory Activities for Discussion Work

Before delving into group discussions in beginner communicative English classes, teachers can further scaffold learning by using preparatory activities. One such activity that has produced some success for me is assigning opinions to students in addition to roles. This is done so learners can focus on acquiring a degree of mastery over phrases appropriate to their role, with less concern over the content of ideas and the syntax of what is being said. This also provides a model for future discussions with student-generated ideas in that clear linguistic support for giving opinions is supplied. Additionally, students can get a sense of what it is like to defend positions with which one does not necessarily agree (useful for debating skills) and learn some new vocabulary in the process.

Initially, using assigned opinions results in unnatural interactions where students simply take turns reading off their prompts round robin style. However, gradually, with practice using different topic sets and feedback from the teacher, discussions start to become more fluid and natural. Appendix B shares two example sets of opinions given to groups of four students. These ideas, though edited, are not the author's original work. Sadly, the original source is unknown. The topics do lend themselves more to Part B of Appendix A (more general-use English phrases) than Part A (role-based English phrases), but it is a start and does exemplify one way that discussion activities can be scaffolded.

An obvious way to build up to small group discussions for learners who are not prepared for it is to start with pair work. Pair work allows for more individual talk time, less performance pressure in front of peers, fewer instances of potential turn-taking confusion, and structured practice that is easier for students to follow. Teachers can assign a discussion topic to each pair and assign the simplified Leader role above (with phrases) to one student. Pairs can exchange roles with new topics. Initiating, moderating, and facilitating tend to be challenging for Japanese students, so focusing on these types of tasks in pair work first is logical. Having one student report on the discussion results to someone from a different pair can help to keep participants engaged and accountable.

Conclusion

Providing defined roles and phrases appropriate to those roles can initiate students into partaking in small group discussions. An understanding of the typical roles that emerge naturally in group discussions along with their classification is useful in assisting teachers to decide what kinds of roles best fit their situation. To be held accountable for their individual participation in the discussion, students benefit from clear instructions and a clearly defined role. Instructors should be willing to be flexible,

experiment, and facilitate group discussions in the beginning, but also willing to gradually diffuse responsibility to students such that they are more empowered to take direction in their own learning. For beginning EFL learners, especially those coming from a school culture where class discussion as a mode of learning is not ubiquitous, the process of learning how to discuss to improve both general and L2 communication skills can be arduous but is achievable with regular, scaffolded practice including guidance and encouragement from the instructor.

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Cathrine-Mette Mork has been an EFL instructor in Japan since 1995. Her experience spans a wide variety of age groups and contexts, but most of her time has been spent in the university classroom. She currently teaches freshmen reading courses and a variety of CLIL content at a small liberal arts college in Southern Kyushu. Her interests include CALL, instructional design, learner strategies, and intercultural communication.

Appendix A

Discussion roles and typically associated phrases

PART A: Role Responsibilities and Useful Phrases

LEADER

Signals the start of a discussion and describes the task. Examples:

Shall we begin? Shall we get started?

Today, we need to discuss two points. The first is . . .

Let's begin by sharing our ideas about . . .

We're here today to talk about . . .

Let me begin by giving some background.

Signals the end of a discussion. Examples:

I think we've covered everything.

Let's finish here.

Summarizes a discussion. Examples:

So, we've decided that . . .

So, we have all agreed that . . .

I'd like to summarize the main points of our discussion.

To summarize our views, X feels (that) . . . Y thinks (that) . . . and Z believes (that) . . ..

MODERATOR

Makes sure everyone speaks

What do you think, Minako?

What is your view on this, Keisuke?

How do you feel about this, Shintaro?

What do you believe . . ., Yuka?

What do you think about Keita's suggestion?

Tomoyo, do you have anything to add?

Makes sure the topic(s) is/are explored. Examples:

Any other comments/ views/ opinions?

Would anyone else like to comment on this?
I think we need to talk more about ~.

We've covered ~, so let's move on to ~.

Keeps participants focused. Examples:

That's an interesting idea, Tomoko, but maybe we can talk about that another time.

I see your point, Saya, but let's stay on topic.

Excuse me, everyone. This is all interesting, but I think we need to stay more on track.

TIME-KEEPER (uses a timer)

Makes sure the discussion follows an appropriate pace. Examples:

I'm afraid we're running short on time. Let's go on to . . . and come back to this later.

Our time is running out, I'm afraid. Let's move on to . . .

Sorry, everyone, I have to manage our time. Shall we move onto the text topic/question/issue?

Reminds group when time is nearly up. Examples:

We only have a few minutes left.
Excuse me everyone, our time is almost up.

Prompts the leader to summarize. Examples:

Leader, would you care to summarize our discussion?

I think it's time for a summary.

RECORDER (takes notes)

Takes minutes (notes) of the discussion. The recorder may need to use control language (see PART B) to ensure points are recorded. Examples:

Sorry, Shiho, could you please repeat what you said about . . .?

Excuse me, Kazuki, could you please say that again?

REPORTER

Presents a summary of the discussion to non-members (The reported typically uses the past tense (often reported speech) and phrases common to the leader. He/she can use the notes taken by the recorder). Examples:

Daichi said (that) . . .

According to Mr. Green, . . .

We agreed that . . .

In our group, we thought that . . .

LANGUAGE MONITOR (takes notes)

Encourages use of English. Examples:

Shunsuke, let's stick to English only.

Shotaro, can you please say that in English?

Oh no, I think we're forgetting to stay in English!

Let's do our best to communicate in English, everyone.

Tracks non-English use & records anything that was difficult for members to express in English.

Reports tracking results to Recorder/ Reporter. Examples:

These are things I thought that members could not easily say in English.

This is what I wrote down about things that were difficult for us to say.

EVERYONE

All discussion members should be active in expressing ideas, maintaining a discussion, agreeing and disagreeing, interrupting, and clarifying. Examples:

In my opinion, . . .

I think/ feel/ believe (that) . . .

What about . . .?

I'm afraid I don't see it that way.

Actually, I don't quite agree.

Exactly! I think so too.

Yes, I also believe that.

I'm sorry to cut in, but . . .

Could you tell me more?

Excuse me for interrupting, but . . .

PART B: Useful Phrases for General Use (used by everyone)

1) Control Language

INTERRUPTING

Excuse me, (but) . . . / Sorry, (but) . . . /Pardon me, (but) . . .

Sorry to interrupt, but . . . May I interrupt for a moment?

STATING YOUR LEVEL OF UNDERSTANDING

I don't know.

(I'm afraid) I don't understand.

I didn't catch what you said.

I'm not sure what to do.

SOLICITING REPETITION & ASKING FOR CLARIFICATION

Pardon? / I'm sorry?

What did you say?

What did you say before . . . / after . . .?

Could you please say that again / once more / one more time?

Could you please repeat that / what you just said / what you said earlier?
Could you please speak slower / speak more slowly / slow down?
Could you please speak louder / speak more loudly / speak up?
How do you pronounce this / that?
How do you spell . . .?

SOLICITING MEANING

Could you please explain . . .?
Could you please say that another way?
What does . . . mean?
How do you say . . . in English / Japanese?

RESTATING & SOLICITING RESTATEMENT

Is . . . the same as . . .?	Did you say . . . or . . .?
Did you say . . . ?	Do you mean . . . ?

2) Rejoinders

EXPRESSING HAPPINESS

That's great!	Fantastic!
Terrific!	Super!
Wonderful!	That's excellent news!

EXPRESSING SADNESS

That's too bad.	That's a shame.
Oh, no.	That's a (real) pity.
I'm sorry to hear that.	

EXPRESSING INTEREST

I see.	Oh, really?
That's nice.	Uh-huh/Um-hum
Oh, yeah?	

EXPRESSING SURPRISE

You're kidding!	You're pulling my leg!
I can't/don't believe it!	You're joking!
No way!	You can't be serious!
Oh, really!	Wow!
Holy cow! (*slang*)	You're not serious!

3) Phrases to Confirm (*Most phrases can be amended with "so far".)*

Are you (still) with me?
Am I being clear?
Is that clear?
Is everything clear?
OK so far?
Do you follow (me)?
Are you following (me)?
So far, so good?
Is everyone with me?
Have you got it?
Do I make sense?
Am I making (any) sense?
Do you get my point?
Are you getting my point?
Am I getting my point across?
Is everyone OK?
Do you understand what I'm saying?
Do you get what I what I'm trying to say?
Do you catch what I'm saying?
Do you catch my drift? (*slang)*
Clear as mud? (*slang)*

Appendix B

Examples of pre-made opinions

TOPIC 1 - Foreign Language Study in High School: Compulsory or Optional?

OPINION 1: *Foreign language study should be compulsory in high school.*

REASON: Foreign languages are important for the individual pupil. Employers value people who are able to speak more than one language. Learning a language will therefore help students get good jobs when they are older. It will also increase their understanding of other cultures.

OPINION 2: *Foreign language study should be optional in high school.*

REASON: Many young people are hardly able to do simple sums or read and write in their own language. More time should be spent on these basic skills, not foreign languages. Not all workers need to know foreign languages. There is therefore no point in making everyone learn them.

OPINION 3: *Foreign language study should be compulsory in high school.*

REASON: The more languages someone can speak, the more places they can work. Foreign language skills help companies do business with other countries. Since languages are important for the economy, governments should make all young people learn them.

OPINION 4: *Foreign language study should be optional in high school.*

REASON: It should be up to the individual to decide what is useful for them to study. A pupil may not want a job that would need a foreign language. It is wrong for the state to tell people what is important for them. Cultural understanding can be gained in other subjects.

TOPIC 2 - Changing the Voting Age to 16: Good Idea or Bad Idea?

OPINION 1: *The voting age should be dropped to 16.*

REASON: 16-year-olds are mature enough to make important decisions such as voting. Their bodies have matured. They have been educated for at least 10 years, and most have some experience of work as well as school. All this allows them to form political views and they should be allowed to put these across at election time.

OPINION 2: *The voting age should NOT be dropped to 16.*

REASON: 16-year-olds are not mature enough. The large majority still live at home and go to school. By 18 they have become much more independent and are able to make their own way in the world. Their political views are likely to be more thoughtful compared to 16-year-olds, who may just copy the opinions of others.

OPINION 3: *The voting age should be dropped to 16.*

REASON: Many 16-year-olds have other rights, such as leaving school or leave home, the rights to have sex, to marry and to have children. If young people are considered old enough to make important choices about their own future, why can't they have a say in deciding the future of their country?

OPINION 4: *The voting age should NOT be dropped to 16.*

REASON: Just because 16-year-olds have the right to do some things, it doesn't mean that they should use them. If all 16-year-olds left home at 16 and started families, it would be considered a disaster. Because voting is so important, it should be one of the last rights to be gained.

[JALT PRAXIS] TLT INTERVIEWS

Torrin Shimono & James Nobis

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

Email: interviews@jalt-publications.org

Welcome to the September / October issue of TLT Interviews! In this edition, we bring you a fascinating interview with Karl Maton*, the creator of Legitimation Code Theory (LCT). Professor Maton sat down with Thomas Amundrud, Ayumi Inako, and Dominic Edsall to talk about LCT and its application in language education. Karl Maton is a professor of sociology at the University of Sydney, Director of the LCT Centre for Knowledge-Building, and a visiting professor at Rhodes University and the University of the Witwatersrand in South Africa. His most recent books include: Knowledge and Knowers (2014, Routledge), Knowledge-building (2016, Routledge), Accessing Academic Discourse (2020, Routledge), and Studying Science (2021, Routledge). Thomas Amundrud holds a PhD in Linguistics from Macquarie University and is an associate professor in English Education at Nara University of Education. His research interests include how language and other modes interact in classroom pedagogy. Ayumi Inako is a teacher and linguist with a PhD from the University of Technology, Sydney. She is interested in exploring how to apply discourse analysis to improve language and communication skills. Dominic Edsall is a PhD candidate at the UCL Institute of Education specializing in Curriculum, Pedagogy, and Assessment. He has over 20 years of teaching experience in the UK and Japan. So, without further ado, to the interview!*

Looking at Knowledge and Knowers Through Legitimation Code Theory (LCT): An Interview with Professor Karl Maton

Thomas Amundrud
Nara University of Education
Ayumi Inako
Kobe City University of Foreign Studies; Konan University
Dominic Edsall
Ritsumeikan University

"Knowledge is everything and nothing," writes Karl Maton as the opening remark to his book, *Knowledge and Knowers* (2014, p. 1). By this, Professor Maton means that knowledge is both widely described as crucial to modern societies as part of the global knowledge economy, yet the forms taken by knowledge are rarely analysed. Karl offers an explanatory framework or conceptual toolkit called "Legitimation Code Theory" (LCT) that reveals the different forms taken by knowledge practices. Rather than engage in unending debate over what is or is not *knowledge*, LCT assumes that such definitions of *knowledge* are socially and historically contextual and instead offers concepts that reveal the different forms taken by knowledge practices, no matter how they are defined (Maton & Moore, 2010). LCT concepts focus on the attributes of the knowledge being expressed through writing, speech, image, or gestures. It conceptualises organising principles for understanding different dimensions, or aspects, of knowledge practices. Each dimension has its own codes, whereby these organising principles are conceptualised in terms of continuums of relative strength or weakness. For example, the concept of semantic gravity, which looks at the degree of context-dependence of meaning, is described as being relatively stronger or weaker on that continuum.

The widely applicable nature of LCT means it is used to analyse all kinds of subject areas, kinds of education, and forms of data. Researchers using LCT methodology develop 'translation devices' (Maton, 2016b, p. 243; Maton & Chen, 2016) to translate between the abstract concepts of LCT and specific empirical data. This enables studies to be explicit and transparent in how they are using the theory. Each researcher can thus adjust the concepts to fit what they are interested in researching. LCT is a very user-friendly theory in this sense and has been applied recently to language teaching related fields, such as Content and Language Integrated Learning (CLIL), English as a Medium of Instruction (EMI), and English for Academic Purposes (EAP) (Brooke, 2019; Ingold & O'Sullivan, 2017; Jackson, 2017; Kirk, 2017). Teachers interested in LCT are gathering to form local LCT communities in different parts of the world, including Japan (LCT Japan, n.d.). To that end, we are very excited to introduce this ground-breaking theory to TLT readers through interviewing Professor Maton.

Thomas Amundrud, Ayumi Inako, and Dominic Edsall: *Legitimation Code Theory or LCT is growing rapidly in education. Can you tell us briefly: What is LCT and why is it growing?*



Karl Maton: One reason is that LCT is not confined to one part of education. LCT is an approach to understanding and changing practice of all kinds. It is indeed growing rapidly in education, including subjects as diverse as teacher education (Walton & Rusznyak, 2019), engineering (Dorfling, Wolff, & Akdogan, 2019), and language education. Often, research into education is limited to one level, such as schools, or one subject, such as language. This is so debilitating—you can't develop useful ideas for education if you are only looking at one small piece of the puzzle. In contrast, the LCT community of scholars and educators includes all levels, from early-years schooling to universities, and all subjects, from physics to ballet. So, we can build knowledge about education in all its forms.

Another reason LCT is growing is that it helps us to see knowledge itself. This is in contrast to most approaches to education, which focus on how students learn and ignore the role played by *what* they are learning. This reflects the profound influence of psychology on education research, which tends to foreground generic processes of learning and backgrounds both teaching and the knowledge being taught. This not only diminishes the role of teachers, but it also ignores the way different kinds of knowledge may affect classroom practice. We also see this *knowledge-blindness* in broad pedagogic approaches like constructivism. Such approaches are often universal: they announce how teaching should occur without taking into account what is being taught, having no properties of their own, as if they have no inner structure that might influence the ways in which ideas from the subject should be taught.

