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Learning to Teach
Teaching to Learn

In this month's issue . . .

Welcome to the first issue of *The Language Teacher* of 2021! Here's to hoping that the coming year is better than the one that's just passed.

I'm currently writing this on the eve of the JALT2020 International Conference, which is also the first time to hold the conference virtually in its long history. By the time you read this Foreword, the conference will be in the past, but I hope your memories of it are positive and that those readers who participated found it informative and useful.

In this issue we have three articles; an English Feature Article, an English Readers' Forum, and a Japanese Readers' Forum. It's encouraging to have a Japanese language article in our first issue of 2021. It serves as a reminder that we are a bilingual publication. I hope that this will encourage other colleagues who write in Japanese to submit their work for publication consideration. Please visit our website for submission instructions.

In our English Feature Article, **Andrew McCarthy** writes about an investigation into the attitudes of Japanese high school learners of English toward Japanese and English use in the classroom, sharing how they differ in important ways, depending on the student. In our English Readers' Forum article, **Michael J. Crawford** discusses how smartpens are a promising potential technological solution to issues our students may face in taking notes during English as a medium of instruction lectures. In our Japanese Readers' Forum article, **Yoshie Ishikawa** and **Ayano Otaki** discuss the results of an investigation into two methods of learning vocabulary; learning word chunks versus learning words in isolation, finding that while the two methods were equally effective overall, some words benefited from being learned with context.

Please also visit our regular columns, which feature their usual mix of interesting and insightful ideas of potential interest and application. Here's just some of what's on offer: In *Interviews* **Benjamin Thanyawatpokin** interviews Dr. Oussouby Sacko, one of the dynamic JALT2019 plenary speakers. There are four *My Share* articles which are of potential interest and application whether you're teaching online or face to face in the classroom. In *Wired*, **Richard Thomas Ingham** discusses an app for podcasting.

TLT Editors: Nicole Gallagher, Paul Lyddon
TLT Japanese Language Editor: Toshiko Sugino

Finally, I would like to welcome Paul Lyddon onto the staff as a new *TLT* Editor. I wish him a warm welcome into his new role. With Paul joining us as the incoming *TLT* Editor, I've moved into a new role as the *TLT* Senior Editor, where I'll continue to serve in a more advisory capacity. I would like to thank Nicole Gallagher and all of the *TLT* staff for having been such a pleasure to work with. I wish Nicole, Paul, and all of the *TLT* staff continued success.

—*Theron Muller,* TLT *Senior Editor*

2021年第1号の*The Language Teacher*へようこそ！今年は昨年よりもよい年になることを祈って乾杯しましょう。

今、私はJALT2020国際大会の前夜にこの原稿を書いています。大会の長い歴史の中でもオンライン開催となるのは初めてのことです。皆様がこのForewordを読んでいる頃はすでに大会が終わっていますが、皆様のよい思い出となり、参加された方々に多くの情報をもたらす有益なものであったことを願います。

本号には3つの記事が掲載されています。FeatureとReaders'Forumの1つは英文記事で、もう1つのReaders'Forumは日本語の記事です。2021年最初の号に日本語記事が掲載されるのは心強いことです。本誌がバイリンガル出版であることを思い出していただき、日本語で原稿を書く方々の投稿を後押しするきっかけになれば幸いです。投稿規定についてはウェブサイトをご覧ください。

英文のFeature記事ではAndrew McCarthyが、日本の高校で英語学習者が授業中に日本語と英語を使う姿勢について調査し、どちらの言語が使用されるかが、生徒によって重要な違いとなることを示しています。英文のReaders'Forum記事ではMichael J. Crawfordが、英語で行われる講義で学生がノートを取る際に直面する問題について、"smartpen"が期待できる技術的解決策として可能性を持っていると論じます。日本語のReaders'Forum記事ではYoshie IshikawaとAyano Otakiが、語彙学習の2つの方法として、複数の語を1つの塊として学ぶ方法と、1語ずつ単独で学ぶ方法について調査し、その結果を論じています。総合的にはどちらの方法も同じように有効でしたが、語の中には文脈で学んだ方がよいものもあることが分かりました。

また、そのほかの定例コラムもぜひお読みください。いつものように鋭く興味深いアイデアが掲載されていて、皆様の潜在的な関心に応え、お役に立てることと思います。一例を挙げると、InterviewsではBenjamin Thanyawatpokinが、JALT2019の活躍する基調講演者の1人であるDr. Oussouby Sackoにインタビューしています。My Shareには4つの記事がありますが、オンライン授業でも対面授業でも、きっと興味を持って役立てていただける内容です。WiredではRichard Thomas Inghamが、ポッドキャストのアプリについて述べています。

最後に、新しい*TLT*編集者のPaul Lyddonに歓迎の意を表したいと思います。新しい任務へようこそ。Paulが新編集者として参加してくれたので、私は新たに*TLT* Senior Editorというアドバイザー的な立場になります。これまで共に仕事をして素晴らしい喜びを与えてくれたNicole Gallagherやすべての*TLT*スタッフに感謝します。Nicole、Paul、そして*TLT*スタッフの皆様の今後のご発展をお祈りします。

—*Theron Muller,* TLT *Senior Editor*

Submitting material to *The Language Teacher*

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Our Mission

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

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

Interacting in Japanese and English in the English as a Foreign Language Classroom

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https://doi.org/10.37546/JALTTLT45.1-1

Due to recent directives from the Japanese government, high school English teachers in Japan are under increasing pressure to conduct their classes mostly in English. This study explored the attitudes of Japanese high school students toward the use of English in language classes to better determine when and how teachers may integrate English and Japanese into their lessons. The researcher conducted quantitative and qualitative research, including action research, with 12 participants to devise pedagogy that high school teachers in Japan could adopt and implement to make better and more authentic use of English in the classroom. The results suggest that most of the student participants favour more classroom English use for the purposes of improving their speaking and listening skills. Pedagogy implemented following the research comprised specific tasks that teachers can adopt in their English classes to increase L2 use.

　日本政府の近年の方針により、日本の高校英語教員は授業をほぼ英語で行わなければならないという、増大するプレッシャーの下に置かれている。本研究では、教師が授業で、いつ・どのようにして英語と日本語を使い分けるのが良いかをよりよく判断するために、英語使用に対する日本人高校生の態度を探究した。本研究者は、12人の被験者を使って、日本の高校教師が、授業で英語をより適切かつ本格的に使用する目的で、適用および実行可能な教授法を考案するため、アクション・リサーチを含む定量的および定性的研究実施した。研究結果は、参加した生徒たちの大半がスピーキングやリスニングスキル向上のために、教室内でより多くの英語の使用を好んだことを示している。研究結果を反映し、第二言語使用を増やすため、英語の授業において教員が採用できる特定のタスクを含む教授法がアクション・リサーチとして用いられた。

I n 2011, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT)'s Commission on the Development of Foreign Language Proficiency stated in a policy document that in Japanese high schools "conducting classes in English is required to expand students' contact with English, and to make classes a place for real communication" (p. 9). This has compelled researchers and English teachers in Japan to come up with new ways for Japanese English teachers to teach English, as it seems they can no longer rely on simply translating English texts into Japanese and conducting their classes mostly in Japanese (Miller, 2014). However, due to the concerns of many Japanese English language teachers and educators, MEXT announced in late 2019 that plans for a new, more communicative university entrance exam were to be postponed until at least 2024 ("Private English tests...", 2019). In the interim, Japanese high school English teachers are expected to develop pedagogy that allows for lessons to be conducted in both Japanese and English to prepare their students for the coming changes to the university entrance exam and high school curriculum. This study investigates the attitudes of high school students towards speaking English and evaluates ways in which both English and Japanese can be used by students and teachers in the English as a foreign language classroom. Therefore, the main research question being asked in this study is: "How can both Japanese and English be used in the English as a foreign language classroom to assist in the acquisition of English?"

Using the L1 and the L2 in the Foreign Language Classroom

The argument for or against the use of the students' first language (L1) in the second language (L2) classroom has been the source of much debate. Theorists against the use of the L1 in the L2 classroom would argue that students need maximum exposure to the L2 for acquisition and negotiation of meaning to take place (Ellis, 2005; Krashen, 1982; Littlewood, 2013). Researchers have pointed out that teaching methods such as the direct approach and communicative language teaching have allowed teachers whose first language is English to teach in many different contexts around the world due to an adherence to 'English only' rules in the language classroom (Miles, 2004). In Japan as well, not only MEXT, but many educational institutions prefer an English-only approach to English language education (Carson & Kashihara, 2012).

Proponents of the bilingual L2 classroom argue that students want their L1 to be used in the L2 classroom, and studies in the 1990s began to discredit English-only policies by showing how the L1 was more effective for teaching new vocabulary and difficult concepts (Atkinson, 1993; Auerbach, 1993; Schweers, 1999). More recently, studies have shown how contextual and motivational factors need to

be taken into account when deciding on when and how often the L2 should be integrated with the L1 in the L2 classroom (Lee, 2013).

Concepts such as interlanguage (Selinker, 1972), interaction as modified input (Long, 1996), and L1 and L2 codeswitching (Turnbull & Dailey-O'Cain, 2009) provide legitimacy to the argument for not conducting lessons solely in students' L1 or L2. Selinker (1972) argued that L1 utterances for most learners of a second language are not identical to that of their target language, and as such they generate an interlanguage to model the relationships between the different languages. By modified input, Long (1981) referred to interactions between speakers whereby they modify their speech during interactions to make themselves understood.

More recent research focuses on the pedagogical implications of L1 use in the L2 classroom with particular attention to when and how often to use it, along with the roles that students and teachers play in determining its use (Turnbull & Daily-O'Cain, 2009). Turnbull and Daily-O'Cain (2009) found that codeswitching was beneficial for both learners and teachers during a study of a German language course in Canada, and as a result argue for the "reconceptualization" of the foreign language classroom as a bilingual environment and language learners as "aspiring bilinguals" (p. 131). However, in the Japanese foreign language environment, and in particular the high school context, advocating for codeswitching and referring to Japanese high school students as aspiring bilinguals may prove problematic due to the often low levels of English learning motivation among young Japanese learners (Hayashi, 2009).

The fact that English is not used very often in English classes in Japanese high schools may be confusing to readers who are unfamiliar with the Japanese high school system. However, Japanese is widely used by Japanese English teachers in Japan as the main method of instruction, with heavy reliance on *yakudoku* (訳読 - the grammar translation method) to carry out their classes (Clark, 2009). Lee (2013) notes that this is in contrast to MEXT's guidelines, which recommend an English-only policy in Japanese high school English language classes. He also notes that this reliance on the use of Japanese by high school English teachers in the English classroom has adversely impacted the students, specifically "regarding their attitude to the teaching and learning of English" (p. 1).

Methods: A Mixed Methods Action Research Study

This study was part of a larger project on English learning motivation involving a mixed methods action research study that combined quantitative analysis, qualitative thematic analysis, and action research. In total, 12 students (out of 320 who received an invitation letter) agreed to take part in the study, referred to here as participants A to L. They ranged in age from 15 to 18 at the time of the research and were all Japanese high school students in the school where the study took place. Two are male and 10 female. All 12 agreed to take part in an interview and complete a survey. Four agreed to keep a journal over the course of one academic year. Appendix B overviews the procedures and timeline of the research.

The survey was used to triangulate the interview data and to provide context for the interviews. While the survey included questions relating to the overall research project, only those related to the present study are discussed here. The survey used a Likert scale (see Appendix A) with 5 options: 1, 2, 3, 4, 5. Options 1 and 2 were interpreted as negative responses, while options 4 and 5 were interpreted as positive. Options 1 and 2 were explained as 'not at all' and 'not so much' respectively, while options 4 and 5 were explained as meaning 'yes' and 'very much so' respectively. The middle option, 'a little,' was interpreted as a negative response due to the Japanese translation of 'a little' being more closely related to a negative response. Also, the researcher provided translations for the parts of the surveys that Japanese colleagues believed participants may not be able to understand or may find ambiguous.

Interviews were carried out on an individual basis between the researcher and each participant using an interview guide that included a list of questions and statements from the survey. These were semi-structured interviews (Shoaib & Dörnyei, 2005), audio recorded in both English and Japanese, each lasting 15 to 30 minutes, which were then transcribed. The questions and responses from the interviews were grouped into themes relating to the questions in the interview guide. The themes were either pre-determined or emerged from the data (Braun & Clarke, 2006; King, 2004). For the action research part of the present study, the researcher and four of the participants kept journals to provide a more dynamic day-to-day record of what was happening in the classroom, how they felt about it, and a critical self-analysis of the students' performance. Thematic analysis was used again to explore the data for recurring themes, with data gathered from the journals translated into English if originally written in Japanese.

Results and Discussion

Results relevant to classroom interaction in Japanese and English are discussed here. This includes a discussion of when and how often the participants think English and Japanese should be used by teachers and the students themselves, as well as the participants' overall attitudes towards speaking English.

Students' Overall Attitudes Towards Speaking English

Questions from the survey (Appendix A) related to speaking English are the first theme discussed. Question 5 refers to speaking English with other students; 6 to speaking English with an English teacher; 7 to speaking English in front of the class; and 11 to speaking English outside of school. Figure 1 displays the results for these questions.

Figure 1. Attitudes towards speaking English.

In their answers to question 5, 8 of the 12 participants indicated positive attitudes towards speaking English with other students (1 did not answer the question). For question 7, 9 participants expressed positive attitudes towards speaking English with their English teacher. In responding to questions 7 and 11, half of the participants (6) expressed a negative attitude towards speaking English in front of the class and outside school. It is important to note that some of this unwillingness to speak English could be in part due to a general reluctance towards public speaking rather than being exclusively related to speaking in English.

Themes Concerning Students' Attitudes Towards Speaking English

The thematic analysis from the interviews facilitated extracting more specific data relating to Japanese and English use in the classroom, from which three main themes emerged.

Theme 1: A desire to change the way English is taught at school in Japan

In their interviews, three of the twelve participants expressed dissatisfaction with how English is taught at schools in Japan. Participant H stated that she wanted to learn how to communicate in English and that she felt there was too much focus on grammar. She also stated that she would like to learn more practical vocabulary. Participant L stated that the most important thing was to learn how to speak English and communicate. Participant D argued for an 'all English' approach where students learn how to negotiate meaning with their teacher and think about what they want to say in class, rather than memorising texts. Most significantly perhaps, Participant A clearly stated that she believed Japanese teachers speak too much Japanese in class and should speak more English.

Berger (2011) used anonymous course evaluation data and surveys to investigate whether, as a teacher, her belief that using the L1 in her English lessons was what her students wanted. At the beginning of her study she was very much against her institution's demand that the L1 not be used in the classroom. However, the findings of her research showed that it was indeed a good policy as even though the students liked having a bilingual teacher, they wanted teachers to use only English in the classroom. Researchers in Puerto Rico arrived at a similar conclusion on the use of L1 Spanish with students studying English, when they observed English classes led by teachers whose L1 is Spanish (Schweers, 1999). The results from the classroom observations were combined with the results of questionnaires completed by the teachers whose classes the researchers had observed. The findings showed that the majority of the students wanted teachers to use only English in the classroom. However, most participants also stated that Spanish should be used to explain difficult concepts, grammar, and vocabulary. This is a key point that seems to parallel research in Japan (Von Dietze & Von Dietze, 2007) and some of the present study's findings.

Theme 2: An acknowledgement that Japanese is needed in the English language classroom

Participants C and K shared that if English teachers did not use Japanese in the L2 classroom, then it would be hard for them to learn. In fact, of the twelve participants, C and K were the only two who seemed hesitant about changing the way English is taught at school in Japan. It is important to note that they both carried out their interview in Japanese and as such their views could result from a lack of proficiency in English. Their views, however,

would seem to add weight to the argument for the use of the L1 in the classroom.

Berger (2011) used the results of other studies and the students' voices from her own study to conclude that: 1. Students do not mind the teacher using Japanese occasionally, 2. They like the teacher to use English, 3. They feel understanding the message is important, and 4. When and how to switch languages in the classroom should be considered. Even though Berger's research was carried out in a university setting, her findings, in particular those related to considering when and how to switch languages, are also relevant to high school contexts.

In their study of whether Japanese university students prefer the L1 or L2 to be used in their university classes, Carson and Kashihara (2012) pointed out that for instructive use of the L1, beginner students often rely on L1 support in class more than advanced students. They also found that even though varying degrees of L1 use is necessary in the L2 class, depending on the level of the students, the participants in their study felt strongly that the L1 was not necessary for testing.

Cook (2001) also stated that when the L1 is used in the classroom, it should be used for negotiating meaning, explaining difficult grammar, and class management, even though he acknowledges that the level of learner L2 experience is also an important factor to consider. Cook stated that there are four basic merits to using the L1 in the L2 classroom. These are: 1. Efficiency; 2. It helps the learner; 3. It feels more natural and comfortable for the learner; and 4. It may have more external relevance in terms of how useful the L2 will be outside of the classroom. However, as stated at the beginning of this article, English classes in Japanese high schools are generally focused on explaining difficult grammar and the meaning of difficult concepts (Clark, 2009), and as such, this may leave little room for the use of English. There is therefore uncertainty surrounding when and how often teachers should use English in English high school classrooms in Japan.