So, most approaches create generic models of learning that don't take account of differences among knowledge practices. LCT examines these differences—it tries to show the forms taken by knowledge and how different kinds of knowledge may need different kinds of teaching. It doesn't say, 'science is always like this' or 'the language classroom is always like this.' LCT takes for granted that the nature of knowledge practices can vary across contexts and change over time. It provides concepts that allow us to look at knowledge practices. For instance, the concepts of semantic gravity and semantic density explore particular properties so we can see how context-dependent the knowledge being expressed might be or how complex that knowledge is at any moment.

There are other reasons why LCT is growing. It's a practical theory that's theoretically sophisticated but practically useful.

You said LCT is a practical theory. What can it do for teaching and learning?

LCT offers ideas for teaching strategies that are based on careful and sophisticated research into classroom practices, assessments, student writing, and so on. Unlike many other approaches, LCT uses real-world data, not artificial data generated in a laboratory that has little relation to the complexity of real classrooms. LCT also doesn't offer universal solutions. By bringing knowledge back into the analysis, LCT shows what kinds of practices work best for teaching different forms of knowledge to different kinds of students. Above all, LCT gives teachers tools for developing their own teaching—it's the teachers who know their classrooms best. LCT aims to empower teachers.

In classrooms, LCT has been used in two main ways. First, LCT offers insights into how teachers can best build knowledge in their curriculum and teaching practices, such as through using *semantic waves* (see below) and *autonomy tours*. Second, LCT can be taught to students as a way for them to see the basis of achievement in their subjects. Basically, LCT is all about knowledge-building and how to succeed. LCT helps reveal what we call the *rules of the game*. These are bases of achievement underlying social fields of practice, which are often unwritten and unspoken and that, when accessible only to actors from specific backgrounds, generate social inequality. Making these bases of achievement clear helps both students and lecturers.

Many teachers in Japan feel overwhelmed by the volume of information they need to learn to understand educational research. How they can engage with LCT?

I fully sympathise. Teachers everywhere are very busy. A lot of education research is published and not all of it is good. The great thing about LCT is that you can engage with the theory as much or as little as you like. You can learn some simple ideas and try them out in your teaching—you don't have to learn the whole theory. But, if you do become interested, then you can learn more about the theory—if you want to. It is a sophisticated framework that allows detailed and subtle analysis, but you don't have to use or learn it all.

Can you give us an example?

One LCT idea that emerged from extensive analysis of classroom practice is the notion of *semantic waves*, which is crucial for building knowledge over time. A semantic wave is when you move back and forth between concrete, simple forms of knowledge, such as everyday experiences, or empirical examples and abstract, complex forms of knowledge, such as academic ideas and theories. Teaching that moves back and forth between these forms of knowledge, weaving them together, supports knowledge-building through this *semantic waving*.

This sounds obvious, as many good ideas do. However, LCT studies show that teaching often does not do this (see Maton, 2020). For instance, some teaching exhibits what we call a *semantic flatline*, in which teachers remain at either a high level of abstraction, so that students can't see the connection between that knowledge and everyday experience, or they stay only with concrete and simple knowledge, so that students never see how to apply knowledge beyond the immediate context. Another problem found is that teachers often move in one

direction only in what we call a *down escalator*. They often take academic ideas and unpack those ideas into simpler terms with everyday examples. This is to move in one direction only; they don't repack those simpler, concrete ideas back into more complex and abstract academic understandings. If you do that repeatedly, it can be a problem because it doesn't model the kinds of knowledge that students need to display in their assessments.

Studies of the marking of student assessments show that what's rewarded are semantic waves. Students who achieve higher marks are able to move back and forth between complex and simple ideas—between abstract and concrete ideas (e.g., Brooke, 2019). So, teaching that involves semantic waves helps model what students need to do in assessments to be successful.

Obviously, this is a brief outline of these ideas—there is a lot more I could discuss. But you don't need to learn all those ideas to be able to grasp the general idea of semantic waves and try them in your own teaching.

Educational research in Japan is usually either heavily reliant on positivist approaches to data or takes a much more qualitative approach. What research methods are most appropriate for LCT research? What counts as "evidence" in using LCT in research?

There are many false choices that afflict education research. You are expected to choose either quantitative or qualitative methods, either theory or practice, either generalisability or depth, either a scientific approach that explains behaviour or a humanistic approach that explains meaning, and many more. There are no good ontological or epistemological reasons for these "either/or" choices. LCT refuses these false dichotomies.

Rather than "either/or," LCT says "both/and." We can use LCT with both quantitative and qualitative methods. We can use LCT to both develop theory and to shape practice. For example, while most research using LCT has been qualitative, we have developed survey instruments that translate LCT into quantitative data collection. We are also translating LCT coding into algorithms to enable, through machine learning, automated analyses of large amounts of data.

To paraphrase one of the sociologists from whom I learned, Pierre Bourdieu, education research is too important and too difficult to deprive ourselves of every resource we can get our hands on. We need to be able to use any method and to be able to collect any form of data. I have little respect for those who believe only one methodology or one method or one form of data is important. That is like deliberately blinding yourself in one eye. We need to see as much as we can.

That is why LCT is extremely versatile. It can also be used with other approaches. For example, many education researchers who use systemic functional linguistics also use LCT. The two approaches can be used together.

Why have LCT and systemic functional linguistics (SFL) been used together so often? Do we need to be experts in SFL to understand LCT?

No, you don't need to know anything about SFL to understand LCT. They are entirely different frameworks. Simply put, SFL was created by Michael Halliday and has been developed further by scholars like Jim Martin. LCT has an entirely different background that I built on the insights of Pierre Bourdieu and Basil Bernstein to create LCT. They come from different disciplines: SFL is a linguistics theory and LCT is a sociological framework. Both study meaning-making, but they do so in different ways.

Scholars and educators who use SFL in education often also use LCT. They do so for a variety of reasons. Often LCT provides a way of bringing together complex SFL analyses. For example, a researcher may analyse texts in terms from SFL of periodicity (e.g., Martin & Rose, 2007), which is coherence and textual organization, and find all kinds of linguistic differences between the texts. Then they use LCT to show what brings those diverse linguistic features together. LCT often provides clarity and simplicity by cutting through the potential complexity of linguistic findings. So, it might be that one text exhibits a semantic wave and another text exhibits a semantic flatline. The LCT analysis then shows what generates the diverse and complex set of linguistic features. So, SFL can show the numerous and often complex sets of linguistic resources students need to succeed, and LCT shows the knowledge practices that those linguistic resources are required for. Put another way, LCT can show *why* a particular set of language choices are needed to succeed in a particular subject area.

You don't need to know SFL to use or understand LCT, but the two have been in incredibly fruitful collaboration for about 15 years. This dialogue has been very productive in pushing new theoretical developments. For example, we have just published a book called *Accessing Academic Discourse* (Martin, Maton, & Doran, 2020) in which Jim Martin details new concepts in SFL that were influenced by ideas from LCT. And conversely, I continue to learn lots from working closely with linguists like Jim. It's a very productive partnership.

To finish off, may we ask a personal question: Does your practice of Zen have any relationship to your conceptualizing of LCT?

I'm sure it does. My ideas have been influenced by many ways of thinking, from the absurdism of Albert Camus to relativity theory in physics, from the post-positivist philosophies of science of Karl Popper and Roy Bhaskar to Taoist and Zen beliefs. Perhaps that's one reason why LCT is able to reach from physics to jazz music, from English to chemistry. Perhaps it's one reason why LCT emphasises that both knowledge and knowers matter, which is why the founding text of LCT is called *Knowledge and Knowers* (Maton 2014). I spent time in a Zen monastery in England when I was younger and have long been interested in the culture and history of Japan but must admit that I have yet to have the pleasure of visiting Japan. I hope to change that in the near future.

What is the quickest way that teachers could start using LCT?

The quickest way to find out about LCT is via the website: www.legitimationcodetheory.com. This site has lots of LCT papers. There are links to teacher blogs on the Practice and Impact page, and they often do a good job of presenting ideas in teacher-friendly ways. There are also several useful videos on YouTube (search for "LCT Centre"). Teachers can also get in touch with the LCT Centre (LCT.Centre@sydney.edu.au), and we can put them in touch with other teachers and teacher trainers to learn from.

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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

Hi, everyone, and welcome to the latest edition of My Share. As I write this column thinking far ahead to the start of a fresh new autumn term, it is difficult to know what to expect in these turbulent times. Will mornings require a 'commute' to the virtual classroom located in my temporary office upstairs, or will I need to brave the trains once more? Will I finally get to meet my students in person, or will classes continue to be online? Whatever the future holds, adapting ideas creatively to the teaching environment is going to be essential to maintaining a fulfilling professional life. The ideas in this issue of My Share should continue to provide perfect food for thought.

In the first article, Jeff Au suggests a simple but ingenious quiz using flags to help students learn more about different countries around the world. This really adaptable activity would work well as a means of introducing world facts and practicing tricky pronunciation with a broad range of students. In the second article, Ivy Liwa explains a lesson in which groups of students become interior designers, to design and present their dream houses. The beautifully crafted worksheets provided in the appendices would make this a big hit in any creatively focused language classroom. Thirdly, Philip Olson, introduces a great way of utilizing movie or TV scenes to practice vocabulary and fluency by having students perform live auditions. Finally, Luke Houghton details a really communicative activity in which students learn the basics of hypothesizing, surveying and analyzing through Venn diagrams.

Name that Nation!

Jeff P.M. Au

Kogakkan University

mandonau@gmail.com

Quick Guide

- » Keywords: *Country flags, geography*
- » Learner English level: *High beginner to intermediate*
- » Learner maturity: *Junior high school to university*
- » Preparation time: *15 minutes*
- » Activity time: *20-25 minutes, depending on class size*
- » Materials: *Country flags (pictures or originals), content flashcards, magnets*

Many university freshmen are hugely interested in learning about different countries and cultures. Although their geographical knowledge is sometimes limited, many dream of traveling abroad. This is a useful and practical activity that gives students greater insight into basic factual knowledge countries around the world and can serve as a springboard to further interest in particular countries or regions of the world. Furthermore, this activity will improve pronunciation as students often confuse English with their katakana equivalents.

Preparation

Step 1: Have flags of various countries around the world. Try to use larger color prints of flags or original flags if possible (i.e., minimum A4 size) to enhance class interest. Make sure these flags correspond to the countries in Step 2.

Step 2: Prepare five sets of content flashcards: a) Country's name; b) Country's capital city; c) Currency; d) Someone famous from that country; and e) Something famous from that country. Feel free to add extra sets of content flashcards if time allows or for a greater challenge.

Procedure

Step 1: Practice drilling the content flashcards in unison. Do this with each set.

Step 2: Under each flag, say the name of the country, its capital city, currency, someone famous from this country, and finally something famous from this country.

Step 3: Put the content flashcards away and have the students make two lines (i.e., two teams).

Step 4: The teacher stands at the whiteboard and puts one content flashcard on the whiteboard. If one of the two students correctly guess the country, they get five points. If a student is incorrect, they lose five points. This discourages random shouting of country names. If neither student knows the

answer, put another content flashcard of the same country on the whiteboard. If one of the students answers the country correctly, award four points. Subtract four points for wrong answers. Again, continue this pattern with up to five flashcards on the whiteboard if neither student knows the correct answer. Therefore, students can receive more points if they answer correctly earlier with fewer content flashcard cues. Students may also receive bonus points if they can provide any additional key information about that country.

Step 5: Once a student has answered correctly, two new students will move to the front of the line and the activity continues.

Step 6: The team with the most points wins the activity.

Step 7: Review the countries at the end of the activity and their associated content.

Conclusion

This activity increases students' English geographical knowledge and can spur interest in individual foreign countries. You can start off with larger countries for beginner-level students. For higher-level students, you may want to use smaller, lesser-known countries. In addition, you can change the country information depending on the student level. For example, at the university level, content such as politicians, population, world ranking by size, or economic or cultural data could make this quiz more challenging. From implementation of this activity, I noticed that students increased their geographical knowledge and interest in foreign countries at the same time. Naturally, this will be of most use to students who have an interest in world travel, but it is beneficial to all students to gain a better understanding of the world around them.

The Best Interior Design!

Ivy Santiago C. Liwa
Ise City Board of Education
ivyliwa@yahoo.com

Quick Guide

- Key Words: *Communicative competence, cooperative learning, authentic tasks*
- Learner English Level: *High beginner and above*
- Learner Maturity Level: *Junior high school and above*
- Preparation Time: *5 minutes*
- Activity Time: *90 minutes*
- Materials: *Illustration board (1/4), scissors, pencil, pen, glue, worksheets, envelopes*

Communicative competence is an important goal of English instruction. It can be achieved by integrating authentic activities reflecting *real world tasks* that boost learner interaction, and thus, enhance natural language use or fluency. With the teacher acting as a facilitator, this lesson develops learning through student collaboration. Likewise, it aims to foster creativity, to enhance self-confidence, and to hone thinking and presentation skills. Moreover, students play the role of a house interior decorator by brainstorming and discussing the tasks and helping each other furnish a floor plan with furniture. Finally, students are regrouped for individual presentations.

Preparation

Step 1: Group students into four. Orient them about the day's goal.

Step 2. Have each group choose a leader and a secretary through playing rock, paper, scissors.

Step 3. Explain that everybody will make believe that they are interior designers.

Procedure

Step 1: Ask students to close their eyes and think of their dream houses. For two minutes, let them imagine every single detail of the house interior. Have them open their eyes and share their answers with their partners. Ask some volunteers to describe their dream houses before the class.

Step 2. Distribute the materials. Direct students' attention to Worksheet 1. Do pronunciation practice of the target language, vocabulary, and sentences (whole class, individual volunteers, selected pairs or groups). Let them do the activity in groups for five minutes. Check and discuss their answers.

Step 3: Give students time to analyze and work on the given tasks from Worksheet 2. Emphasize that group members should brainstorm on furnishing the house interior. The secretary writes down the justifications. While groups discuss the tasks, the teacher goes around to monitor.

Step 3: Let each member cut the house furniture images. Each one must paste the furniture on his/her illustration board with floor plan on it. Each group must have a uniform interior design based on what has been agreed upon during brainstorming.

Each member should copy the justifications written by the secretary for individual presentation.

Step 4: Allot a few minutes for each group to practice for the presentation. The aim is to present the interior design creatively.

Step 5: Regroup the students. Individual presentations take place within a new group. Each one is given two minutes to present and explain his/her output. Move around and note down students' errors.

Step 6: After the presentation, write students' mistakes on the board for feedback, focusing on sentence structure, grammar, spelling, vocabulary, word stress, intonation, etc. Encourage students to suggest corrections.

Conclusion

Acting as interior decorators can be fun and challenging. Cooperative learning dynamics enable students to exchange ideas comfortably and address the given tasks. Consequently, they become more responsible for their own learning. Additionally, individual presentations can be a tool to foster self-confidence, improve grammar, increase vocabulary, and develop fluency. Meanwhile, activities that mirror authentic tasks can be a good technique to rehearse real-world endeavors. Finally, the authentic problem-solving visualization and collaboration methods used in this task can be applied to all manner of real-world topics.

Appendix

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

Auditions

Philip Steven Olson
Shirayuri University
olson@shirayuri.ac.jp

Quick Guide

- Keywords: *Movie or TV drama script, vocabulary, reading, listening, speaking*
- Learner English level: *Intermediate to advanced*
- Learner maturity level: *University students*
- Preparation time: *Thirty minutes to an hour*
- Activity time: *One 90-minute university class*
- Materials: *Any dialogue script*

This activity is ideal for listening and speaking classes. By utilizing examples of naturally spoken language from TV dramas or movies, students can learn how to pronounce and catch difficult words in real life conversations and learn new vocabulary in context.

Preparation

Step 1: Choose a dialogue scene from a TV drama or movie that can be acted out in a classroom. Copy the script selection into a document file.