Theme 3: A desire to try the 'English only' approach even if it is difficult

Participants B, E, F, G, I and J all expressed positive attitudes towards 'English only' even though they stated it would be difficult. In particular, participant I said that she "would like to try it," and participant J stated that "English only would be difficult but I want to try it." The English only approach is not widely used by Japanese teachers of English in high schools in Japan; in fact, the opposite seems to be the case (Clark, 2009). However, among 'native speaker' teachers of English, 'English only' would seem to be much more common (Ford, 2009). In his qualitative study, Ford (2009) interviewed 10 'native speaker' university teachers of English in Japan and found that none of them had any system for using the L1 (Japanese) in their classes. In fact, 9 out of 10 of the teachers only used Japanese occasionally for humor or effect. Only one of the teachers stated that it was important to use Japanese for lower level students, in order to make them feel at ease and to show support to those students who "are dealing with required English classes" (p. 72). Ford concludes that when and how to use the L1 in the classroom tends to be "determined by pragmatism, individual beliefs, and personality" (p. 63).

English Learning Strategies Preferred by the Participants

The action research element of this study allowed for the examination of the day to day opinions of the student participants concerning their English classes. Specifically, in their journals they wrote about their preferred English learning strategies that they saw as a good way to improve their English speaking and listening skills.

That students would like to hear their teachers speak more English in the English classroom was a theme in three of the four journals. For example, Participant J wrote:

> [English teachers] must speak English in the class. Because listening is very important to study English. —Extract 1, Participant J

Other references to a desire to listen to more English in the L2 classroom came from participants B and D. Participant B makes specific reference to a technique called shadow reading, which some English teachers use. She stated she enjoyed this activity and found that her listening ability improved since she was first exposed to it. By shadowing, she is referring to students reading along with the teacher at almost the same time, repeating what the teacher is saying almost simultaneously.

Enjoying active learning was mentioned by participant D.

> I went to American school and I (found out) that active learning is so (much) fun. —Extract 2, Participant D

He calls for more discussion time in English in class and notes that, even though English-speaking opportunities are given in the L2 classroom, he feels students are given too much time to prepare and memorise what they want to say first. He states that

on some occasions he has attempted to purposely not prepare or memorise before he speaks in English in front of a class to challenge himself. This, he adds, is despite him making mistakes and taking long pauses during his speech. However, Participant E would seem to disagree and wrote in his journal that he would like to have more time to prepare and write short essays.

During a previous study in a similar context (McCarthy, 2012), one of the participants, a Japanese junior high school teacher of English, stated that Japanese students prefer to think carefully and make preparations, preferably in pairs or groups, before they speak in front of a class. This, she believed, is due to a cultural and deep-rooted fear of making mistakes and therefore losing face. Participant D and E's opinions seem to be diametrically opposed, with the former being more in tune with a more communicative style of learning which could be attributed to the fact that he spent time in an American school. On the other hand, Participant E is advocating for more time to prepare.

Brown (2001) stated that there are obvious advantages to an approach that removes the threat of "making blunders in front of classmates, and competing against peers" (p. 26), which could be associated with memorisation, where each student has the same objective. Therefore, taking these seemingly opposing views into account, the researcher developed pedagogy which allowed for the students to prepare before they produced the language, while concomitantly ensuring that they are integrating their own words and ideas with the target structures. In other words, removing the notions of memorisation and rote learning, while at the same time keeping the focus on form and authenticity, as the following suggested pedagogy shows.

The Researcher's Journal and Suggested Pedagogy

The researcher also kept a journal over one academic year, making entries after lessons based on data from the surveys, interviews, and student journals. Several tasks were implemented and improved on upon reflection, which included integrating Japanese into activities for which the main language of instruction was previously English (see Appendix C for a detailed outline of a suggested task).

This suggested task integrates Japanese into the activity by allowing the students to speak Japanese when discussing the topic of the lesson. This enables free sharing of ideas and communicating in Japanese without English language constraints

and inhibitions. The English is first integrated through translations in a word bank format, which is a list of key words and phrases in both English and Japanese that can be practiced with the teacher during a listen-and-repeat activity. This limits the teachers' Japanese use and increases teacher talk time in English. As Japanese is used to scaffold the students during the word bank and pair discussion activity by assisting them in their understanding of the language and in idea generation, the final stage allows for maximum L2 (English) use. This final application stage also encourages the students to negotiate meaning in English with their partner and the teacher, rather than having them memorise and present their passages in a more controlled and less authentic way. Upon reflection and after changes were made to the implementation of the activity, the researcher/teacher included more vocabulary and grammar phrases in the word bank for subsequent lessons. Students were encouraged to refer to this during the application stage to help them answer their partners' questions.

Limitations of the Study and Conclusion

This study has found a strong desire among the Japanese high school students examined here to listen to and speak more English in the English language classroom. It also reveals how and when Japanese high school English teachers can integrate English into activities that may be mostly taught in Japanese. This maximises English classroom use while concomitantly utilising Japanese to aid understanding during authentic and autonomous lesson tasks.

The limitations of this study are that it was based on a relatively small participant sample and conducted in one Japanese high school. As the participants volunteered to participate in the study, it can also be said that they potentially chose to because they like English, which might bias the findings. Future research into Japanese and English use in the Japanese high school classroom could be carried out on a larger scale while still utilising a combination of instruments with a focus on action research. As this was part of a larger project examining English language learning motivation, subsequent research could also emphasise the integration of Japanese in the English language classroom, which might result in more varied findings. Nonetheless, this study can benefit English teachers and educators in Japan and in other contexts who are interested in integrating L1 and L2 in their language classes.

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Appendix A
Items from the Survey used in this Study

Participants answered by choosing (circling) one of the 5 options for each item:

1 = not at all 2 = not so much 3 = a little 4 = yes 5 = very much

Q5. I like speaking English with other students. 他の生徒と英語を話すのが好きです。
Q6. I like speaking English with my English teacher. 英語の先生と英語を話すのが好きです。
Q7. I like speaking English in front of my classmates. クラスメートの前で英語を話すことが好きです。
Q11. I like speaking English outside of school. 学校の外で英語を話すことが好きです。

Appendix B
Overview and Timeline of Methodology

	Mixed Methods		Action Research
	Quantitative	Qualitative	
Instrument	Surveys	Interviews	Journals
Purpose of Instrument	To gather data relating to the participants' L2 identities and L2 learning experiences.	To gather more detailed quality data relating to the participants' L2 identities and L2 learning experiences.	To gather more specific data relating to the participants' L2 classroom experiences in a more dynamic way
Analysis Tools	• Descriptive statistics	• Thematic analysis • Colour coding	• Thematic analysis • Colour coding
Language Medium	• English • Japanese • (choice)	• English • Japanese • (choice)	• English • Japanese • (choice)
Number of Participants	• 12	• 12	• 4 • Researcher
Profile of Participants	Participants A – L • B & D - 1st year students • E & J - 2nd year students • A, C, F, G, H, I, K, L -3rd year students	Participants A – L • B & D - 1st year students • E & J - 2nd year students • A, C, F, G, H, I, K, L - 3rd year students	Participants B, D, E & J • B & D - 1st year students • E & J - 2nd year students

Performance in Education (PIE) SIG

The 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

ARTICLES

JALT PRAXIS

JALT FOCUS

Appendix C
Suggested Pedagogy

Language Awareness Stage	1. The teacher reads out an English passage to the students that is deemed by the teacher to be of interest to them.
	2. New words and grammar phrases are also written in English and Japanese in a word bank and are practiced after the first reading of the passage. This is done by utilising a listen and repeat activity.
	3. Shadow reading – Students read the passage along with the teacher in order to mimic the pronunciation and intonation of the teacher as closely as possible. The teacher then asks the students questions in English based on the passage to check for understanding. The students are encouraged to answer in English.
Student Autonomous Stage	1. The students are then placed in groups of three or four, with at least one strong student in each group.
	2. Each group is given a template to construct a passage similar to the one they practiced with information gaps to be filled in with their own ideas in English. The template includes written instruction in Japanese about how to complete the task.
	3. They are allowed to use Japanese to discuss ideas with each other. The teacher then goes between groups to check understanding and negotiate meaning in English.
Application Stage	1. Students then return to their desks and make questions in English relating to their passages.
	2. The teacher again goes around to check for understanding and negotiate meaning in English.
	3. In pairs, students then swap their original passages with their new partners and ask them the questions in English. Their partner reads the passage and tries to answer the questions in English.
	4. A time limit of 10 minutes is set for this student to student Q & A in English. The teacher goes around to encourage them to use English and speak as much as possible, giving lower level pairs ideas to use in English and helping them construct answers in English.

Smartpens as an Aid for Lecture Notetaking

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With the growth of English Medium Instruction (EMI) in countries around the world, L2 learners face many challenges, one of which is lecture notetaking. Researchers in the field of L2 listening have sought ways to improve learners' notetaking skills, but one potentially useful tool, the smartpen, has received little attention. With smartpens, learners can take notes on paper, digitize them, then synchronize them with an audio recording of the lecture. They can then tap anywhere in their digitized notes and hear the corresponding audio for that section, greatly facilitating review. With this functionality in mind, this paper examines the potential benefits of smartpens for notetaking. It first provides an overview of the skill of notetaking and a description of smartpens, and then examines research on their use in L1 and L2 contexts. The paper concludes with a call for more research into this potentially productive area.

世界各国では、授業言語としての英語(EMI: English as a Medium of Instruction)の普及に伴い、EFL学習者は様々な課題に直面しており、その一つが講義を聞きながらノートをとるノートテーキングである。これまでもL2リスニング研究者は学習者のノートテーキング・スキルの向上方法を探ってきたが、一つのツール、すなわちスマートペンはあまり注目されてこなかった。スマートペンを利用すると、学習者が手書きでノートを取り、それをデジタル化し、講義の音声と同期させることができる。そうすれば、デジタル化したノートのどこにでも触れられその部分の音声を聞くことができるため、講義の復習を促進する。これを踏まえ、本論では、講義ノートテーキングにおけるスマートペンの潜在的な利点を考察する。講義ノートテーキング・スキルを概観した後、スマートペンの特徴を説明し、L1及びL2環境における研究について述べる。最後に、この潜在的に有益な研究分野において、さらなる研究の必要性を示唆する。

Everyone has heard of smartphones, but what about smartpens? These devices have been around for over a decade but are not as widely known as smartphones. Smartpens (also referred to as digital pens) are devices that are widely used for converting text or images created on paper to digital data. In other words, they bridge the analog-digital divide. Compared to smartphones, smartpens are relatively simple devices, but they have several potential uses in educational contexts, including lecture notetaking. With a smartpen, not only can students digitize handwritten lecture notes, but they can also audio-record lectures and synchronize them with their notes, greatly facilitating lecture review.

This paper first summarizes the skill of notetaking, including discussing difficulties students face in taking comprehensive notes, followed by discussion of two technology-driven solutions to them. The remainder of the paper focuses on the second solution, smartpens. After a brief description of them, research on their use in first language (L1) and second language (L2) contexts is examined. As explained below, the amount of research into L1 contexts is greater than into L2 contexts. Accordingly, the paper ends with a call for more L2 research into this potentially productive area.

The Skill of Lecture Notetaking

Lectures are the main method of conveying subject-related information to students from junior high school onward (Peverly & Wolf, 2019). The primary method that students employ to digest and learn this information is notetaking. While notetaking is a skill often taken for granted (van der Meer, 2012), research has shown that it is cognitively demanding and challenging for many students. Accordingly, it is not surprising that many students' notes are "woefully incomplete" (Kiewra et al., 2018, p. 2), containing on average only about a third of the key ideas in a lecture.

While lecture notetaking poses challenges for students listening to lectures in their L1, such as keeping up with the speed of the lecture, the challenges are even greater for students listening in an L2. With the rise of English medium instruction (EMI) at universities worldwide, including in Japan, this is an issue that requires attention. Clerehan (1995) states that L2 note takers are at a "huge disadvantage" (p. 145) when compared with their L1 peers, and Siegel (2019) writes that "listening to and following a lecture in an L2 can prove to be an arduous undertaking" (p. 20). However, often overlooked is the fact that in certain L1 contexts, some student populations are also at a significant disadvantage, particularly those with learning disabilities (LD). Belson et al. (2013) noted that lectures pose a significant challenge for students with auditory processing disabilities, and that those with language-based learning disabilities such as

limited working memory may have problems with the multitasking nature of notetaking. While clearly there are significant differences between disabled L1 learners and mainstream L2 learners, at least to some degree there are similarities in the challenges they face with notetaking. Potential solutions to these challenges may prove beneficial for both groups.

Laptop computers are a possible solution to help students overcome some of the difficulties they face taking notes and has received attention from researchers. People can usually type more quickly than they can write, enabling the recording of more information. However, there are issues with the use of laptops, including off-task use due to distractions, less class participation, and poor comprehension (Peverly & Wolf, 2019). Additionally, some research has found benefits for longhand notes over laptops. In a widely cited study, Mueller and Oppenheimer (2014) found that learners who took longhand notes wrote fewer words than learners who took notes with computers; however, they took more notes in their own words, which is a sign of better understanding. This points to the generative nature of handwritten notes, in which learners take in new information, process it cognitively, and then paraphrase it in their own words. The benefits of this approach as opposed to the more mechanical method of writing down verbatim what the lecturer says may partially explain why recent survey investigations have found that American university students still express a preference for paper and pencil over laptops (Peverly & Wolf, 2019; Morehead et al., 2019).

Another possible solution is smartpens. Smartpens retain the benefits of longhand notetaking while adding certain advantages; in particular, these advantages include the ability to synchronize lecture notes with audio-recordings of lectures. Practitioners and researchers investigating LD student populations have recognized the potential benefits of these devices, and consequently much of the research on the use of smartpens in the classroom comes from them. Researchers such as Boyle et al. (2015) suggest that smartpens are a promising technology that can ease the difficulties LD learners face with notetaking.

Smartpens: A Brief Description

Most smartpens resemble slightly oversized ordinary ball-point pens. However, they are small handheld computers that can be used to take handwritten text on paper and convert it to digital data. While this may seem relatively simple, the tech-

nology is quite advanced. Most smartpens work by shining infrared light onto specially designed paper lined with nearly invisible dots (Fisher & Raines, 2014). This light picks up everything written on the paper, stores it as images, and transfers it via Bluetooth to a handheld device (such as a smartphone) or computer. From there, the text can be left as it appeared on the paper, or it can be converted into editable text that can be imported into word-processing programs. With most smartpens this can be done in multiple languages, including Japanese.

Smartpens are different from styluses, which allow users to write directly onto the screen of a handheld device or computer without the need for paper. Styluses are strictly digital, while smartpens bridge the analog-digital divide. Smartpens also allow users to synchronize their notes with audio recorded as they are writing (Palmer, 2011). This is done with either a built-in microphone in the pen, or by using the microphone in another device such as a tablet computer or smartphone. This is convenient for something like lecture notetaking, as users can simply tap anywhere in their digitized notes and whatever was being said at that time can be played. This provides students with a very efficient method for reviewing lectures and their notes.

Research on Smartpens in L1 Contexts

The first smartpen, developed by Livescribe, went on the market in 2008. The pen was designed for a wide range of users, but its potential in the field of education was recognized from the start. One year after debuting the device, the company published a report about uses for the pen in K-12 education (Van Schaack, 2009). In the report, Van Schaack (2009) describes a number of different functions and uses for the pen in educational settings, stating that it has potential benefits for all users, adding that there are "significant advantages to using it as a platform to facilitate learning and communication for individuals with disabilities" (p. 13). An article in the New York Times Magazine (Thompson, 2010) similarly promoted the benefits of the pen, as did a more academically oriented article that focused on the technology behind it (Bouck et al., 2012).

Empirical research on smartpen use has also been undertaken. Belson (2013) conducted a study of ten high school students in the United States with various language-based disabilities to examine the use of the pens for notetaking. The students received instructions on how to use the pens, and improvement in their notetaking skills over the course of a 16-week school term was measured using a comprehensive rubric of note quality. The content of their notes improved significantly from pre-implemen-

tation to post-implementation, as did their ability to write summaries after lectures based on their notes. Similar positive results were found in a larger study involving 54 American high school students in inclusive classes with disabled and non-disabled students (Joyce & Boyle, 2019). Students were divided randomly into experimental and control groups, with the experimental group using smartpens to take lecture notes and the control group traditional paper and pencil. After taking notes this way for 12 classes the groups were compared in a post-test, with the students using the smartpen noting down significantly more lecture points and overall words. They also performed better on a post-lecture comprehension test. Finally, in a mixed-methods study involving interviews and questionnaires, disabled students at a university in Ireland were asked about various aspects of smartpens. The students noted many benefits, leading the author to conclude that the "impact of using smart pens on students has been overwhelmingly positive and learning has been measurably transformed" (Ahern, 2016, p. 4).