Step 2: Edit the dialogue scene into a cloze activity by pulling out target vocabulary that you are teaching for pronunciation and meaning. Possible criteria for choosing vocabulary might for example include; natural speech sounds, phrasal verbs, and idioms.

Step 3: Make a simple vocabulary matching exercise. This could be matching to English or Japanese definitions depending on the class level.

Step 4: Make a simple scoring criteria form for evaluating auditions on the spot.

Step 5: Make sure to set up audiovisual equipment and cue up the scene that shows the script selection.

Procedure

Step 1: For student individual work, hand out the vocabulary exercise described in Step 3 above. Go over the correct answers afterward.

Step 2: Hand out the cloze exercise worksheet from the selected script and put the students into pairs or threes, having them simply read the dialogue while trying to guess the words that might fit in the blanks. Go over the correct answers.

Step 3: Practice intonation, pronunciation, and fluency. Have the students read both roles.

Step 4: Show the selected scene of the TV drama or movie. Students are not only to focus on the fluency, intonation, and pronunciation of the actors, but also the scene itself and the actions in the scene. Shadowing is a useful method to use here. Show the scene two or three times, and you can even assign this as homework for preparation for auditions in subsequent classes.

Step 5: For the audition judging to be scored by the teacher, have students write their names and/or student numbers on the scoring criteria papers and collect the papers from their groups. The scoring is

based on intonation, pronunciation, fluency, acting skill, and speaking volume. After the auditions, hand back the forms.

Step 6: Students perform the auditions at the front of the classroom. Students act out the scene as closely as possible to what is seen in the drama selection.

Variations

For lower level classes, skip the cloze exercise by handing out the script with the selected words underlined. For classes that are reluctant to participate, make the acting worth more points. Higher level students should try not to use scripts. This activity can be extended by selecting different sections of the script for students to choose from. Also, the auditions can be assigned to students to do as video projects.

In Step 6 above, there is also room for many variations. Possibilities include creating a system for student evaluations and even setting up a TV gameshow-like scene.

Conclusion

Although recommended for at least intermediate level classes, this activity is also a lot of fun for lower level classes when encouraged to relax and have fun with the acting. It is an excellent activity for speaking performance practice — something that is difficult to encourage in the typical EFL classroom in Japan.

Hypothesizing with Venn Diagrams

Luke Houghton
British Hills
lukehought@hotmail.com

Quick Guide

- Keywords: *Whole class, question formation, reasoning, hypothesizing*
- Learner English Level: *Intermediate and above*
- Learner maturity: *High school and above*
- Preparation time: *N/A*
- Activity time: *40-60 minutes*
- Materials: *Blank A3 paper, coloured markers (optional)*

In this communicative activity, students create a relational hypothesis, survey, and a visual representation of their results using Venn diagrams to identify relations between a collection of factors or sets. The class begins with a model example regarding jobs/hobbies, leading into student-led creation of hypotheses and surveys. These results can then be discussed and extended into presentations.

Preparation

No preparation.

Procedure

Step 1: Put students into pairs.

Step 2: Explain that pairs will make a *hypothesis*, which is a proposed explanation made using limited evidence as a starting point for further investigation. Give and elicit some examples to check comprehension, for example, "If you study English, you like Disney movies," or "People who live in the countryside own cars."

Step 3: Model an example with the class**.** Write "When someone has a part-time job, they don't have time for hobbies" on the board. Ask if they agree with this hypothesis.

Step 4: Hand out A3 paper to pairs, and ask them to draw three overlapping circles (Appendix A).

Step 5: Have pairs label one circle "plays an instrument," one "plays a sport," and one "has a part-time job."

Step 6: Demonstrate collecting data by approaching a student and asking, "Do you play an instrument?", "Do you play a sport?", and "Do you have a part-time job?" and recording their name in the appropriate place.

Step 7: Elicit the necessary questions (you have already demonstrated these) and write on the board.

Step 8: Give pairs 5 minutes to survey as many peers as possible.

Step 9: Once surveys are complete, ask pairs to discuss if their results agree with the hypothesis.

Step 10: Ask one pair to give their answer, using the Venn diagram to visually support their argument. Elicit/provide useful language and make a note on the board. This becomes the model for subsequent pair presentations later on.

Step 11: Ask pairs to make their own hypothesis. Elicit ideas, for example, "People who own cars don't use buses", or "If you have an iPhone you get good grades" (see the Appendix).

Step 12: Give pairs time to prepare diagrams and questions. They will likely discover problems in initial attempts, so ensure they have time to resolve these.

Step 13: Give pairs time to survey classmates and analyse the results before forming their arguments.

Step 14: Have pairs report their results to the class, referring to diagrams as visual aids.

Step 15 (optional): Have pairs identify problems with their study, and possible solutions.

Variations

Three-circle diagrams elicit more language and discussion, but two-circle diagrams may be appropriate in some cases.

Groups can use Venn diagrams to visualise contrasting discussion points, such as: "Which are better pets, cats or dogs?" with 2 Venn diagrams: one recording the good points of each, and one recording the negative points.

Extension

This activity is a good basis for presentations. The diagrams can be used to give an impromptu presentation, and to elicit discussion about the reasons behind any proven/disproven hypothesis. Students could carry out follow-up interviews to discover the reasons for their classmates' answers.

Conclusion

This activity involves students developing their reasoning and question forming skills and encourages peer cooperation. Students will learn about their classmates and learn how to form arguments supported by evidence. Venn diagrams are an accessible analytical tool that will build confidence for future research projects.

Appendix

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

[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
Web: https://jalt-publications.org/tlt/departments/tlt-wired

Linking the World's EFL Classrooms: The IVEProject

Eric Hagley
Hosei University
iveprojectorg@gmail.com

Computers, smartphones, all these wired machines—what do they have to do with English teaching? This section of TLT has offered many ideas over the years about how such technology can be used in language learning, but one aspect that hasn't been touched on much is how it can be used to link your students with students in other countries. This concept is being called "Virtual Exchange" (VE) in recent literature. The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been promoting VE over the last few years, as they try to develop students with more global awareness and intercultural competency. One project they are sponsoring via Kaken grants is the International Virtual Exchange Project (IVEProject).

What Is the IVEProject?

This project is free of charge for your classes' students to participate in. It involves students from Japan using English to interact online with students that are living and studying in other countries, using English. This article is an open invitation to you and your students to join. The caveat is that your *class* must be involved, not individual students. VE "involves bringing together groups of learners from different cultural contexts for extended periods of online intercultural collaboration and interaction. This is done as an integrated part of the students' educational programs and under the guidance of

educators or expert facilitators with the aim of developing learners' foreign language skills, digital literacies, and intercultural competence " (O'Dowd & O'Rourke, 2019). It is for this reason that we only accept classes that are under the care of expert educators, such as those that are reading this article.

The IVEProject has been ongoing since 2005, but it became a large-scale project from the fall of 2015. Since 2015, some 20,000 students and 300 teachers from 15 countries have participated. To date, students from more than 35 universities throughout Japan have also been involved, with some incorporating it across their curriculum. It is easy to see why they would. Such VE have been shown to develop students' intercultural understanding and interactional confidence, and increase their motivation to learn English. Students also come to appreciate their own culture more through their participation in the IVEProject. More information can be seen here https://iveproject.org/mod/url/view.php?id=192

How to Join?

So what happens? You, the teacher, contact the coordinator, Eric Hagley (me - hagley@mmm.muroran-it.ac.jp) expressing your interest in participating. I then send you a file into which you add your students' information so that your students can have an account created on the Moodle platform (you don't need any understanding of Moodle to participate). At the same time, my team and I put your students in groups with students from different countries. Once this has been done, your students then log into the site (https://iveproject.org) and begin to exchange information. Participation in the forums takes place in the form of sharing text, audio and/or video files. Students can also add links and other multimedia to their posts. Most students in the past have been non-English majors with a low-intermediate level of English, though some classes are more advanced. As your students will be interacting with students in such places as South America, the Middle East and Asia, and the time zones are many and varied, the interaction is asynchronous.

What Happens in the Exchanges?

Each exchange runs for eight weeks. One begins in mid-April and runs through to June. Another begins in October and runs through to December. We have a "Starters' exchange" and a "Continuers' exchange." In the Starters' exchange, there are four simple set topics that students exchange information on in their class to class(es) groups. Students spend two to three weeks on each topic. However, there is also an open forum where students can create their own posts and choose their own topics. The open forum is available for all students in the exchange, whereas the class to class(es) forum is for more concentrated exchange between individual students. For the Continuers' exchange, aspects of the *Cultura Project*, in addition to topics from the World Values Survey, are incorporated to deepen the students' understanding of each country's culture. Discussions of these topics are more in-depth.

Teachers need to be a part of the exchange for it to be effective. Teachers are encouraged to monitor the forums and give feedback to students. They are also asked to keep in contact with their partner teacher and find out about their teaching and learning environments. Teachers are offered resources to help their students reflect on their participation. There is no obligation to assign grades to students for their participation, but teachers are strongly encouraged to do so. All teachers are included in a separate "teachers' forum" where they can exchange ideas and information.

Benefits

Over the past three years, student satisfaction with the IVEProject has consistently been above 80%, with some years being above 90%. Students who have participated have given us wonderful feedback, as too have the teachers that have participated. With this, we are continuing to improve the site and the experience students and teachers have. This was one of the most telling comments received from a student: "Other students in my university didn't have to do this so, at first, I thought it was unfair that we had to do more work than them. However, after finishing the exchange, I thought it was unfair that the other classes couldn't participate in it too." Another area of benefit is in the building of intercultural understanding. Recent surveys carried out by Keidanren (the Japan business federation) show that companies are wanting to employ students who have had experience interacting with students from a variety of different cultures, meaning they appreciate the importance of intercultural understanding. Indeed, intercultural understanding is in the top 15 most desirable traits for students from both science and arts backgrounds and is ranked as being even more desirable than foreign language ability in that survey (Keidanren, 2018).

There's Plenty of Help Available—Please Consider Joining

The IVEProject is an excellent way of ensuring that your students are using the language they are studying to participate in real-world communicative events. At the JALT international conference, I will be doing online workshops on how you can partici-

pate in the IVEProject regularly before the exchange begins, and I hope to meet many of you there. However, even if you can't make that workshop, you are welcome to contact me and join the project, as we have a number of online tutorials that assist both students and teachers so they can participate fully. I'm looking forward to seeing more students from Japan becoming involved in this exciting international project.

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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.

Email: younger-learners@jalt-publications.org

Zooming Around Japan for Online Learning

Online teaching has been challenging all of us during the past few months, and since some teachers may be moving over, or back, to online in the coming months, we asked some YL teachers, from Hokkaido to Kyushu, about how they've been coping. They had some great advice, ideas, and solutions to share, which we are sure will help you in your teaching. A big thanks to all four contributors for taking time out of their extra-busy schedules to write down their stories!

Note: Parental consent has been obtained for all of the children's images in this article.

Mary Nobuoka

Keio University, Waseda University

m.nobuoka@gmail.com

Emergency remote teaching has created new challenges for many teachers, particularly for teachers of young learners (YL). Some interactive classroom activities do not transition well to online platforms such as Zoom, and lessons may become too teacher-centered. With young learners, we lose some of the movement and body language many teachers like to incorporate in a classroom setting. In addition, all activities take much more time on Zoom than in the classroom. Below are some key points and activities for using Zoom with YL.

Practice Some Key Functions on Zoom in the First Lesson

Be sure to go over some basic features of Zoom. This includes opening the participants list, possibly changing the students' names to Roman letters, muting and unmuting, using the chat box, raising the digital hand, and switching between the gallery view and the speaker view.

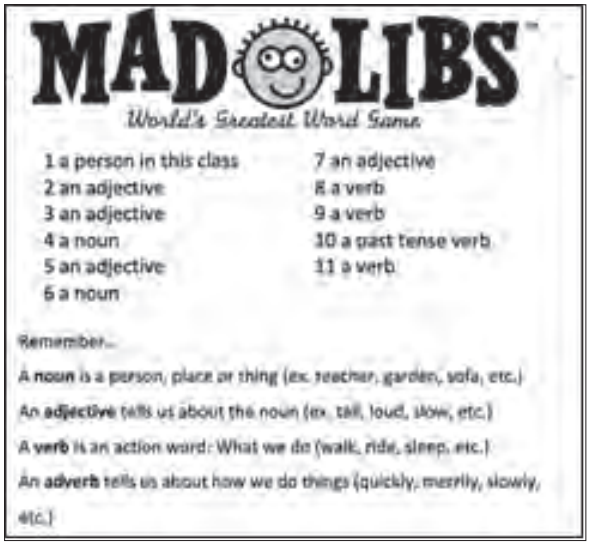
Use Microsoft Word with Zoom

Using Microsoft Word documents makes it easier to prepare lessons before class and also to type as you teach or make quick edits during screen-sharing. Use larger font sizes. For example, I prepared a simple "sentence scramble" game on Word so that only the mixed-up words were visible to the students. After the students unscrambled the sentence (in writing), I scrolled down to have them check their answers. I could also quickly change the color of the initial capital letter of the sentence and the period at the end to red to emphasize these often overlooked mistakes for YL. Dictation and spelling tests can also be done this way with correct answers shared on Word.

A fun game to get your students speaking is Hot Seat. In a regular classroom, one student sits with their back to the board, and after the teacher writes the target vocabulary behind them, the other students give hints until the student in the "hot seat" guesses the word. In Zoom, I recommend putting one or two students back into the waiting room, which is much faster than using a breakout room. Show and/or tell the remaining students the secret word. Then bring the student(s) back into the main session. Students should raise their digital hand before unmuting their microphone to give a hint.

Use Materials on the Internet

Mad Libs, available online, helps review the parts of speech. For YL in public schools, this game works for grades eight and above. It is also doable with higher proficiency elementary school students and returnees. Create a word list (see *Figure 1*) that students use to write a word for each part of speech in class or as homework. Be careful to not show the final story, including the title, to the students until everyone has finished their lists.


MAD LIBS
World's Greatest Word Game

1 a person in this class
2 an adjective
3 an adjective
4 a noun
5 an adjective
6 a noun
7 an adjective
8 a verb
9 a verb
10 a past tense verb
11 a verb

Remember...

A **noun** is a person, place or thing (ex. teacher, garden, sofa, etc.)

An **adjective** tells us about the noun (ex. tall, loud, slow, etc.)

A **verb** is an action word: What we do (walk, ride, sleep, etc.)

An **adverb** tells us about how we do things (quickly, merrily, slowly, etc.)

Figure 1. A sample Mad Libs word list.

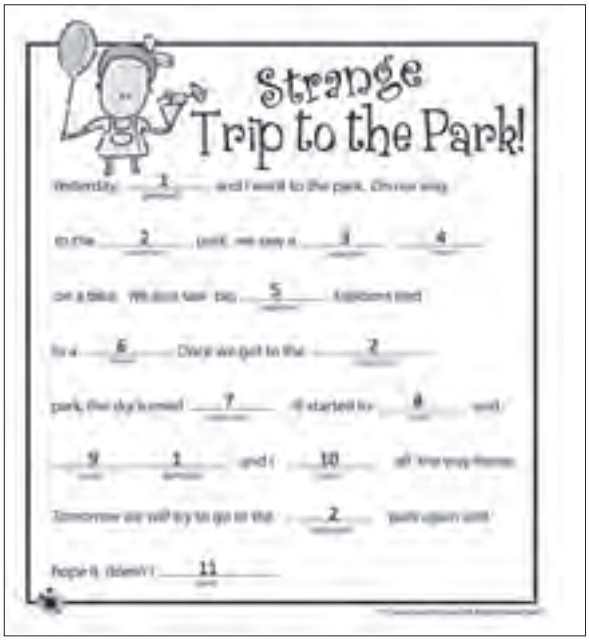

Strange Trip to the Park!

Figure 2. A sample Mad Libs story worksheet.

Once completed, ask each student to read their silly story (see *Figure 2*). Use screen sharing to show the Mad Libs story so that students can insert their own words in the appropriate space. Use shorter stories to give all the students a turn. With older students, you can use breakout rooms, but they will need to have access to the story page, possibly using Google Docs and sharing the page link. Do not allow editing on Google Docs or you may have mischievous students making changes.

The numbers make it easier to insert words as students read the story aloud with their list of words.

Integrate Breathing Exercises Into Your Lesson

One useful activity to do with students during this stressful time is breathing exercises. Rhythmic, natural breathing, done regularly for two to five minutes, will help students calm themselves before giving presentations more effectively than taking deep breaths (Stanford Graduate School of Business, 2014). Teachers can screen share some YouTube videos of rhythmic breathing exercises to do with their students at the beginning of class or as a short break in the middle. Some recommended videos are presented at the end of this article.

Please try out these activities or get inspired to incorporate others. If you try something new and it fails, go easy on yourself. This is an unprecedented time, and few of us have had proper training to prepare for online lessons. Experiment! We never know what works until we try, and some of our best ideas come when we make mistakes and learn how to do something differently!

Claire Sezaki

Sunshine English School, Kumamoto Prefecture

kcsezaki@gmail

On March 2nd, schools across Japan suddenly closed. My small school with around 150 students aged between six and seventeen closed too. The first two weeks were hard. Elementary school (ES) classes started with lesson packs sent by post. Weekly reading aloud and homework were checked via LINE for Business. We then moved to recorded lessons using our private YouTube channel. It was very labour intensive as I am the owner of the school as well as a teacher with minimal part time staff.

Junior High School (JHS) and High School (HS) level classes were on Zoom. HS students were

immediately at ease with the technology. However, parents of JHS students struggled with this, so it was obvious that if younger grades ever moved to Zoom, parents would need a lot of help.

My English school reopened from March 16th to the 21st, and again after spring vacation, between April 6th and the 17th. Local schools were also open from April 6th to the 14th. From April 4th, we held brief practice sessions for Zoom, just in case. I chased every parent, and eventually everyone tried to join a meeting at least once. If a parent failed to join a session, I'd contact them immediately, express surprise and disappointment, and reschedule. On April 13th, the State of Emergency was announced. We stayed open that week in order to finalize Zoom schedules and distribute texts. Having a *just-in-case* plan in place and communicated to parents really helped.

From April 17th, all classes moved to Zoom, with supplementary homework videos for ES classes. No other options were given. Everyone did Zoom, and no one complained or quit. But we also didn't ask for opinions. It was a very steep learning curve. I watched many, many YouTube videos about Zoom, PowerPoint, and Wi-Fi strength.

I quickly realised the 4th grade classes were not doing well in online classes of eight students. A reschedule gave them shorter lessons of 30 minutes, but more interaction since I also reduced group size to four students.

To simplify preparation, lessons were scanned and then added to PowerPoint. Vocabulary was introduced with PowerPoint *games* like Hidden Picture, where a picture is slowly revealed with each click of the mouse. I also found templates of other games that could be used across classes, downloaded PowerPoint files created by other people, which I edited to suit my needs—islcollective.com, an online resource, was particularly good for this.

Simple grids worked well for warm-ups and wrap-ups of lessons. They could be used across many grades and were quick to prepare. Some popular grids were:

- For younger students
  - Question Words: Students answered five questions using that question word.
  - Categories: Five zoo animals, five fruit and so on.
  - Math: seven plus five and so on.
  - Colours: black plus white and so on.
- For older students
  - Unfinished sentences: When I go back to school I will . . .
  - Answers that needed a question: 'I have a fever' 'What's the matter?'
  - Categories: the sea, red, shiny.

Show and Tell online worked well with JHS/HS levels. Having to present through media made them prepare better, probably because they felt that they were really broadcasting to an audience. The presentations could be recorded easily. With follow-up questions later on Padlet, an online bulletin board, students had more time to think of deeper questions or comments than they did during class.

Padlet became a notice board for each class. The ease of copying posts to other Padlets made everything very efficient. It looked professional and was cute. We used it for some fun class projects like baking, which third graders usually do every year in class. I made a video of myself making cheese straws which students watched while baking at home. I'm sure the immersive English experience was more effective with the video as there was no Japanese involved, which doesn't always happen in class with the time constraints of a normal lesson. The end results were posted on Padlet. Just one child baked hers for 50 minutes instead of 15, a mistake she'll never make again!

Figure 3. Baking lesson posts on Padlet.

Finally, I also used Padlet to create a whole school Challenge Page for May. Alongside my ideas, students were encouraged to add their own. We had food faces, lifting, plate juggling, Lego spinning tops, cup songs, and many other fun ideas. It was great to see another side to the students, and it made me smile after each long Zoom day!

Ruthie Iida
Rainbow Phonics English School
ruthiep43@gmail.com

When my Eikaiwa school moved online in early March, I was curious to experiment with new teaching platforms. We chose to teach our youngest students, aged four through eight, via pre-recorded YouTube videos. To make the videos personal, we attached the children's name cards to small stuffed animals and spent the beginning of each lesson searching for them and saving them from perilous curtain rails or dark cupboards. We taught content through dialogue, always focused on the camera, which represented the invisible students. Teaching phonics and writing through video was more of a challenge. Our approach was to create a character (my assistant's lovely, long manicured finger) that represented the students. This lively and talkative finger practiced the correct stroke order, printed rows of letters while repeating the phoneme, and was praised by the teacher (my own finger). Guided by parental feedback, the number of views, and our own teacherly instincts, we found that the key to producing effective content videos was attention to detail plus personalization: using students' names on camera and inserting the questions we imagined they might have into our onscreen dialogues.

Upper level elementary students participated in Zoom classes. Unlike the YouTube lessons, which were tightly controlled, these classes were highly unpredictable. Although we worked hard to familiarize parents with the basics of Zooming, we couldn't help them with their own poor Wi-Fi connections. My composure was sabotaged by students' technical issues, and even students with solid Internet connections were difficult to engage with at first. Until I became familiar with their devices and taught them how to manipulate their toolboxes, they seemed to be disparate flat faces on the screen who could not respond as one or communicate with each other. When students learned to write on my screen with their virtual pens, I finally heard delighted yells. As they became able to guess, connect, draw, and write rather than simply watching and listening, the time flew. In the end, although I found Zoom hosting stressful, most students found it to be "fun and easy".

I managed homework through the application Padlet (for written assignments) and LINE (for videos and voice recordings). Assigning hearty doses of homework, I was pleased to see it uploaded in a timely fashion. I gave feedback, my comments were read, and mistakes were corrected, often with a note of thanks. Rather than hurriedly checking student homework during class, I was able to slow down and give more thoughtful feedback. Likewise, I was better able to concentrate by listening to students' voice recordings at home rather than having them read to me in a noisy reception room. I also noticed how students previously exhausted by after-school sports were beginning to make great progress, although children whose parents worked full-time during the pandemic were beginning to fall behind.

Figure 4. "Fun and easy" Zoom lesson.

After three months online, we have returned to in-person lessons. The gap between early elementary -age students with parental support and those who were left to manage homework on their own during the pandemic has significantly widened, especially in writing. YouTube students who watched the writing videos and uploaded the assignments are now writing swiftly and fluently. Students who read their assigned stories and uploaded to LINE are now the stars of any game involving reading skills. I have noticed less progress with upper elementary Zoom students compared to many of the younger YouTube lesson students. However, Zoom students display greater class cohesion and a narrower developmental gap, probably because they were together for three months of synchronous lessons and not dependent on parents to access and show pre-recorded videos. While YouTube students with busy or unmotivated parents sometimes had no weekly input at all, the Zoom students had at least an hour a week of English input and interaction with their peers.

For the remainder of the school year, I am keeping my homework management asynchronous by continuing with Padlet. Although this may be problematic for some families, it will ensure thoughtful

and timely feedback for families who are deeply committed to language study. I expect external circumstances may lead to further changes at my school, but I'm prepared to be flexible and continue experimenting with whatever technology will allow my students to continue learning.

Mary Virgil-Uchida

ABC House

Hokusei University, Sapporo

maryvirgiluchida@me.com

Coronavirus cases began to appear in Hokkaido in February. The annual Snow Festival brought the virus to our midst before almost anywhere else in Japan. I closed my school, then reopened it, then went partially online with those who wanted to isolate themselves, and finally totally online in mid-April. Luckily, I had started to learn how to use Zoom through the Facebook group Online Teaching Japan in early April, so I was ready to start teaching online when we were told to by the Hokkaido Governor.

Before going online, I was wearing a mask for six to seven hours a day. I had no energy to teach and needed to do something special. Digging deep into my bag of tricks, I pulled out an old activity: 75 basic questions that I photocopied and gave everyone, from the first graders to junior high students. The students made personal word cards, writing the Japanese meanings on the reverse, and practiced Q&A for the whole month. Parents were pleased to see the effort we were putting into keeping the kids' education going. Jukus and school activities were cancelled, but ABC House stayed open!

After spring vacation, classes started again. Everything seemed to be back to normal, but it didn't last! The second wave hit with a vengeance, and we couldn't allow the students to come to the school. Initially, everyone was against the idea of studying online, including my staff! I had my Japanese teachers run Zoom training sessions with small groups of parents on Sundays and in the evenings. By April 10th, all of the classes went totally online. I can't say that all has gone smoothly. The biggest problem has been my own inability to use Zoom well. However, parents were so thankful that we were working hard, and so were very appreciative of what my staff and I were doing.

With the students no longer coming to class, borrowing reading books from our lending library was not a possibility. So, I decided to use some of the upper elementary kids' favorite books, *Potato Pals* (Jackson & Kimura, 2005), as a dictation activity. Using the CD that came with the books, they could listen to the book and songs. Then, I read the books to them and had them write the sentences in their notebooks as a dictation activity. At first, they wanted me to show the page so they could just copy, but I pushed them to sound out the words, or I spelled them out myself. Dictation was a new thing for my students. I found that because they were not in front of their classmates, they were not as worried about making mistakes! I was so happy to see them developing confidence. After they wrote each sentence, I revealed it using my iPhone as a secondary camera, and they corrected any mistakes. We used breakout rooms for them to practice reading the story together, and when they came back to the main Zoom session, they had more confidence to read in front of others.

The education and wellbeing of students is the most important thing, and knowing this, has given me the energy to push forward and work hard to provide quality lessons. Slowly, a few students were allowed to return to the classroom because of technical difficulties. I also started having those who had problems paying attention online come back to class. I set up a large TV in one classroom and sat at my computer in another room. This allowed me to teach without wearing a mask.

Figure 5. Outdoor classroom.

In June, I was finally able to see my students again in person. I started holding classes in a local park when the weather was good. They brought their own mats or chairs, and we studied outdoors. In addition, I purchased small whiteboards and markers for all of the students so they could write whatever they were working on, before writing in their notebooks. By July, I was able to have most classes back to face-to-face, but we have now start-

ed studying in the new outdoor classroom that I set up in my garden.

The future is unpredictable, but with the option of being able to return to Zoom lessons, we know we are ready.

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Stanford Graduate School of Business. (2014, Dec. 4). Think Fast, Talk Smart: Communication Techniques [Video]. https://www.youtube.com/watch?v=HAnw168huqA

Recommended Videos for Breathing Exercises

Orgforlearning. (2015, Nov. 13). 4x6 Breath Metronome for Diaphragmatic Breathing: 4 sec. inhale, 6 sec. exhale [Video]. https://www.youtube.com/watch?v=gTw5BV6R4uw

Simple as ABC. (2016, Apr. 22). Feeling anxious? Take deep breaths in sync with this! [Video]. https://www.youtube.com/watch?v=Wdbbtgf05Ek

[JALT PRAXIS] BOOK REVIEWS


Robert Taferner & Stephen Case

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

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

This month's column features Matthew Philbrick's review of FLOW: Building English Fluency (2nd Edition).

FLOW: Building English Fluency (2nd Edition)

[Jonathan Jackson. Eurasian Editions, 2018. pp. 60. ¥1,750 ISBN: 978-4-9909792-1-8.]

Reviewed by Matthew Philbrick, Toyota Technological University

FLOW: Building English Fluency is a lower-intermediate level English conversation textbook written for Japanese university students, but it can also be used at the high school level. Unlike many English conversation textbooks, which have content that does not match their stated focus of helping students become conversationally competent (Kroeker, 2009), this textbook is almost entirely focused on English conversation. It is designed to help students who have studied English for many years but still have trouble holding a simple conversation.

I used this book to instruct a class of 20 high school girls for an hour a week for approximately six months. Through plentiful conversation practice and explicit instruction of effective, research-supported conversational strategies, such as asking follow-up questions using wh- words, turn taking, and requesting and giving clarification (Washburn & Christianson, 1995), most students showed a marked improvement in their speaking fluency. Students were able to progress from not being able to carry on a conversation for two minutes to being able to talk for at least three to four minutes about any given topic.

FLOW consists of 14 units, with four pages per unit, fitting perfectly into a 90-minute class. Each unit focuses on a particular topic, such as food, art, technology, and entertainment. These topics are further broken down into sub-topics, with a myriad of conversation questions for each. For instance, in the unit on entertainment, sub-topics include TV, films, and celebrity culture. The wide variety of topics and questions means that teachers should have no problem selecting something to suit the composition of their classes.

Each unit also has a particular language focus. The first two units start simply by stressing the importance of sharing many details and asking follow-up questions. More advanced skills and strategies are introduced in subsequent chapters, such as asking questions about time and place, making opinion statements, checking understanding, and agreeing and disagreeing.

Each unit follows the same format. On the first page, example conversations introduce both the topic and language focus of the unit. This is

followed by an explicit explanation of the unit's objectives, and then a cloze activity using a word bank to put sentences or phrases into the blanks of a conversation. On the third page, students get a chance to try out the new language skill they have learned through discussing two prompts related to the topic. Finally, numerous conversation questions are provided to give students more fluency practice. Some grammar practice involving cloze exercises has been integrated into some of these questions. One final thing to note about the book is that it does not include any pictures, although this did not seem to hinder my students' learning.

In addition to the textbook itself, *FLOW* comes with several supplemental booklets that can be very helpful to students and teachers alike. These are also available online as pdfs on the publisher's website. One booklet contains a bilingual glossary with difficult-to-understand English words and their equivalent meaning in Japanese. This can be extremely helpful to students as they try to understand the meaning of the questions, in addition to helping increase their vocabulary knowledge (Folse, 2004). Another booklet contains a teacher guide with helpful ideas and key teaching points. A third booklet contains a student guide to each chapter written in Japanese. However, Units 6 to 14 appear to be missing in both the paper booklet and the online PDF. Another omission in *FLOW* seems to be the lack of an answer key for the cloze exercises. In my class, some of the answers were not immediately obvious, therefore it would have been helpful if an answer key had been provided.

To conclude, *FLOW* is a simple, yet effective textbook for helping students improve their English conversation skills. The skills taught in this book are well-structured, and the topics and questions in the book are thought-provoking for students. *FLOW* should be a welcome addition to anyone seeking to improve their students' conversational fluency.

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Recently Received

Julie Kimura & Ryan Barnes

pub-review@jalt-publications.org

A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to Julie Kimura at the Publishers' Review Copies Liaison address listed on the Staff page on the inside cover of *TLT*.

Recently Received Online

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

** = new listing; ! = final notice* — Final notice items will be removed on August 31. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviews published in *TLT*)

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

! Bedside manner beginner: A basic English course for nursing (3rd ed.) — Capper, S. 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. ELI, 2019. [This dictionary presents 2000 words over 35 illustrated pages to introduce learners to topics such as home, family, school, and work.]

** Exploring language teacher efficacy in Japan* — Thompson, G. Multilingual Matters, 2020. [The author examines Japanese high school teachers' beliefs about language learning efficacy. The book provides a discussion about the ways in which these beliefs develop and situates the findings within the wider field of research on teacher efficacy.]