Research on Smartpens in L2 Contexts

Compared to L1 contexts, the amount of literature related to the use of smartpens in L2 contexts is limited. In one study conducted at an Australian university (Knox et al., 2011), 22 adult participants were provided smartpens and encouraged to use them during a language orientation program aimed at acclimatizing newly arrived foreign academic staff to the university. At the end of the program, the participants were interviewed about their experiences using the pens. Participants noted being able to listen to lectures more than once and the ability to link lectures with notes as a benefit, with one person referring to this function as "very amazing" (Knox et al., 2011, p. 5). In a theoretical paper, Mancilla (2013) explains the difficulty of notetaking for L2 learners by focusing on the concept of split attention, which is based on the idea that the brain is only able to process a certain amount of information at a time, as well as the fact that affective factors such as anxiety can exacerbate limited attentional resources. Mancilla (2013) pointed to smartpens as a "smart solution to split attention" (p. 216) in notetaking and laments the lack of research in this area. She concludes by outlining three possible avenues for future research:

1. measuring the cognitive load of note takers with and without smartpens;
2. examining the usefulness of smartpens for notetaking depending on lecture length and content; and
3. exploring the effectiveness of smartpens for improving the quantity and quality of notes.

In addition to these three areas, several other topics warrant attention, such as the extent to which smartpens aid comprehension and the potential for collaborative notetaking that they provide.

Conclusion

Smartpens have been on the market for just over a decade, yet research on their potential benefits for L2 learners is still in its infancy. Considering the benefits that have been found for learners in L1 contexts, it would be beneficial for researchers and practitioners working in L2 contexts to examine their potential in "uncharted, yet necessary, territory" (Mancilla, 2013, p. 222), in particular for L2 lecture notetaking. With more and more universities offering EMI programs in which lectures are conducted in English, L2 learners require support for improving their notetaking skills, and smartpens could very well be a preferred method for providing such support.

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Looking forward to your submission and/or your participation at PanSIG 2021!

英語語彙学習の効果に関する研究 －高校生を対象としたチャンク学習と単語単独学習の比較－

Comparison Between Learning Words in Chunks and in Isolation by Japanese High School Learners of English

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Shizuoka University (Lecturer)

　第二言語における語彙学習について、文章を読んだり聞いたりしながら文脈の中で行うべきだとする主張がある一方で、文脈から切り離して単語を単独で明示的に学習する方法の有効性も報告されている。本研究の目的は、日本語を母語とする高校生にとって、英単語をチャンクで覚える方法と単独で覚える方法のどちらが英単語の日本語訳を覚えるのに有効であるかを検証することであった。それら二つの方法を用いた語彙指導を3週間行い、事前テストおよび計3回の事後テストを実施した。実験の結果、両方法ともに学習後18週間まで効果があり、二つの学習法に統計的に有意な差は認められないことが判明した。また、調査した20語の中には覚えにくい単語や忘れやすい単語があり、単語単独で学習する方法では、長期的に記憶に留めておくことが難しい単語があることが明らかになった。よって、これら二つの語彙学習法を相互補完的に用いることが望ましいことが示唆された。

Some researchers argue that vocabulary should be learned with context since it provides learners with the idea as to how the word is used in communication. However, other researchers insist that teaching vocabulary in isolation from context is also effective since learners can concentrate on learning the target words. Thus, the purpose of this study is to investigate the effectiveness of two methods of learning vocabulary: learning words in chunks and in isolation. The study also aims to analyze if there are any words that are easy or difficult to learn and to retain. The results of the posttests showed that the two methods were equally effective for memorizing Japanese translations of English words. However, it was revealed that some words were difficult to retain when they were learned in isolation. The authors argue that teachers should complementarily make efficient use of these two methods in their classroom.

はじめに

英語語彙学習において文脈をどのように用いるべきかについて、これまで議論がなされてきた。単語を文脈から切り離して明示的に学習する方法の利点の一つは、学習者が学習すべき単語に意識を集中させることができるという点である（Nation, 2013）。しかしBarcroft（2020）は、そのよ

うな単語単独学習の利点を認めながらも、単語レベルの知識の獲得にとどまってしまい、学習者が実際にその単語を使えるようにはならないという欠点を挙げている。さらにHasegawa（2016）は、単語の意味を明確に想像できる例文を文脈として用いて学習すれば、学習者は後でその意味を容易に想起できると述べている。

　日本の多くの高等学校では、単語集や単語カードを自学自習に用いているが、英語教員の中には、単語は文脈の中で学習した方が覚えやすいとして、単語のみを暗記する学習に対して消極的な意見もある。そこで本研究では、高校生への明示的な語彙指導として、単語を単独で学習する方法と文脈を用いて学習する方法がどの程度効果的であるかについて調査した。また、覚えやすい単語や忘れにくい単語があるとすれば、それは学習法による違いがあるのかを分析した。

文脈を活用した単語学習の研究

Anezaki（2003）は、中学2年生を対象に、形容詞10語を目標語として、単語単独学習、一文中に単語を挿入した学習及び目標語である形容詞に名詞を組み合わせたコロケーション学習の効果を比較する実験を行った。学習直後に実施した1回目の事後テストと6日後に実施した2回目の事後テストの成績を比較した結果、コロケーションを用いた方法が効果的であると報告している。

　Anezaki（2003）の分析によれば、単語単独学習では、学習者は単語の形と意味を結びつけることに専念すればよいため、記憶する際の負担が少なく、1回目の事後テストの結果は良い。しかし、思い出す際に手掛かりが少ないため、2回目の事後テストでは成績は下降するとのことである。コロケーションでの学習は、目標語とともに提示される単語も理解し記憶する必要があり、学習直後の成績は単語単独学習と違いがないが、形容詞である目標語を名詞と結びつけて記憶することにより、時間が経過しても意味を想起しやすいと主張している。さらに、一文中での学習では、目標語以外の単語や文全体の構造や意味も理解する必要があるため記憶しづらく、時間の経過とともに目標語の意味を思い出せなくなると述べている。

研究課題

先行研究の結果を踏まえ、文脈をより焦点化させて提示することを意図したチャンク1学習と、単語単独学習の成果を比較するため、以下の2点を研究課題として挙げる。

日本で英語を学習する高校生にとって、

(a) 新出英単語の日本語訳をチャンクで覚える方法と、単独で覚える方法のどちらがより効果的か。

(b) 覚えやすい単語と覚えにくい単語、そして忘れにくい単語と忘れやすい単語は2つの学習法によって違いがあるか。

研究実験

学習する英単語

実験で使用する英単語は、実験参加者が「コミュニケーション英語Ⅰ」の授業で使用している教科書『Crown English Communication Ⅰ』(霜崎他, 2016)の「Lesson 2 Going into Space」で使われている20語である。それぞれの日本語訳及び学習するチャンクを表1に示す。なお、これらのチャンクは、教科書本文中で当該英単語が含まれているチャンクと可能な限り一致させた。

実験方法

実験の流れを図1に示す。第1週に事前テスト、第2～4週に英単語学習第1回～第6回、第4週に事後テスト1を実施した。最終回の英単語学習から8週後に事後テスト2、18週後に事後テスト3を実施した。授業では、「Lesson 2 Going into Space」の3セクションを各週1つずつ扱った。

第1週	事前テスト

▼

第2週 セクション 1	授業1回目→英単語学習第1回（15分間） 授業2回目→英単語学習第2回（15分間） 授業3回目→英単語学習なし

▼

第3週 セクション 2	授業4回目→英単語学習第3回（15分間） 授業5回目→英単語学習第4回（15分間） 授業6回目→英単語学習なし

▼

第4週 セクション 3	授業7回目→英単語学習第5回（15分間） 授業8回目→英単語学習第6回（15分間） 授業9回目→事後テスト1

▼

第12週	事後テスト2

▼

第22週	事後テスト3

図1 実験方法の流れ

表1 実験で使用した英単語とチャンク

No.	英単語	日本語訳	チャンク	日本語訳
1	above	～の上に	fly around above us	私たちの上を飛び回る
2	arm wrestling	腕相撲	try arm wrestling	腕相撲をやってみる
3	astronaut	宇宙飛行士	become an astronaut	宇宙飛行士になる
4	citizen	市民	a citizen of the earth	地球の市民
5	commander	司令官	a good commander	有能な司令官
6	common	共通	the common nature	共通の性格
7	crew	乗組員	a crew of the ship	船の乗組員
8	drip	したたる	drip on the paper	紙の上にしたたる
9	everywhere	どこにでも	fly everywhere	どこにでも飛んでいく
10	experiment	実験	busy with the experiment	実験で忙しい
11	frightening	恐ろしい	a frightening story	恐ろしい話
12	gravity	重力	without the help of gravity	重力の助けを借りずに
13	humanity	人類	important for humanity	人類にとって重要な
14	identify	確認する	identify the earth	地球を確認する
15	oasis	オアシス	look like an oasis	オアシスのように見える
16	stick	くっつく	stick to the feet	足にくっつく
17	straw	ストロー	use a straw	ストローを使う
18	stretch	広がる	stretch on and on	果てしなく広がる
19	vastness	広大さ	the vastness of space	宇宙の広大さ
20	wipe	拭く	wipe the body	体を拭く