Finding connections: Communication and culture in 15 scenes — Rucynski, T. Kinseido, 2019. [Students read about a communication and cultural issue, and then watch a video filmed on location in New York City. They are then put in a virtual situation in which they have to think about what they would do. Teachers can use a DVD in class, which has optional subtitles, and students can access the video content without subtitles online.]

** In hot water: Stories of surprise, adventure, and (mis) communication in Japan (2nd ed.)* — Shea, D. P. Perceptia Press, 2020. [A collection of 26 short stories along with discussion questions and activities that introduce cross cultural views of life in Japan.]

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

** Linguistic soup: Recipes for success* — Caraker, R. Perceptia Press, 2020. [A seven-unit applied linguistics coursebook written for English as a second language classes. The text integrates the content of teaching methodology with language acquisition theories.]

Pocket readers — The following are edited by A. Boon. 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 achieve work-life balance — Boon, A.
! Ten ways to be creative — Maclauchlan, K.
Ten ways to be environmentally friendly — Takeuchi, C.
Ten ways to be polite — Boon, A.
Ten ways to be smart online — Ito, L.
! Ten ways to choose your career — Boon, A.
Ten ways to control your emotions — Ito, L.
! Ten ways to influence people — Ito, L.
! Ten ways to stay safe — Takeuchi, C.
Ten ways to understand the news — Maclauchlan, K.

Writing a graduation thesis in English: Creating a strong epistemic argument — Smiley, J. Perceptia Press, 2019. [This book helps students prepare for the main task of their academic careers. Students will develop an understanding of argumentation and develop a robust relationship between themselves and knowledge. The teacher's guide is available through the publisher's website.]

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

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

English morphology for the language teaching profession — Bauer, L., & Nation, I. S. P. Routledge, 2020, https://doi.org/10.4324/9780367855222

Task-based language teaching — Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. Cambridge University Press, 2019, https://doi.org/10.1017/9781108643689

The emotional rollercoaster of language teaching — Gkonou, C., Dewaele, J. M., & King, J. (Eds.). Multilingual Matters, 2020, https://doi.org/10.21832/GKONOU8335

[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

Large classes, microphones, background noises, lowered faces, covered mouths, and shyness can hinder teachers from effectively providing pronunciation feedback to students. Moreover, due to COVID-19 preventative measures such as wearing masks, social distancing, opening doors and windows, and plastic sheet dividers, language instructors now even have more obstacles for teaching the sounds of English in listening and speaking classes. Twenty-five Assistant Language Teachers in Kagoshima Prefecture complained that it was difficult to teach pronunciation when using a cloth mask because the shape of the mouth and movement of the tongue could not be seen. In response, the City Board of Education outfitted the ALTs with large clear plastic face shields. Kate Jordan, an ALT from Britain, reported (Minami Nippon, 2020, July 5) that although she could demonstrate pronouncing "V" and "R" for the children to imitate, she nonetheless had to listen very closely to the imitations made by the children who were wearing white masks. Happier with the "more airy and comfortable" shield, she said she must however wear plain clothes to teach at Mt. Mineyama Elementary School because patterned clothes reflected on the shield. This issue's Teaching Assistance *column shares advice from a graduate student on how video chatting, remote learning, and Zoom technology can be harnessed to enhance the teaching of English pronunciation for Japanese students. Aaron Ozment majored in music at Michigan State University and recently began studying poetry in the field of English Education. He coined the name* Hengao Hatsuon *for his demonstrative lesson, which relies on visual cues to develop target sounds. He claims that with a mirror at home or a camera for synchronous remote teaching, his lesson is ideal for assisting students to check their pronunciation in real time.*

Funny Face English Pronunciation

Aaron Matthew Ozment

The International University of Kagoshima Graduate School

Based on my belief that pronunciation is the key to confidence, and that confidence is key to language acquisition, I developed a technique to teach sounds. I tell my language school students it's called *Hengao Hatsuon*, or, *Funny-face English Pronunciation*. Standard American English (SAE) is a hazy concept, varying in definition. The Language Samples Project conducted by research-

ers at The University of Arizona claimed that there were 36 sounds in SAE (Finegan, 2011). Choudary and Sanam (2012) also counted 36 pure phonemes, but this rose to 44 when diphthongs were included. For the purposes of this essay, SAE contains the 36 sounds listed by The University of Arizona, but both of the mid central lax vowels are treated as functionally interchangeable. SAE contains approximately 12 sounds that standard Japanese does not possess. Ohata (2004) identified seven vowel and eight consonant sounds present in SAE, but not in Japanese. Discrepancies in the counting of phonemes may be attributed to different preferences for phonological and phonetic sources.

The front lax vowel sounds (those in the words bit, bet, and bat) are absent, the schwa sound is absent, and the high and mid back lax sounds are absent (put, bought). Regarding consonants, Japanese lacks the English /f/ and /v/, both forms of th (θ and ð); /l/, and /r/. These twelve sounds represent the overwhelming majority of mistakes that Japanese speakers of English make. Mispronunciation can lead to communication breakdowns, for example when saying these words: collect – correct; van – fan – ban: rice – lice, and so on.

While Japanese sources do not list /ŋ / as a distinct phoneme, the majority of Japanese speakers do not seem to have trouble with it. Further research into this anomaly is needed. The challenge in teaching these sounds to Japanese speakers is that aural differentiation between sounds absent in one's own native language is difficult. Even more difficult than this, is teaching students to differentiate between sounds which are distinct in English but which are allophones in Japanese. Lax vowels tend to be perceived as the allophones of the tense vowel in the same placement; /f/ and /v/ become allophones of /p/ and /b/, the th sounds (/θ/ and /ð/) become /s/ and /z/, and /l/ and /r/ are in free variation with the native Japanese alveolar flap sound.

To that end, I have created different imitable funny faces that allow language learners to differentiate the sound visually (by means of a mirror) while they work on the ability to differentiate aurally or by feel.

The labiodental sounds (/f/, /v/) are grouped together as *bunny sounds*. Students are encouraged to put their hands under their chins, put their teeth on their lips, and to imitate a rabbit, hamster, or another cute rodent with protruding teeth (Figure 1). If differentiation between voiced and voiceless is difficult, V can be described as "the motorcycle sound", with associated engine revving motions.

The interdental sounds (/θ/, /ð/) are grouped together as *rude sounds*. Students are asked to stick their tongues out as far as they can, then close their mouths, then blow the air (Figure 2). For added impact, students may also pull down one eye for appropriate added rudeness.

Figure 1. Author demonstrates labiodental sounds (/f/, /v/).

Figure 2. Modeling interdental sounds (/θ/, /ð/).

English has many more vowel sounds than Japanese, therefore the front high and middle lax vowels tend to be easy for speakers of Japanese, and so I have never had the need to develop a methodology for teaching them. Further research into the phonological means by which Japanese learners of English can easily determine the use of lax sounds absent in their own language would be useful and fascinating.

The low lax vowel (as in bat) is difficult for students. This has become the *vomit* sound. Students open their mouths grotesquely, stick out their tongues, and make vomiting noises. This low, front, lax placement results in a perfect sound, and differentiates it from the Japanese *aah* sound. The high back lax vowel (as in put) is the *getting punched*

sound. The exaggerated sound of pain current in Super Sentai, pro-wrestling, and other forms of entertainment, generally take the form of this vowel. Mock fights can be used, and the recipient, when encouraged to make appropriate sound effect, generally does so. The mid back lax vowel (as in bought) is the *cute* vowel. The onomatopoeia for appreciating cuteness (*awwww*) in English seems to carry over well enough into Japanese that once differentiated, students can remember.

Careful notice should be given to the notorious troubles that students have with /l/ and /r/. Cook (2016) notes that the most difficult sounds for L2 learners are not sounds completely lacking in their own language. The most difficult sounds to learn are those that exist as allophones within the students' first language. As opposed to the other consonant sounds which may be taught as entirely new concepts, additional attention must be given to /l/ and /r/ in order to differentiate them while teaching.

Figure 3. Bottom-of-the-tongue sound.

Figure 4. The angry dog sound.

L is the "*shita no shita*" bottom-of-the-tongue sound. Students are encouraged to raise the tip of the tongue behind their teeth, and to stick out the center portion of their tongues underside from between their teeth (Figure 3). They can then transition to exaggerated *La* sounds. R is called the *Angry Dog* sound (Figure 4). Students tend to move their placement of the /r/ sound too far forward. By focusing on mimicking the sound of an angry dog, the sound is forced back down their throats, and the mean of these sounds results in a passable alveolar approximant.

Having differentiated the sounds, the next form of best practice is the selection of minimal pairs and their comic use. For example, "I watch TV," when spoken without care, becomes, "I like TB." Translating this for students generally results in a lot of good-natured laughter, and encourages the formation of memetic jokes, which further the goal of locking the differences into student memories. Another common minimal pair I have used to demonstrate the importance of differentiating between sounds is *Thursday* versus *SARS-day*, a joke which may not have aged well in this current climate.

During lockdowns and periods of social isolation, a teacher may not be physically present to assist a student with their pronunciation. Even in the era of video chatting and synchronous remote teaching with Zoom, problems with microphones, background noises, and other sound related issues often prevent teachers from giving students the necessary feedback for correcting their pronunciation. To that end, the *Hengao Hatsuon* system that I presented in this essay, is ideal for pronunciation assistance when careful listening may be difficult. I teach my students to rely on visual cues to develop target sounds. Furthermore, the ability of a student to visually check on their own pronunciation in real time (by use of a mirror or a computer/camera video feed) allows for effective self-study even with lessened attention from teachers.

Pronunciation is a critical aspect of language acquisition. In times of isolation, school reclusion, or communication difficulties, students do not have to fall behind in their efforts to improve their language skills. The use of visual methods to differentiate sounds allows students to better practice at home alone, and allows teachers to be able to identify and correct mistakes even under trying circumstances.

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[JALT PRAXIS] WRITERS' WORKSHOP

Jerry Talandis Jr.

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

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

Go On a Writing Diet (Part 2)

This column marks the end of a 2-part series on the art of polishing academic writing. In the May-June issue (TLT #44.3), I looked at the need to remove unnecessary words and follow a "less is more" approach in order to improve overall clarity and readability. In my previous column (44.4), I introduced *The Writer's Diet* (Sword, 2016), a book which helps improve your writing based on five core grammatical principles. With this issue, I'll take a deep dive into *The Writer's Diet Test* (TWDT) website (Sword, n.d.), showcasing how it transforms flabby academic writing via a simple workflow and a few common sense usage tips[1].

Figure 1. The Writer's Diet Test (http://www.writers-diet.com/test.php).

1 If you haven't read Part 1 yet, I recommend doing so before embarking on Part 2. You can find it online at https://jalt-publications.org/tlt/issues/2020-07_44.4

A Quick Review

In short, TWDT does not evaluate your writing per se; instead, it counts instances of egregious words according to five criteria, which Sword (2016) summarizes as follows:

> Use active verbs whenever possible; favor concrete language over vague abstractions; avoid long strings of prepositional phrases; employ adjectives and adverbs only when they contribute something new to the meaning of a sentence; and finally, reduce your dependence on four pernicious "waste words": *it*, *this*, *that*, and *there*. (p. 1)

Using a tongue-and-cheek diet and exercise metaphor, the site rates each criterion as *Lean*, *Fit & Trim*, *Needs Toning*, *Flabby*, and *Heart Attack* via a simple algorithm, highlighting each questionable word in a color-coded manner. The more marked words you have, the flabbier your diagnosis (Sword, 2016).

A Demonstration

To demonstrate the TWDT analysis process, I'll use a text sample taken from my first ever published article, about utilizing Web 2.0 technologies in the EFL classroom (Talandis Jr., 2008):

> Connectivism (Siemens, 2004), an outgrowth of social constructivism, is a learning theory taking into account the new digital landscape we find ourselves in. Several tenets of this theory help provide a firm theoretical context and justification for computer assisted language learning. Similar to social constructivism, a connectivist viewpoint places knowledge acquisition within a social context, emphasizing that learning rests within a diversity of opinions. Given this assertion, nurturing and maintaining connections is needed to facilitate the learning process. With

> over 100 million websites and growing, the capacity of being able to find new information is a critical skill, more important, in fact, than what is currently known. The notion of learning ecologies (Campbell, 2005; Campbell, 2006; Sealy-Brown, 1999; Siemens, 2004) provides a powerful metaphor giving shape to a digital age pedagogy. By visualizing learning as a holistic, organic process, it emphasizes learning as it takes place in naturally occurring, self-regulating patterns of relationships. (p. 800)

I chose this sample due to its high density of technical academic language, which is quite common in our line of work. What can TWDT do to improve such writing?

A Suggested Workflow

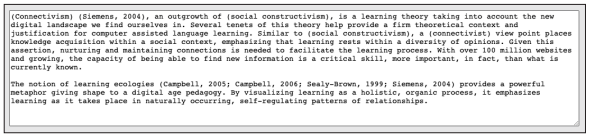
Step 1: Analyze Your Manuscript Section by Section

In terms of your overall writing process, I recommend TWDT be used at the end, after your first draft is completed. Using the site puts you deep into an editing frame of mind, which can be quite distracting and time consuming if you are simultaneously thinking of what to say and how you say it. In other words, don't strive for perfection at first; just get your ideas out there in rough form. Once the first draft is done, copy and paste sections of it at a time into TWDT. Remember the site can only take samples from 100 to 1,000 words, so if a section is quite long, divide it up accordingly, a paragraph or three at a time.

Step 2: Remove Text You Don't Want Evaluated

Before clicking the "Run the Test" button, go through your sample and place any text you don't want TWDT to evaluate within parentheses (see Figure 2).

Although hard to see in Figure 2, to improve accuracy, I have placed theoretical terms which cannot be changed within parenthesis, such as (*connectivism*), (*social constructivism*), and (*connectivist*). Same goes for all in-text citations, which thankfully were already enclosed in parenthesis. Although this sample does not show it, direct quotations are another candidate for removal. After all, you want TWDT to analyze your writing, not someone else's.


(Connectivism) (Siemens, 2004), an outgrowth of (social constructivism), is a learning theory taking into account the new digital landscape we find ourselves in. Several tenets of this theory help provide a firm theoretical context and justification for computer assisted language learning. Similar to (social constructivism), a (connectivist) view point places knowledge acquisition within a social context, emphasizing that learning rests within a diversity of opinions. Given this assertion, nurturing and maintaining connections is needed to facilitate the learning process. With over 100 million websites and growing, the capacity of being able to find new information is a critical skill, more important, in fact, than what is currently known.

The notion of learning ecologies (Campbell, 2005; Campbell, 2006; Sealy-Brown, 1999; Siemens, 2004) provides a powerful metaphor giving shape to a digital age pedagogy. By visualizing learning as a holistic, organic process, it emphasizes learning as it takes place in naturally occurring, self-regulating patterns of relationships.

Figure 2. Sample text with technical terminology and references removed from consideration.

Step 3: Run the Test

Once you've removed the words you don't want the program to evaluate, click the *Run the Test* button and see what you get. If you'd like a reminder of each category, right-click on one of the bars to bring up a pop-up explanation. In my case, unsurprisingly, the sample came back with a *Flabby* diagnosis (Figure 3):

Figure 3. First analysis of a sample text (colorless version).