実験参加者

実験参加者は、静岡県内の公立高等学校の普通科1年生40名である。本高等学校は、ほぼ全員が大学に進学する中程度レベルの進学校である。参加者40名を20名ずつ2グループに分け、グループAには英単語をチャンクで、グループBには単語のみで学習させる活動を英語の授業で行った。

2つのグループの英単語学習法

① グループA（チャンク学習グループ）

各セクション1回目の英単語学習では、「新出単語ワークシートA」（表2参照）を用いて正しい日本語訳を学習し、チャンクの発音練習及びチャンクを英語から日本語に、日本語から英語に訳す練習を行った。各セクション2回目の英単語学習では、「新出単語ワークシートA」を用いた練習の後、「音読ワークシート」（表3参照）を使用し、チャンクを意識しながら音読練習を行った。

表2 新出単語ワークシートA（抜粋）

新出単語	品詞	チャンク	日本語訳
land	動詞	land on the moon	
astronaut	名詞	become an astronaut	

表3 音読ワークシート（抜粋）

【A】

When Koichi Wakata was five years old, Apollo 11 (landed) (on) the moon. He dreamed of (becoming) an (astronaut).

【B】

When Koichi Wakata was five years old, Apollo 11 (l   ) (o) the moon. He dreamed of (b   ) an (a   ).

【C】

When Koichi Wakata was five years old, Apollo 11 (   ) ( ) the moon. He dreamed of (   ) an (   ).

② グループB（単語単独学習グループ）

各セクション1回目の英単語学習では、「新出単語ワークシートB」（表4参照）を用いて正しい日本語訳を学習した後に、各単語の発音練習及び英語から日本語に、日本語から英語に変換する練習を行った。各セクション2回目の英単語学習では、「新出単語ワークシートB」を使用した練習の後、「語義ワークシート」（表5参照）を用いて、単語の日本語訳を書き、各単語の英語の定義を選ぶ活動を行った。

表4 新出単語ワークシートB（抜粋）

新出単語	品詞	日本語訳	派生語など
land	動詞		
astronaut	名詞		

表5 語義ワークシート（抜粋）

単語の意味を日本語で記入し、英語の定義としてふさわしいものを、下の枠から選んで記号で書きなさい。

1 land　　　（訳：　　　）［定義：　　　］

2 astronaut　（訳：　　　）［定義：　　　］

(ア)　a person who travels and works in a spacecraft

(イ)　one of the very large areas of sea on the earth

(ウ)　to come down through the air and rest on the ground

事前テストと事後テスト

グループAに対するテストは、チャンクの横に書かれている日本語訳の空欄に当てはまる日本語を書く形式で行った。グループBに対しては、単語の日本語訳を書く形式で出題した。

実験結果と考察

グループAとグループBの比較

テストの平均点、標準偏差を表6に示し、図2に視覚化した。2要因混合計画の分散分析（グループ×テスト）を行った結果、交互作用およびグループの主効果が統計的に有意ではなかったが、テストの主効果は統計的に有意であった（$F_{(2.12, 80.53)} = 293.33$, $p < .001$, partial $\eta 2 = .89$）。Bonferroni法による多重比較を行った結果、両グループともに、学習前よりも学習直後の方が英単語を適切に日本語訳に変換できる割合が高くなったが、それを事後テスト2、3において維持することはできなかった（表7参照）。以上の結果から、研究課題(a)「新出英単語の日本語訳をチャンクで覚える方法と、単独で覚える方法のどちらがより効果的か」への答えは、両学習法は指導18週間後まで同程度に有効であるということになる。

　本研究の結果は、コロケーションの形で文脈を用いた学習がより効果的だとするAnezaki（2003）とは一致していない。Anezakiでは目標語が全て形容詞で、既知の名詞との組み合わせで覚えやすくなったのに対し、本研究では目標語の品詞、チャンクの語数が異なり、イメージしにくい語もあったためと考えられる。

表6 実験結果

グループ	n	事前テスト		事後テスト1		事後テスト2		事後テスト3	
		M	SD	M	SD	M	SD	M	SD
A	20	4.15	1.63	14.90	3.13	13.95	3.55	13.60	3.59
B	20	3.50	2.09	15.45	3.32	13.25	3.88	12.15	3.17

注：各テストの満点は20点

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図2 実験結果

表7 グループA, Bにおける多重比較検定結果

語彙テスト	p
事前テスト ＜ 事後テスト1	$p < .001$***
事前テスト ＜ 事後テスト2	$p < .001$***
事前テスト ＜ 事後テスト3	$p < .001$***
事後テスト1 ＞ 事後テスト2	$p < .001$***
事後テスト1 ＞ 事後テスト3	$p < .001$***
事後テスト2 ＞ 事後テスト3	$p = .06$

注:Bonferroni法にて調整済み

　*: p < .05, **:p < .01, ***:p < .001

単語別の分析結果とタイプの分類

反復測定による二元配置分散分析（テスト×単語）を行い、各単語についてテストの平均点の差を検定した結果、交互作用が統計的に有意であった（F (57, 1083) = 4.49, $p < .001$, partial $\eta 2$= .19）。さらに、単純主効果の検定の結果、グループAではabove, common, everywhereを除く17語、グループBではabove, everywhere, oasisを除く17語について、テスト間の平均点の差が統計的に有意であった。そこでBonferroni法による多重比較を行い、20語をタイプⅠ～Ⅴに分類した（表8参照）。

「覚えやすい単語」と「覚えにくい単語」

「覚えやすい単語」をタイプⅠ、Ⅱ、Ⅲ、「覚えにくい単語」をタイプⅣ、Ⅴに該当する単語と定義する。ただし、everywhereとoasisは天井効果が観察されるため「覚えやすい単語」に分類した（表9参照）。両学習法に共通して覚えにくいaboveについて、藤森・吉村（2013）は、位置を表すinやon等とは異なり、空間概念（動作の方向性）が明確でないため、概念を理解しにくい前置詞であると述べている。本研究でも、同様の理由で学習効果が観察されなかった可能性がある。さらに、グループAにとって覚えにくかったcommon は、チャンクthe common natureのnatureに「自然」という意味もあるため「性格」という日本語と繋げにくく日本語訳を想起する助けになりにくかった可能性が考えられる。

表8 テスト結果に基づく単語の分類

タイプ	テスト結果	グループA	グループB
Ⅰ	事前テスト＜事後テスト1 事前テスト＜事後テスト2 事前テスト＜事後テスト3	arm wrestling, astronaut, citizen, commander, crew, drip, experiment, frightening, gravity, humanity, stick, straw, stretch, vastness, wipe	arm wrestling, astronaut, citizen, commander, common, crew, drip, experiment, gravity, humanity, straw, stretch, wipe
Ⅱ	事前テスト＜事後テスト1 事前テスト＜事後テスト2 事前テスト＝事後テスト3	該当なし	frightening, stick
Ⅲ	事前テスト＜事後テスト1 事前テスト＝事後テスト2 事前テスト＝事後テスト3	identify	identify, vastness
Ⅳ	事前テスト＝事後テスト1 事前テスト＜事後テスト2 事前テスト＝事後テスト3	oasis	該当なし
Ⅴ	事前テスト＝事後テスト1 事前テスト＝事後テスト2 事前テスト＝事後テスト3	above, common, everywhere	above, everywhere, oasis

注:＜:平均点の差が統計的に有意である、＝:平均点の差が統計的に有意ではない

表9 グループA, Bにおける「覚えやすい単語」と「覚えにくい単語」

覚えやすい単語	A	arm wrestling, astronaut, citizen, commander, crew, drip, experiment, everywhere, frightening, gravity, humanity, identify, oasis, stick, straw, stretch, vastness, wipe
	B	arm wrestling, astronaut, citizen, commander, common, crew, drip, everywhere, experiment, frightening, gravity, humanity, identify, oasis, stick, straw, stretch, vastness, wipe
覚えにくい単語	A	above, common
	B	above