Table 1. *Results of sample text analysis from Figure 3*

Principle	Color	#	Instances	Diagnosis
Be-Verbs	Red	4	is (x 4)	Fit & Trim
Abstract nouns	Blue	9	*Justification, acquisition, diversity, opinions, assertion, connections, capacity, information, notion*	Heart Attack
Prepositions	Green	20	*of* (x6), *into*, *in* (x3), *for*, *to* (x4), *within* (x2), *with*, *over, by*	Fit & Trim
Adjectives/ Adverbs	Yellow	13	*digital* (x2), *several*, *theoretical*, *social*, *able*, *critical*, *important*, *currently*, *powerful*, *holistic*, *organic*, *naturally*	Heart Attack
it, this, that there	Pink	5	*this* (x2), *that*, *is* (x2)	Needs Toning

TWDT presents the results in full color, with all words in parenthesis automatically stricken out. Unfortunately, since color graphics cannot be displayed in this journal, these results are a bit difficult to discern here. To compensate, I've listed the results in Table 1 above, which shows the specific instances per each of the five categories:

Step 4: Tackle the Most Egregious Categories First

As you look over your result, make note of the most egregious areas, where you'll need to place your attention first. In my case, I have two *Heart Attack* categories to deal with (*Abstract Nouns* and *Adjectives/Adverbs*), so this is where I'll begin. In the process of whipping these into shape, I'll also keep an eye out for dropping a *Waste Word* or two so as to improve its *Needs Toning* score. Overall, I'm looking to get my sample in as best a shape as possible, ideally *Fit & Trim*, but I'll settle for any amount of improvement. This means embarking on a journey of trial and error as I look over each egregious instance and play with alternatives. As you go about this polishing process, ask yourself the following questions:

- ***Can this word be deleted?*** If you don't lose anything essential from what you're trying to say, then this is often the best and easiest solution.
- ***If a word can't be deleted, can I find a better option in a Thesaurus?*** Time to dust off your copy, or even more conveniently, access *thesaurus.com* on your smartphone for convenient access to alternatives.
- ***How about changing the form of the word?*** This trick works especially well with *zombie nouns* (Sword, 2016, p. 21), by expressing them in their verb forms (i.e., *theoretical => theorize*; *justification => justify*).
- ***Can you avoid this word by writing around it?*** For example, can some illustrative examples take the place of that zombie noun?

To illustrate this polishing process, let's go through one of the sentences from my sample text:

Before:

Several tenets of this theory help provide a firm theoretical context and justification for computer assisted language learning. (18 words)

This one is especially ripe for improvement, as it contains two instances of *Ad-words* (*several*, *theoretical*), a zombie noun (*justification*), a *Waste Word* (*this*), and two prepositions (*of*, *for*). My overall priority is on reducing the number of abstract nouns, adjectives, and adverbs, so after a bit of effort I reach the following:

After:

In short, this theory helps theorize and justify computer assisted language learning. (12 words)

As I pondered my original sentence, I realized I did not actually need the phrase "several tenets of this theory", as it brought in too much detail, thus muddying the waters. In addition, by changing "justification" to "justify" and "theoretical context" to "theorize", I could increase clarity, reduce word count, and make the sentence more active. Also, since "context" appears in the following sentence, this reformulation had the added benefit of reducing repetition. Given these extensive changes, I felt a need for adding the transition "In short" at the beginning to maintain cohesion with the previous sentence. Keep this in mind as you update your prose. Changes can have ripple effects, so remain vigilant. Overall, I'm happy with the result, so I went over the remaining sentences likewise, experimenting with various ideas, checking and rechecking my score, slowly working my way towards a greater level of fitness.

Step 5: Don't overdo it!

Beware: TWDT can smell like catnip to those perfectionists among us. If you're an incessant tinkerer, take care not to fall into a rabbit hole of never-ending tweaks and changes. As you go about your polishing work, a good sign to stop is when you begin creating new problems as you fix old ones. Try your best to avoid any *Heart Attacks*, but understand the flab cannot always melt away. Take heart, however: Often all you need is to remove a single word or two to reach a higher fitness level.

Final Thoughts

So, how did it go with my sample text? Well, after working in the manner described above, TWDT helped me produce the following result:

> Connectivism (Siemens, 2004), an outgrowth of social constructivism, is a learning theory taking into account the new digital landscape we find ourselves in. In short, this theory helps theorize and justify computer assisted language learning. Similar to social constructivism, a connectivist

viewpoint sees learning taking place within a diversity of opinions, whenever humans interact. Nurturing and maintaining relationships thus facilitate the learning process. Given the explosive growth of the internet, the skill of finding new information becomes critical, more important than what one currently knows. The notion of learning ecologies (Campbell, 2005; Campbell, 2006; Sealy-Brown, 1999; Siemens, 2004) provides a powerful metaphor giving shape to a digital age pedagogy, one where learning holistically grows within self-regulating patterns of interconnected relationships.

Figure 4. Final diagnosis of sample text.

Banzai! All my work paid off, and I got the coveted *Fit & Trim* diagnosis. Despite being just a demonstration, achieving this result felt really good. I experienced a feeling of accomplishment similar to stepping on a scale in the morning and seeing I've lost a substantial amount of weight. I was able to cut 33 words and express my ideas with greater skill and clarity. It took some time, but the insights I gained motivated me to keep going. Herein lies part of your reward for working with TWDT: Yes, polishing work takes time and effort, but the learning you receive provides a quick return on your investment.

In the end, the primary benefit of TWDT is bringing greater conscious awareness to your prose while eliminating unconscious writing. It turns the abstract concept of "less is more" into a clear and actionable process. Academic writing can be a pernicious beast which takes time to learn how to tame. In the end, trust your sense of what's right and wrong, of what works best given your particular needs and style. TWDT is just a mindless algorithm, after all, one which views Lincoln's *Gettysburg Address* as a *Flabby* piece of writing (Sword, 2016)! Have fun, don't take it too seriously, and learn to enjoy the polishing stage of academic writing.

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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

Reflections: SIG Officers

For many being a SIG officer is something unfamiliar—What do they do? How did they become an officer? Why are they spending their time doing what they do? In this column we explore the stories of three SIG officers in order to discover how getting more involved with JALT as a SIG officer impacted their lives. Most SIGs are looking to expand their teams, so if you have an interest in a specific group do not hesitate to reach out to them to find out how you can join their community. To see the list of SIGs and find out how to contact them, visit https://jalt.org/main/groups

Expanding My Network and Gaining Leadership and Event Organizing Skills

Louise Ohashi

JALTCALL Publicity Co-Chair and Program Co-Chair

I started reading *TLT* many years ago and presented at JALT 2011, but didn't feel like I was part of the JALT community until I became involved with the CALL SIG. Going to JALTCALL 2015 was a real turning point. I attended lots of thought-provoking sessions and was encouraged by the interest and support my own presentation received. During that weekend, I talked with dozens of people and some of the volunteers told me more about the SIG. They suggested I become a "member-at-large", a position for people who want to volunteer but don't want a heavy, time-consuming role. I was working full-time, doing my PhD, and raising a young child at the time so it was the perfect way in. When I became part of the JALTCALL team, I helped with various jobs related to the annual conference. The following year, I became the SIG's Publicity Officer and have been doing it for four years now. At our Annual General Meeting this June, the SIG's Program Chair, Erin Noxon, and I suggested we share our roles and we were elected as co-chairs for these two positions. During my time in JALT-CALL, I have had the chance to expand upon my professional network, build friendships with other educators, learn more about EdTech, and gain valuable leadership and event organising skills. I was on JALT's Board of Directors from November 2016 to December 2018 and would never have taken on that challenge without the experiences I had in JALT-CALL. When I look back to 2015, I am very thankful I took the leap and got involved. If you think you want to be involved in JALTCALL but don't know where to begin, reach out for a chat and I'd be happy to tell you more!

- Email: ohashijalt@gmail.com
- Twitter: OhashiLou

Understanding the Publication Process More Deeply

Glen Hill

CUE SIG Publications Chair

I have been the Publications Chair for the CUE SIG for 10 years. Granted, that is longer than anyone previously—I can safely say that it didn't take long to see the benefits. I got involved with CUE gradually, first as a proofreader, then as a conference review editor. The first obvious benefit of being an officer is putting it on university promotion documentation as a "social contribution". Second, officers have their own group communication network which provides insight into how things are run. That includes other officer roles and SIG policies, but also event planning and in my case the operations of CUE publications. Third, some publications officers are not editors, but I am, and that role has given me a lot of contact with reviewers, proofreaders,

assistant editors, layout managers, and publications chairs/editors from other SIGs. I've learned how each position works individually and collectively. Opinions with the aforementioned people and SIG officers are shared, information exchanged, and friendships formed all because people are forced to work together. Officers with CUE take part in pre-conference dinners that often include keynote speakers, so that sort of casual mingling, sometimes with notable presenters, adds a special flavor to the networking. Lastly, in my specific role as editor for the *OnCUE Journal*, I've learned how to serve the SIG community better with changes to the journal, creation of new publications, presentations on how to write, formation and operation of SIG grants, organizing conferences and workshops (which later could produce published articles), and design & content of the SIG website. Success in any SIG officer role depends on how much you put into it, and I think it's fair to say I've put in quite a bit!

Finding the Bright Spot in a Supportive Academic Professional Community

Jennie Roloff Rothman
GILE SIG Coordinator

GILE SIG was what drew me into JALT in 2005 when I participated in their SIG Forum at JALT's annual conference. At the time, I was an eager, excited graduate student who had not yet stepped foot into the professional academic community. I obviously liked what I saw, because now, fifteen years later, I've consistently been either a presenter in this forum or an officer in the SIG. Most of my experience as an officer has been as the Program chair, whose primary job is to organize the forum in November and, if we participate in PanSIG, one there as well. My loyalty to the GILE SIG and its members runs deep. It is such a wonderful, supportive group of people and I look forward to the forum and meeting global educators sharing ideas each time it is held. It leaves me feeling energized and optimistic about the field because I know there are great people out there doing great work. I'm lucky to be able to have a part in helping them come together each year. For fifteen years, membership in GILE has been the bright spot of all my JALT activities.

Being an officer has been a learning experience for me in terms of leadership development and helping me understand the inner workings of JALT. I learned so much by listening to other officers' experiences and perspectives. As an officer, I try to provide the support and encouragement to other GILE members that I received at the start, and continue to receive. At the core of GILE's philosophy is sharing ideas, learning from each other, and providing encouragement and support to make the world and language education better. GILE SIG has shown me what a good supportive academic professional community looks like and how it can function simply and successfully. I hope to remain active as an officer and keep learning and giving back in the years to come.

Performance in Education (PIE) SIG had to postpone its June Conference on PIE Research and Practice until February 20, 2021. It is now a one-day online conference that is a combination of uploaded videos to the PIE SIG YouTube channel and Zoom plenary speeches by Rod Ellis and Dawn Kobayashi.

— Submission deadline: December 7 —

https://sites.google.com/view/sddpalresearchconference/home

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*

Intercultural Obfuscation

Some of us are not at liberty to travel for the time being, so here are a couple of silly memories of ancient vacations to remind you of what you're missing. Those of you who identify with any generation that follows the letter W may find these episodes a bit "disconnected", as in "Why didn't they just Google it?" Unfortunately, when these events took place, we did not carry Hello Kitty-decorated, music-playing GPS locators in our pockets, and we were forced to buy bulky travel dictionaries containing hundreds of other phrases besides "Wo kann ich kostenloses WLAN bekommen?" ("Where can I get free wifi?")

1) My wife and I had driven our rental car into Genoa, Italy, and now we were desperately trying to get out. After a series of navigation snafus (regardless of culture, religion or ideology, people around the globe are generally united in their abhorrence of drivers going the wrong way on a one-way street), we felt like flies in a lantern. We knew we had to go southeast but, as in Japan, Genovese roads heading southeast never continue that way for very long. We spotted a carabinieri station and decided to appeal to authority for help. We parked the car and shuffled toward the station. At the same time, however, three young, tough, uniformed men emerged from it and began heading toward us. Considering all the other wrong turns we had taken in town already, I was sure they were going to tell us we were parked illegally, or that a car matching our description had been seen fleeing an art gallery heist nearby. But as we approached they remained tight-lipped, as if waiting for us to make the next move, right or wrong. Both parties came to a stop, forming a sort of conclave in the middle of the parking lot. I started the negotiations with a standard American tourist greeting, "Does anyone here speak English?" In response, the shortest, toughest one on my right took charge and stepped forward. He smiled broadly, reached out his hand and said, "Yes, yes ... he does!"—pointing to the tall clueless-looking one in the middle, who stared speechlessly at his comrade for a moment, like a gasping fish. Then all three of them started laughing.

2) Later on the same trip we were hiking in Switzerland, and everyone we passed on the trail seemed to know my name. They would nod in a friendly manner and mumble something that invariably ended in the word "Scott". I thought at first it was a coincidence, but after several of these seemingly personalized greetings from complete strangers, I was feeling weird. Did I have a sticky nametag on my shirt, left over from a forgotten high school reunion? That night at the hotel restaurant we decided to consult the American exchange student who was our server: "Everyone up on the mountain today seemed to be greeting me by my name, 'Scott'. What's up with that?" "Don't be paranoid," she said. "It's a Bavarian greeting, *Grüß Gott*. It means hello."

3) I'd lived in Japan for about a year, and I was in that cultural toddler stage, trying to show everyone, friend or stranger, that I could get around on my own. I was walking near the train station when a European couple approached me and asked, "Sorry, but do you know where the Castle Hotel is?" I didn't know the hotel, but I was sure of two things: 1) the city's castle was about two kilometers to the east; and 2) *castle* in Japanese was *oshiro* (お城). So, after suggesting that they probably weren't in the right place, I offered to help. I sought out friendly faces on the street and asked, in stilted Japanese, if they knew the whereabouts of the "Oshiro Hotel". The first few people passed by with a shake of the head. One woman finally stopped to listen, tried to point out where the castle was ("I already know that," I bragged), and left with an apologetic shrug. Disheartened, I asked to see the couple's reservation, hoping there would be a map or something I could get a clue from. As they pulled it out I noticed the words "キャッスル・ホテル" (Castle Hotel) in katakana across the top of the page, meaning that I was overzealously translating the hotel's intentionally borrowed English name. Self-contemptuously I asked the next Japanese person—*in English*—"Do you know where the Castle Hotel is?" She paused, looked over my shoulder, and pointed to the building we had been standing in front of for the last five minutes, clearly labelled in both languages.