「忘れにくい単語」と「忘れやすい単語」

「忘れにくい単語」をタイプⅠ、「忘れやすい単語」をタイプⅡ、Ⅲ、Ⅳに該当する単語と定義する。ただし、oasisは天井効果が観察されるため「忘れにくい単語」に分類した（表10参照）。両グループに共通する忘れにくい単語は13個である。どちらの学習法でも忘れやすいidentifyは、意味の抽象度が高く、日本語訳が記憶に留まりにくかったと考えられる。これは、単語の抽象度が学習効果の持続に影響を及ぼすというAlsaif & Milton（2012）の指摘と合致する。単独学習では忘れやすいがチャンク学習ではそうでない単語（frightening, stick, vastness）については、チャンクで使われている他の語（句）（a frightening story, stick to the feet, the vastness of space）が、当該単語の意味をより明確に示し、日本語訳の想起を助けている可能性がある。

表10 グループA, Bにおける「忘れにくい単語」と「忘れやすい単語」

忘れにくい単語	A	above, arm wrestling, astronaut, citizen, commander, common, crew, drip, experiment, everywhere, frightening, gravity, humanity, oasis, stick, straw, stretch, vastness, wipe
	B	above, arm wrestling, astronaut, citizen, commander, common, crew, drip, experiment, everywhere, gravity, humanity, oasis, straw, stretch, wipe
忘れやすい単語	A	identify
	B	frightening, identify, stick, vastness

　以上の結果より、研究課題（b）「覚えやすい単語と覚えにくい単語、そして忘れにくい単語と忘れやすい単語は2つの学習法によって違いがあるか」に対して、「覚えやすさ・覚えにくさ」には、学習法による大きな違いが見られないが、「忘れやすさ・忘れにくさ」に関して、単語単独学習では長期的に記憶に留めることが難しい単語があると言える。

まとめ

本研究では、チャンク学習と単語単独学習は、英単語の日本語訳を覚えるのに同程度に有効であるという結果が得られた。しかしながら、学習法の違いによって効果が得られにくい（覚えにくい）単語や効果が失われやすい（忘れやすい）単語があることも判明した。チャンク学習では、学習すべき単語の意味をはっきりとイメージできるようなチャンクを用いることが重要であり、単語単独学習では、チャンク学習のように日本語訳を想起する手掛かりがないことから、効果が失われやすい単語があることが示唆された。よって、実際の語彙学習では、両学習法を相互補完的に用いることが望ましいと思われる。例えば、単語集での単語単独学習後に例文を用いたテストを行うことにより、単語を覚えやすく忘れにくくすることが考えられる。

　今後の研究では、英語熟達度といった学習者の要因や品詞や抽象度などの単語の特徴によって、どちらの学習方法が効果的かを明らかにすることで、学習者や目標語に最適な学習法を見出すことができると考える。そのためには、品詞別の単語数や単語の抽象度を調整した上で実験を行い、被験者の英語熟達度と合わせた比較を今後の課題としたい。

注

本研究におけるチャンクとは「まとまった意味を持つ単語の集まり」を意味する。

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石川芳恵はノッティンガム大学において修士課程（英語教授法）を修了し、現在高等学校で英語教育に携わりながら、静岡大学大学院教育学研究科博士課程に在籍している。研究分野は第二言語（英語）語彙習得であり、主として効果的な語彙学習法について研究している。

Yoshie Ishikawa has an MA from Nottingham University and is now doing research on a Doctoral Course in Graduate School of Shizuoka University, as well as teaching at a high school. Her research interest is vocabulary learning in a second language, especially how students can learn new words effectively in Japanese classroom.

大瀧綾乃は静岡大学情報学部講師である。授業では、教養教育および情報学部専門科目における英語科目を担当している。研究領域は第二言語習得と外国語（英語）教育学で、第二言語習得研究の知見に基づく教室環境における効果的な英語教授法の開発を研究している。

Ayano Otaki is a Lecturer at the Faculty of Informatics, Shizuoka University. She has taught English in courses on the liberal arts curriculum and other major subjects at the Faculty of Informatics. Her research interests are second language acquisition and English education. She has researched effective methods for teaching English in Japanese classrooms based on the findings from her research on second language acquisition.

[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: jaltpubs.tlt.interviews@jalt.org

Welcome to *TLT Interviews* and our first featured interview of 2021! For this installment, Benjamin Thanyawatpokin had the chance to interview Dr. Oussouby Sacko at the JALT2019 International Conference after Dr. Sacko's plenary speech. Dr. Sacko is a professor in the Department of Liberal Arts, Faculty of Humanities at Kyoto Seika University. He was Dean of Faculty from April 2013 to March 2017. He has been the President of the university since 2018. He received his doctoral degree in the field of Architecture and Architecture Planning from the Graduate School of Engineering at Kyoto University. His research has involved extensive research into policy, housing planning, and design in Mali and Japan. His recent work has included community architecture, community re-design, and architecture conservation. Benjamin Thanyawatpokin is currently an English language teacher at Ritsumeikan University. He mainly does research in the area of Game-Based Language Teaching and CALL. His latest projects have been about improving and clarifying the role of the teacher in the game-based language teaching classroom. He has also done projects which relate to language learner identity, plurilingualism, and modifying conversational activities for use in CALL classrooms. So without further ado, to the interview!

An Interview with Oussouby Sacko about Diverse Leaders in Japanese Education

Benjamin Thanyawatpokin
Ritsumeikan University

Benjamin Thanyawatpokin: *Do you think the things you learned in China doing your undergraduate there helped prepare you for doing your master's and PhD in Japan?*

Oussouby Sacko: When we were in Nanjing or Beijing, we had a lot of foreigners from different backgrounds. We had a lot of time to have discussions and debates. We had regular discussions on the global situation and a lot of other kinds of things.

So, I think that really helped me as a foreigner—to have a kind of introduction to how to deal with different situations, because, when you come to Japan, you feel more alone. In Nanjing, it felt like we were in a community (of foreigners). When I came to Japan, it was a kind of shock. The first shock was that I was too alone. You try to catch up with people or other foreigners, but they are so busy. They are working so much. So, that was one of the problems I experienced when I was in Japan in the beginning.

Do you think this sense of a "foreigner community" helped you with ideas on how to make your mark in Japan?

Yeah, of course. This was one of the things I tried to focus on. My part in the project I am working on now was something I learned in Nanjing. We really tried to get people together; to get them to talk and discuss things. And naturally that discussion can help us. You know, to come up with solutions to issues and so on. You know, when you have this discussion you have a kind of "new entity" which can support foreigners (in Japan). I learned this when I was in China—how to support each other. When I came to Japan not many people were organized and maybe that's what they wanted. I don't know. Some people were struggling but when we started to get together, we could share information and share the way of doing things.

When you were doing your master's or PhD in architecture at Kyoto University, you made a Nonprofit Organization (NPO). It was called, I think, "Tobiuo?"

Yeah, "Tobiuo."

Do you think it was possible to set up this NPO because you were a foreigner in Japan? Did they want more ideas from foreigners? Or was it a struggle to get that started?

Okay, so that was originally impossible because I was a foreigner. But I took it as a challenge. It was difficult at first, but I wanted to try to challenge the system to help students then. At that time, there were a lot of volunteer groups. They were helping us (foreign exchange students), but they would come and set up an event and take pictures with us. Then, that was it. I remember they invited me for a conference in a school far away; maybe the countryside of Toyama or so. For 20 years, they were gathering food, *furoshiki*, and little toys and gadgets to send to Mali because they said there were kids and people who were starving there. They had pictures of starving children and poor people. I didn't even know where these pictures were coming from.

I wanted to show them what Mali was really like. I asked them why, for 20 years, they didn't go and see how the goods they send are used. So, I went out and found pictures of people in my country going out, going dancing, having a good time and living life. Some people were crying when they saw those pictures because for 20 years they had this image of Mali. That's the thing; I wanted to make a group to support people and share information. Not based on what they think we need, but on real information that is shared among everyone.

When you first started teaching at Kyoto Seika, did you feel that there was an unspoken expectation that you would be a cultural ambassador plus a teacher of architecture?

When I got there, there were professors who did not speak other languages, who did not want to integrate within their own "frames," so when I came, I broke that kind of framework. They were surprised on both sides (Japanese and foreigner staff). My frank speaking style shocked Japanese people. The foreign teachers that were there at the time did not want to push for any changes. They were just observing. So, I was the one who was making new ideas. But there was another group (of professors) there at the time who wanted me to help change the university. They thought I could be the future of the school. I didn't know that, but the fact that from the first year they put me in many different committees and departments but just as an observer showed they wanted me to learn and help change the school. Later, they put me in more managing positions and heading departments. For example, I was managing an exchange program and our students would go to America. However, this was during the time of 9/11. They wanted to cancel the exchange program, but it was my idea to postpone and not cancel it. You know, *chu-dan* not *chu-shi*. Many parents were worried about their kids, but I gathered about 14 students, and we talked about it. They were very happy with postponing and not canceling the trip. I communicated with my students and listened to their ideas. Even though I was a young teacher, I was able to inspire the president and show him I was able to represent the school. This was only a few months after I joined the school. I was very new in the school.