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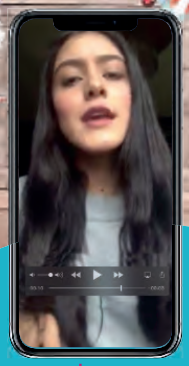

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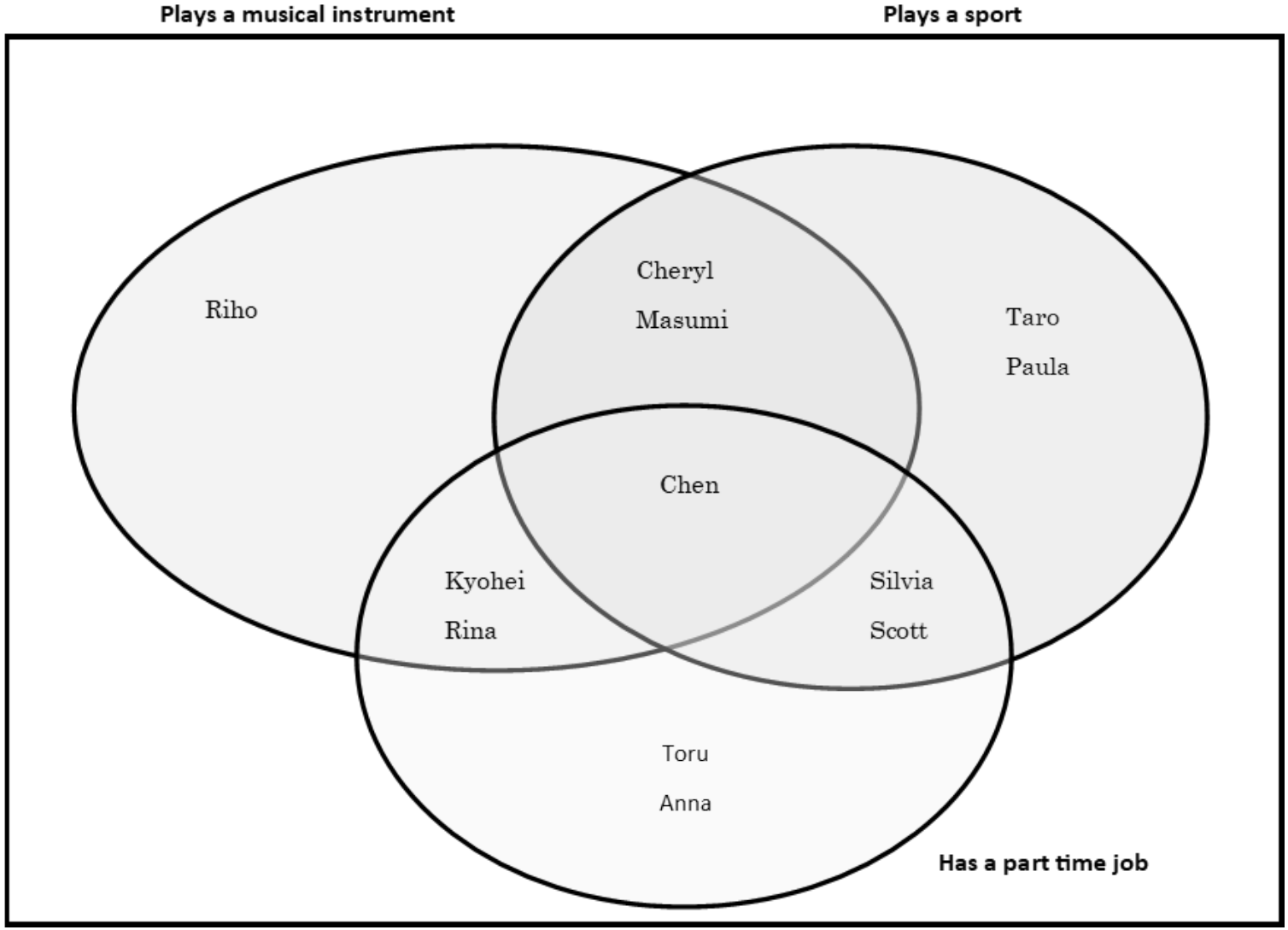
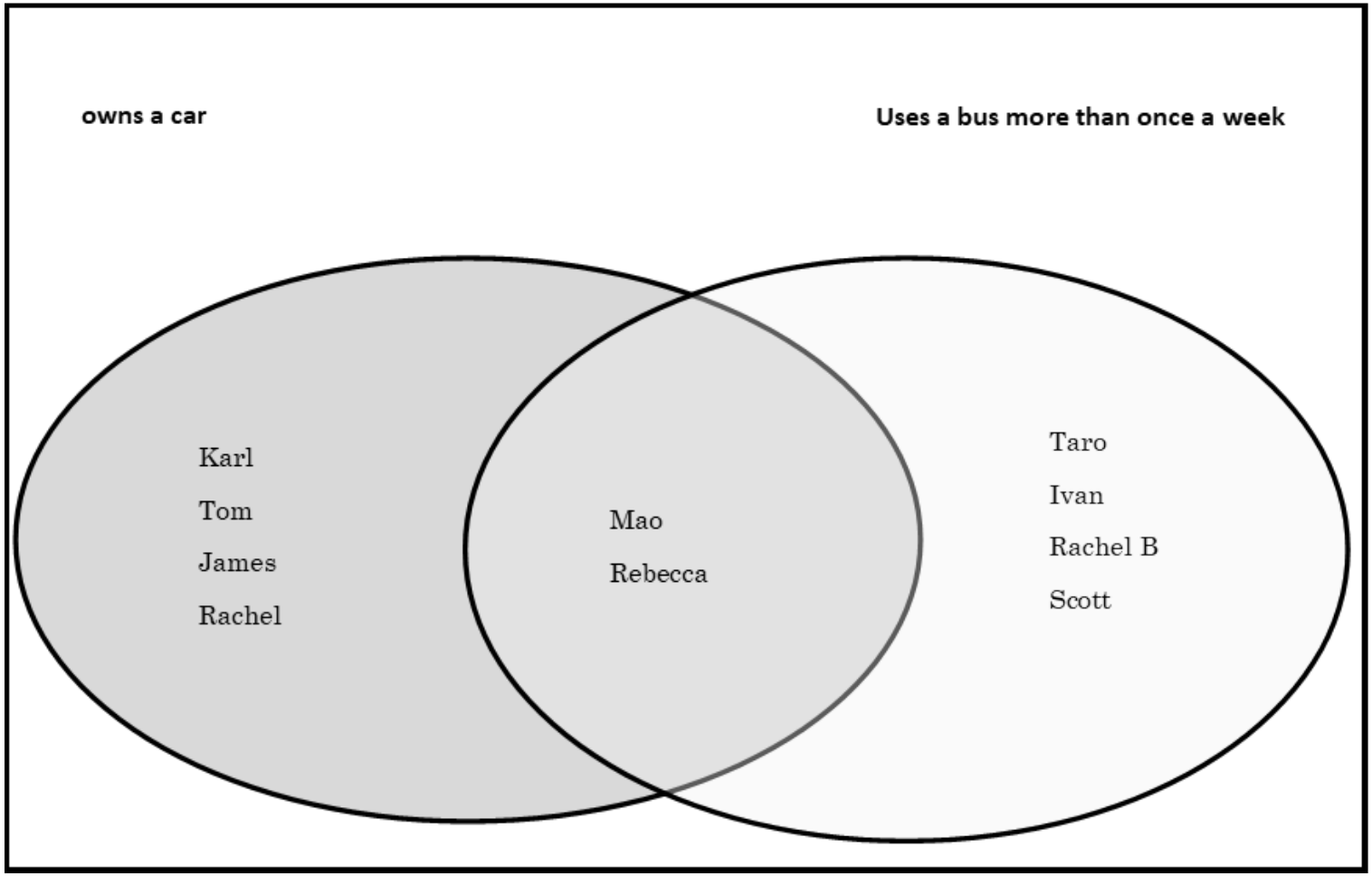
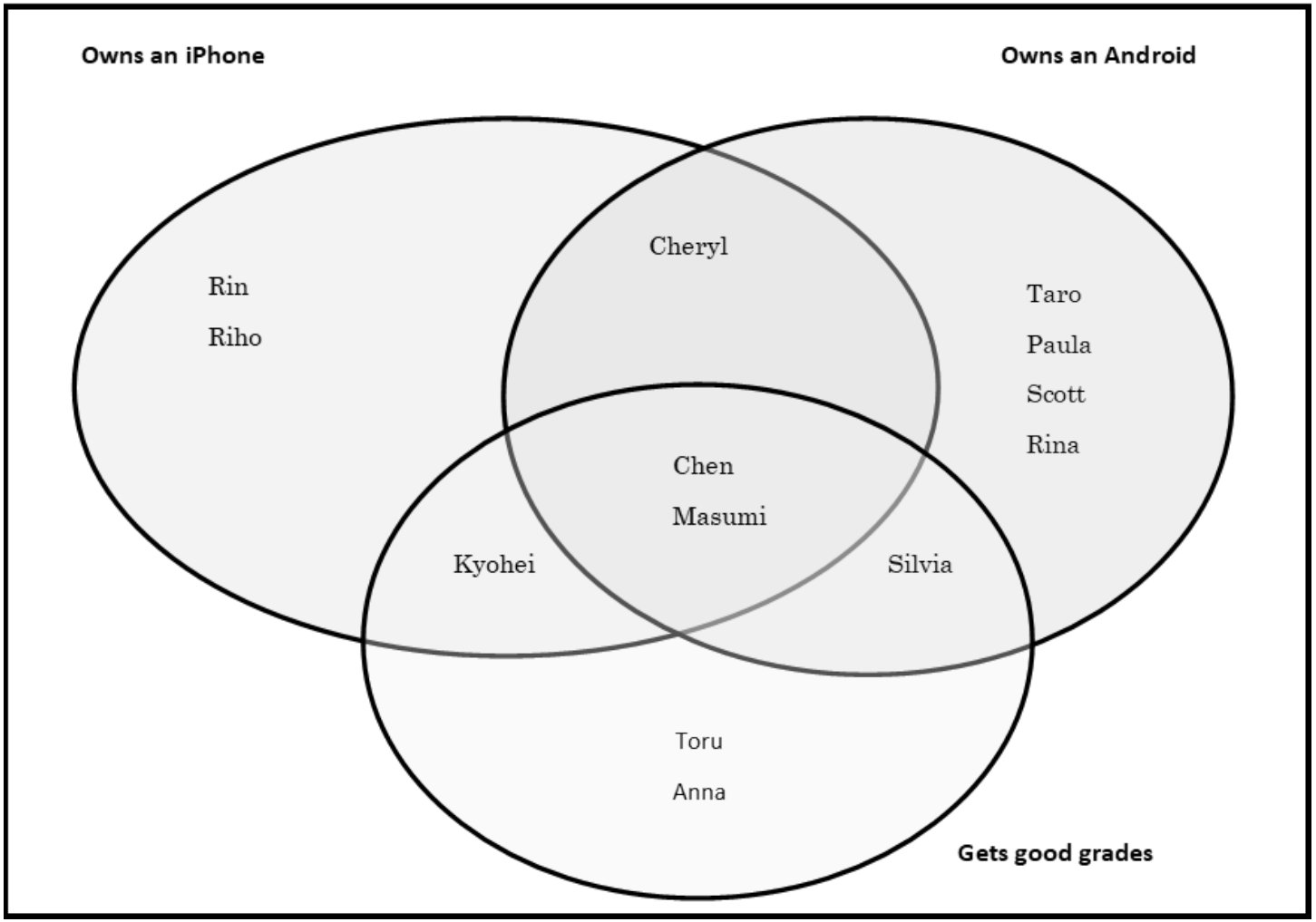
Appendix A: "Work and play" Venn Diagram



Appendix B: Pairs Venn Diagram for hypothesis "people who own cars don't use buses"



Appendix C: Pairs Venn Diagram for hypothesis "if you have an iPhone you get good grades "



Worksheet 1

There is ~ / There ~

Directions: Read the sentences carefully and match the underlined words with the pictures in the house interior design. Write the letter of the correct answer on the blanks before each number.

____ 1. There are two single beds in the guest room. Guests can enjoy staying overnight.

____ 2. There is a king-size bed in the master bedroom. It's very comfortable to sleep on.

____ 3. There is a wooden antique table with eight chairs in the dining room. It is very attractive.

____ 4. There is a flat-screen TV in the living room, and the sofa is very comfortable to sit on.

____ 5. The house veranda is very spacious, and it's perfect for evening parties in summer.

____ 6. The floor carpets add beauty and elegance to the living room and the bedroom.

____ 7. The kitchen is fully furnished with equipment and appliances suitable for cooking and baking.

____ 8. The children's cozy bedrooms are great for studying and watching movies.

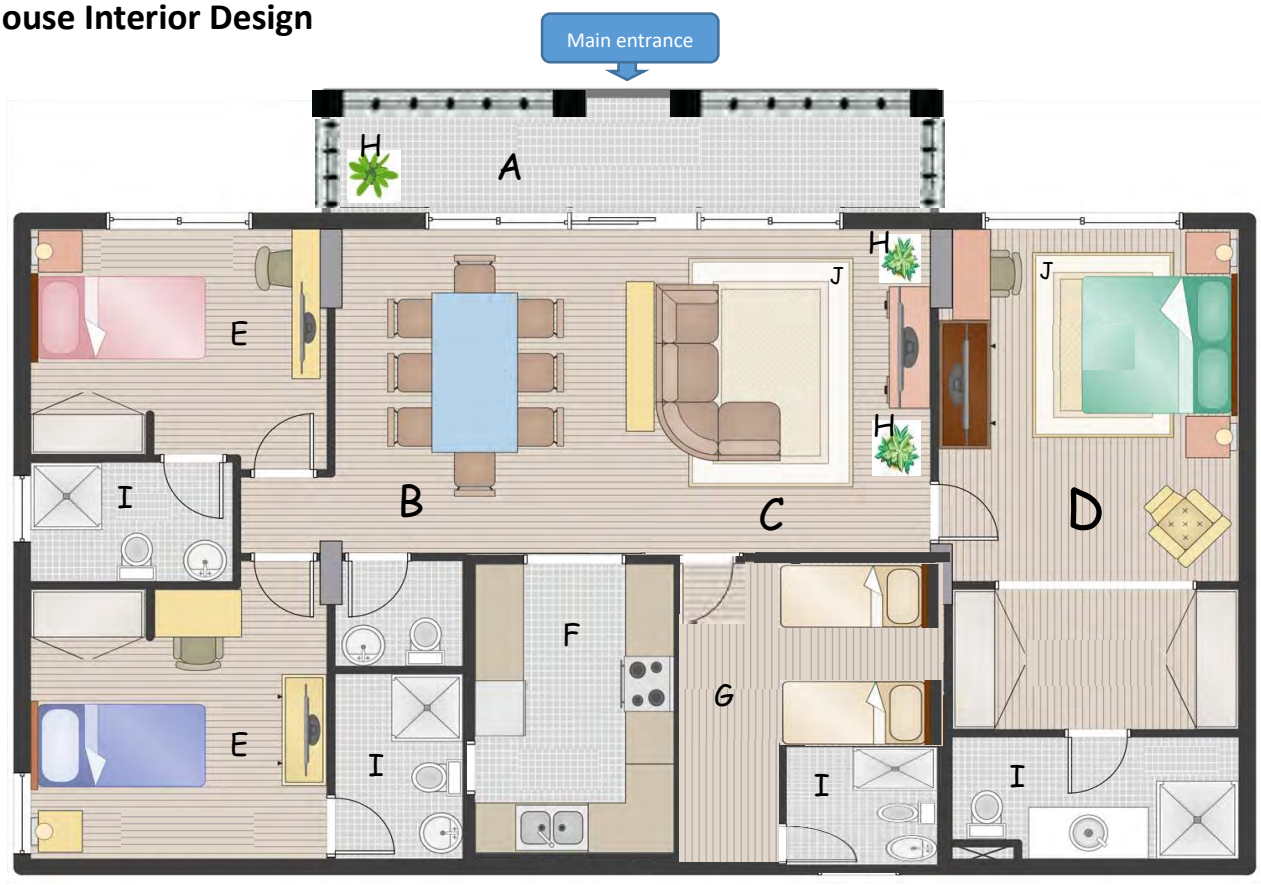
____ 9. All bathrooms in the bedrooms have wash basins, bathtubs, and toilets.

____ 10. The ornamental plants in the living room and the veranda are pleasing to the eyes.

Word Bank

guest room
master bedroom
dining room
living room
veranda
floor carpet
kitchen
bedroom
bathroom
ornamental plant

House Interior Design



Worksheet 2

The Best Interior Design!

Situation:

A rich couple with two children—a boy and a girl, is looking for the best interior decorator who can create an exceptional interior design of their dream house.

Tasks:

1. The couple wants a very spacious living room.
2. The dining table must be able to accommodate six people.
3. The master's bedroom needs a big bed.
4. The wife loves ornamental plants and would love to have some in the veranda and living and dining rooms.
5. The children's beds must be by the wall, not by the window.
6. The son, 8 years old, likes blue. The daughter, 12 years old, likes stars.
7. The living room and the bed rooms must have floor carpets.
8. The guestroom needs two single beds.

Presentation Guide

Introduction:

_____
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Reasons/Justifications:

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Concluding Statement:

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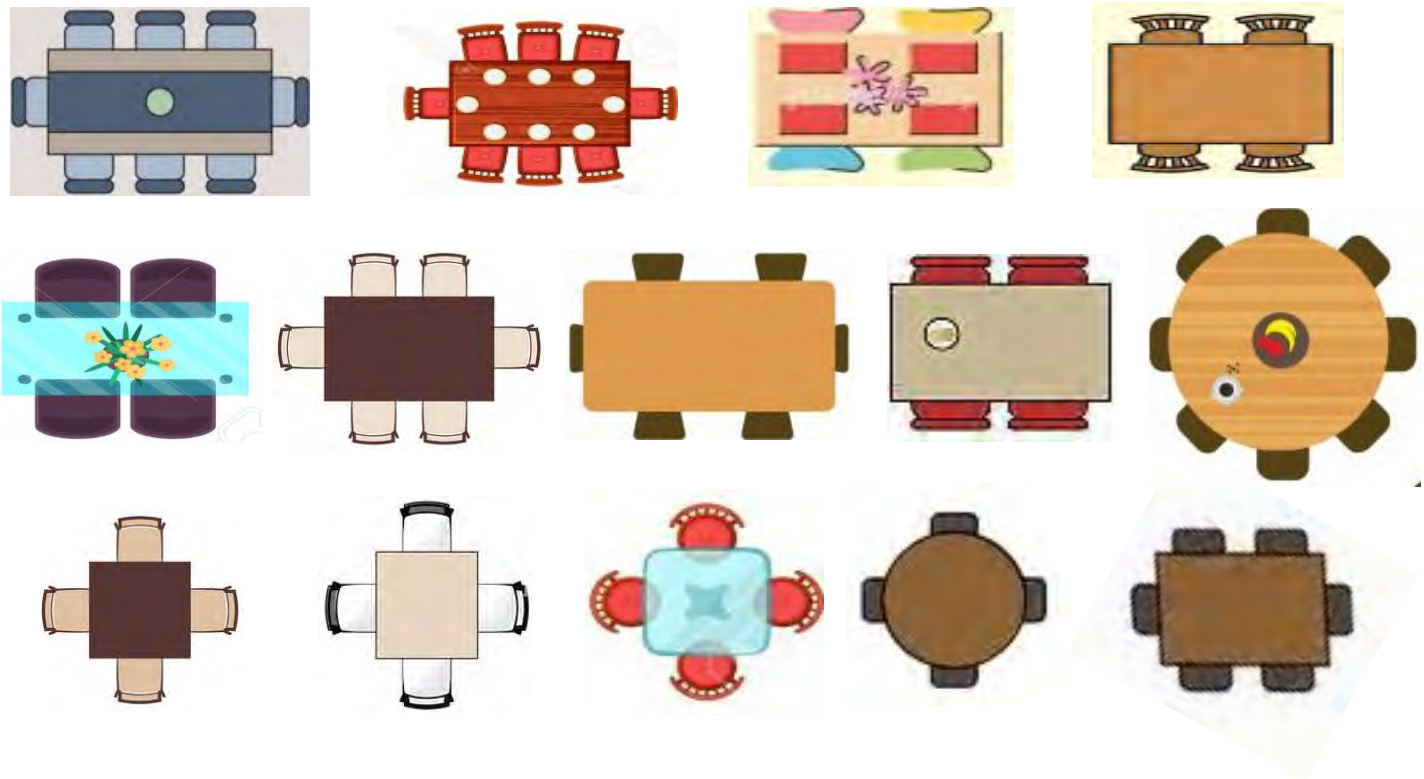
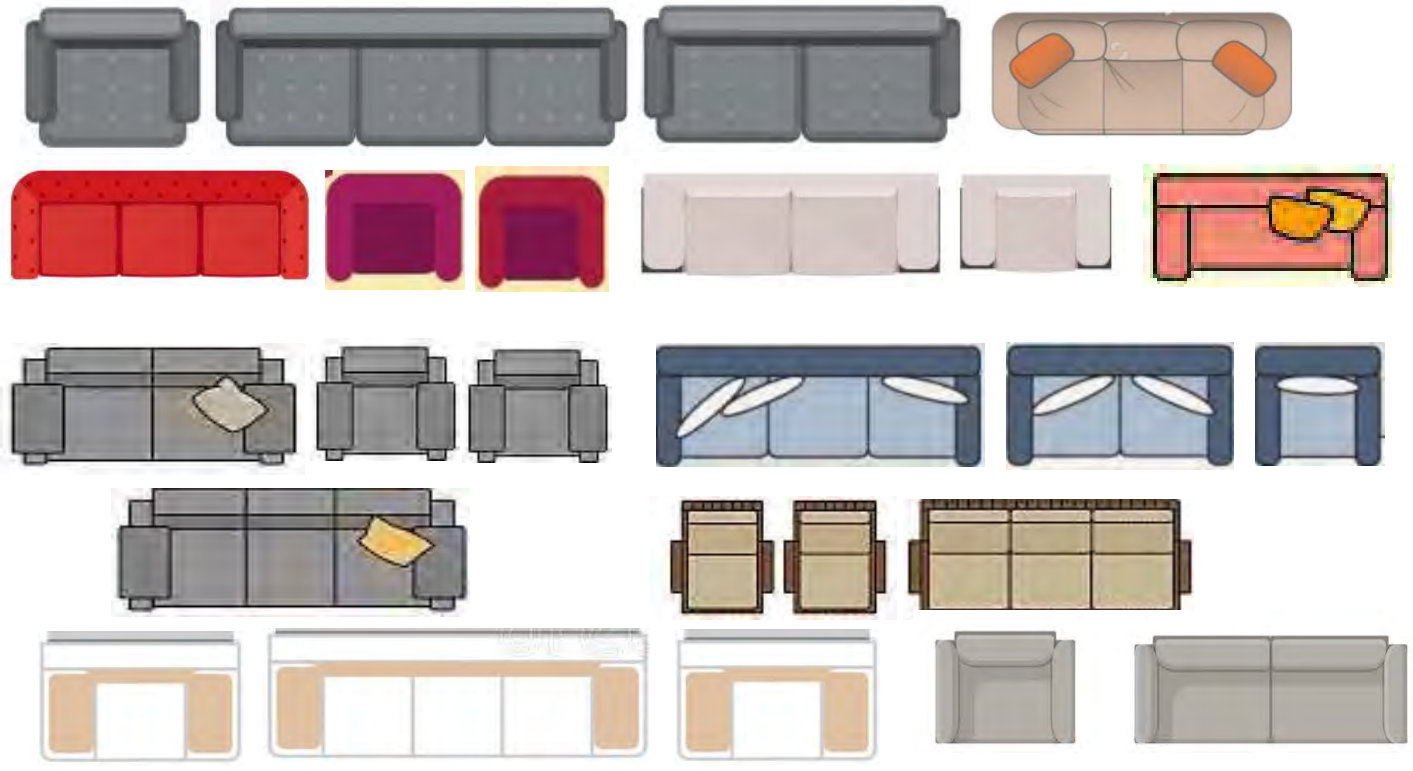
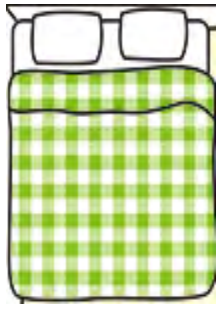
Dining Room Furniture

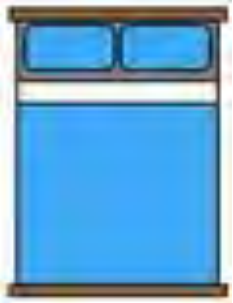
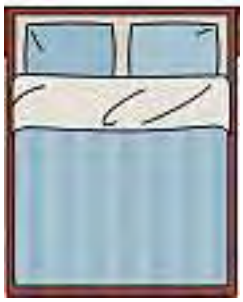


Living Room Furniture



Bedroom Furniture



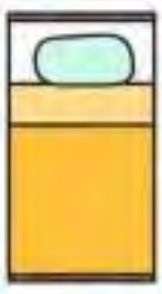









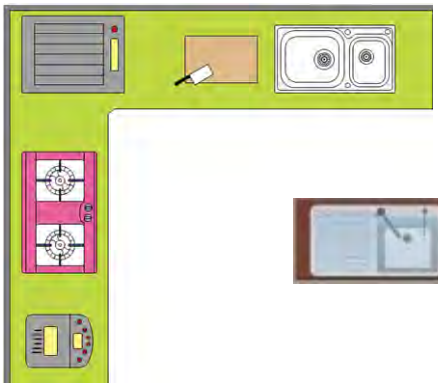
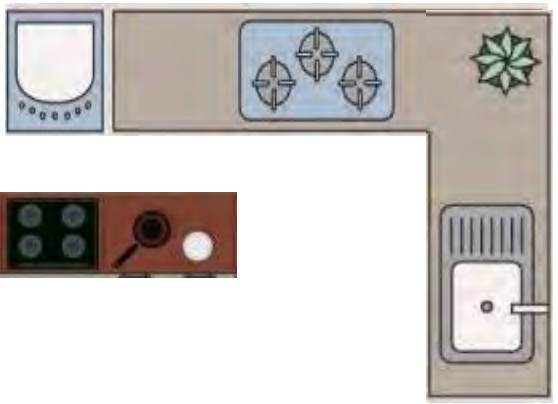


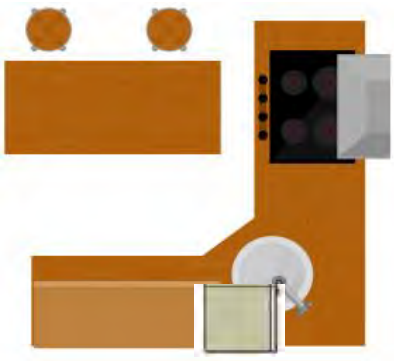
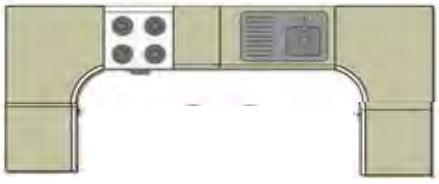






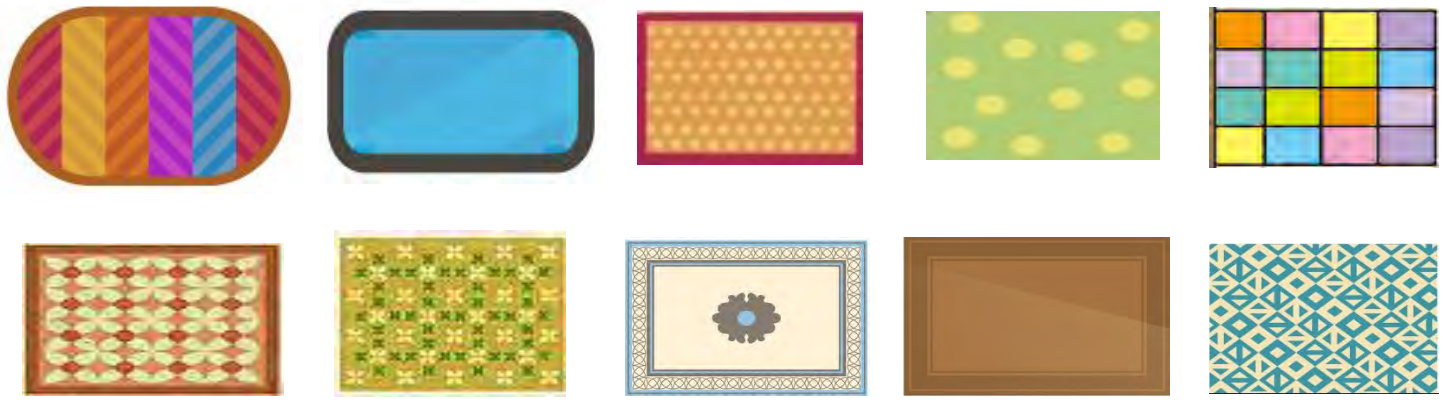
Kitchen Furniture

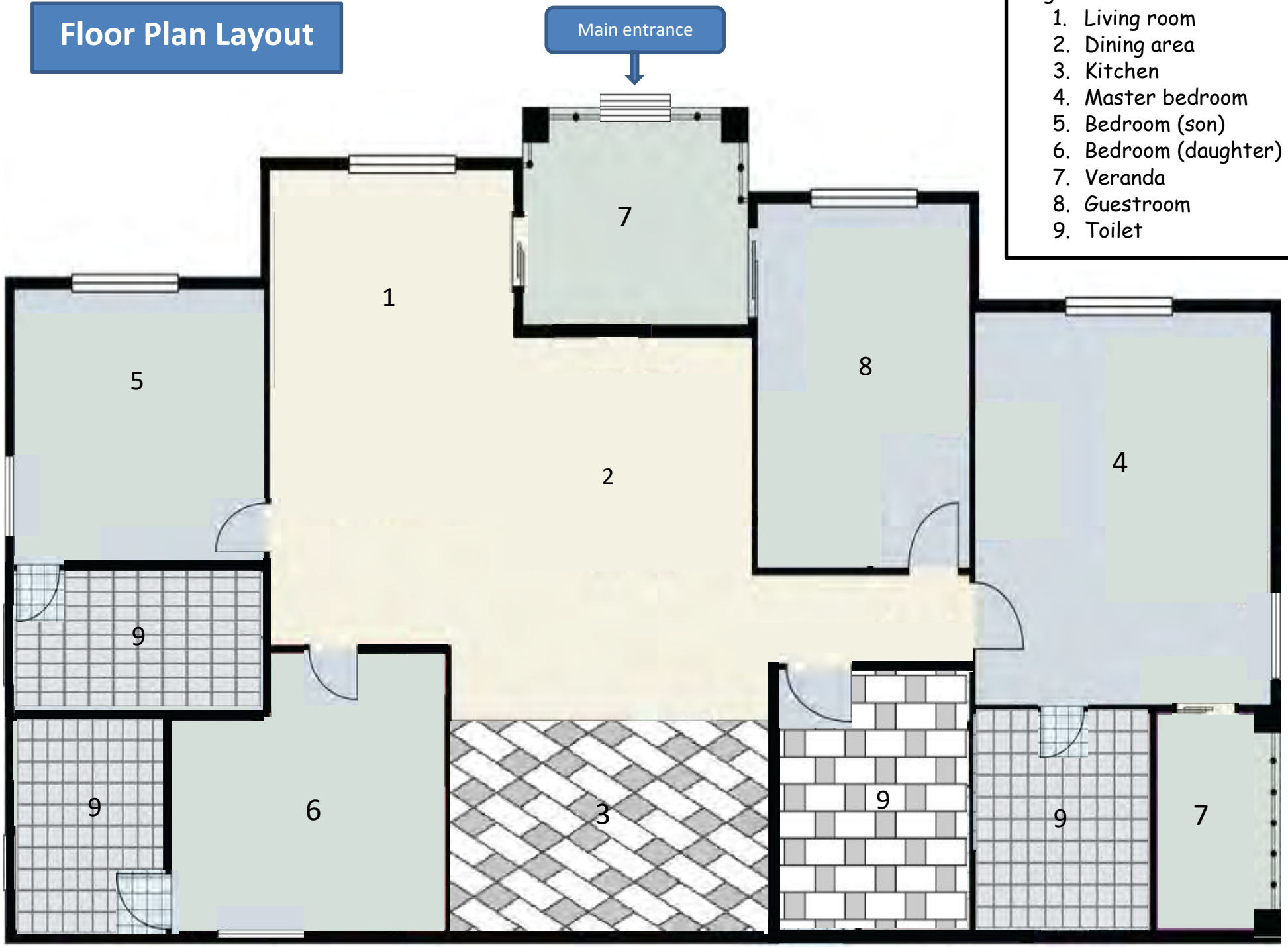




Bathroom Fittings

Ornamental Plants and Floor Carpets



Floor Plan Layout



Legend:

1. Living room
2. Dining area
3. Kitchen
4. Master bedroom
5. Bedroom (son)
6. Bedroom (daughter)
7. Veranda
8. Guestroom
9. Toilet