So was it this willingness of yours to integrate, learn how the Japanese side works, and "break the frames" that allowed you to climb the ladder?

Yes. People want to communicate. I just help them do it.

At university, there is an expectation for language teachers to also be cultural ambassadors. I'm an American teacher, but at the same time I'm constantly being asked to talk about what life was like in America. I have to teach the English language, but there is also a large cultural component to my job. Do you think that this is asking too much of teachers or do you think that it's simply part of the job of teaching in Japan?

Okay, that's not only Japan because when I got a scholarship to China, that's what the government told us in the beginning. They said, "Each of you is an ambassador of your country. They will see your country through you and how you act." Even if you are not teaching, you are in media. So, I had an idea about trying to facilitate teaching and learning about many things in Africa. During an interview I had in Japan, I remember telling them that "I learned to be more Malian in Japan." They asked me some questions about my country that I never thought about. Every time I go back home, I have to find more information and material to show where I'm from when I come back to Japan. That's what is unique about Japan, or even Asian countries. You feel more like where you are from. Wherever you come from, you feel that you have to explain that more. They always remind you that you come from somewhere else. The first question in Japan is always, "Oh, we do it this way in Japan. How about in your country?" That question makes you feel where you are from more. It's not a negative thing. I think they want you to be a part of your culture. Also, that's also a way to protect their own (Japanese) culture as well. I don't think it is a negative thing. It's a way for everyone to know their positions. If you try to be too Japanese, they don't like that. So, you have to bring something to them and their work. I feel that my role to play is that I must understand you (people who I work with). We are different, but I must understand them.

Do you think that understanding that is now more important that you're the president of Kyoto Seika University?

Yeah, it is very important to remind them too that I am different.

So, you remind the Japanese side that you are different and that you will fundamentally look at issues in a different way?

Yes, of course. For example, they are taking some things too seriously. I try to tell them to take it easy and relax. They always ask me how I can be so calm in front of certain situations. For example, with the exchange program I mentioned earlier. Also, with

some changes in curriculum and foreign students in the university as well. Trying to come to the table with a different perspective but also let them know you are trying to help is very important.

Going back to English teachers, through casual observation and asking my students, I would estimate that around 60 or 70 percent probably won't use English after they graduate from university. Knowing this estimate, what do you think is the main role of language teachers who are in Japan: to teach language ability or to teach cultural awareness and appreciation for other cultures?

For me, language is a different structure. It's not about the grammar or the vocabulary. It helps you to be out of your mindset culturally or similar things. To know other structures and context is important. The goal is to help the students see many things from different angles. Sure, I think language should be a goal of language teaching. There are some who are willing to speak fluently, and we should help them. But the main goal is not about speaking English; it's about seeing things from different angles. For most students, it is about seeing different contexts. If you see the Japanese way of setting and doing English teaching, it is different from the native way. But it's their way of approaching and understanding different structures and contexts. Understanding a different language helps students understand different ways of solving problems. It's interesting because you see Japanese teachers who don't speak English but are teaching it. There are many books that help them teach. I don't know if they do a good job or not, but it's their way of training different mindsets and different approaches.

So, getting closer to the end now, going back to diversity and Japanese and non-Japanese staff interaction, you talked a lot about how you try to promote communication between the two sides. Could you maybe explain a few methods that Kyoto Seika is doing to improve communication between the two sides?

When I was the head of curriculum committee, we set up an informal lunch meeting with the English teachers and foreign staff. I think it worked; however, I also think Japanese teachers are sometimes afraid of native teachers. They know very well the structure of the grammar and the vocabulary, but they don't use the practical side of things sometimes. I saw that sometimes the Japanese side would not want to talk to the native side because they would see the native teachers talking and having a good time, but they don't want to confront them. Maybe because they don't have a good accent, or maybe because they don't have a good vocabulary

skill. So, I helped facilitate them to talk at these informal lunches.

So you have formal meetings where people talk?

No, no, no, informal. Informal is better. If it was a formal meeting people would force themselves to come. At informal meetings where people can talk and go, most people would interact more freely. But I have seen that the people who don't collaborate with that the most are the Japanese English teachers. Sometimes that side thinks the native side don't do their classes properly. However, I also see that the students like that. Many students want to have more informal teachers. Some teachers might believe that students think native teachers will be less strict than Japanese teachers. You know, "I want to get the credit easily," but that's not the case. They think the native teachers are cool or entertaining, but that's not the point. It's to have a person who gives a different point of view to the students. You can't do that while you are so tense and frustrated.

Do you think the Kyoto Seika University schools of architecture, design, or manga are more open to integrating with non-Japanese teachers?

It depends. We have a lot of professionals in our school. They are doing their own designs and their own projects. Sometimes it happens that they have many international projects. So, some do very well on that. However, other professors also say, "I am domestic." They say that. However, I try to push them to meet with other people. If you go there and talk to those teachers, you will learn about them and they will communicate with you. They are nice people and they will work with you, but they maybe don't try to communicate outside enough. Right now, many things are changing, and I think they need to integrate. They have to integrate and work with foreigners, but they have a few reservations. They should accept the change.

You took office in 2018, and it is 2019 now. Do you think that this integration is getting better?

Yeah, I have many informal and formal meetings. If I talk for two hours in different meetings, I will usually get about four or five questions. Sometimes I will get more. They are also usually personal questions and very insightful. I've also noticed that they are not against ideas of integration and working with foreigners. They are just afraid of changing. I distribute paper to the people at the meetings and tell them to write me questions whenever they have one. So, I try to keep communication open with them.

It goes back to what you said in the New York Times that Japanese people "have something to protect"?

Yeah, that's why it is difficult to get questions from them sometimes. But I think the transition is going well lately. We are slowly changing and working together better. Of course, there are some who are more resisting the change, but with time, discussion and more change, they should follow the group. Sometimes I hear that some people may be against some ideas, so I try to talk to them and hear their opinions.

At Kyoto Seika University, 20% of the students are from foreign countries. Have you seen that number going up during your time in office? Or is it going down?

We open all the exams to foreigners. The school rate last year was 20%. But actually, this year, it is 30%. If I look at the exam ratios up until now, we had 90 who applied to the graduate school last year. This year we had about 270 that applied. Out of 270, maybe 210 or so were foreigners. That's the point. Maybe this is a kind of message to other countries so people can be more welcome in coming to our school. I think this change should come naturally. Some people say we should make campaigns, but I think it should just come naturally through changes in the student body. People come and try to take exams and it promotes diversity.

You think that this is improving diversity?

Yeah, we have students from several different countries like China, Canada, Finland, and many areas of the world. More importantly, each student individually is very diverse. They all have many experiences. This could help Japanese people. Maybe in 10 years, things are going to get more globalized and we are helping our students change for the better. But, on the other side, some teachers gave me information that now some high schools are scared to send their students to us because we have foreigners.

Really? How?

Yeah, so this is one of the problems. Those same high schools are making programs connecting abroad. But they don't want to send them to us because we have foreigners. I thought we should use our diverse students as a kind of PR for our school, but some other people also told me that we shouldn't.

All right, that's it! Thank you so much.

No problem, thank you.

ARTICLES

JALT PRAXIS • INTERVIEWS

JALT FOCUS

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

Hi everyone, and welcome to the first My Share column of 2021. Lorraine and I wish you all many seasonal greetings and good luck for the coming year ahead. Given the turbulence of last year, many of us had to challenge ourselves to be even more adaptable and innovative to continue to provide motivating classes for our students. Looking ahead, these skills should stand us in good stead for whatever challenges 2021 might bring. Also, of course, the authors who contribute to My Share will continue to support you by providing fantastic ideas to brighten your classes wherever they are located. The four articles in this issue provide equal value whether conducted online or in-person.

In the first article, Ross Sampson describes an easily adaptable and enjoyable warm-up activity to improve students' grammatical accuracy, vocabulary, and fluency. Although originally designed to be conducted in-person, it can be adapted to Zoom, where it is fun for the students and easy to set up for the teacher. I tried it myself and it was a big hit! In the second article, David A. Isaacs introduces a method of recording students' grammatical accuracy using error charts with written assignments. By working both individually and collaboratively, students can track and become more aware of their recurring errors so that they can better target their self-study. This can also help the instructor to design classes which better meet students' needs. Thirdly, Steve Hampshire introduces a fun warm-up game adapted for the online environment, which is not only a great way to start the class, but also practices question forming and using the present perfect to describe experiences. In our final article, Kazuma Fujii suggests an excellent method for students to focus on their speaking speed and fluency. This easy-to-prepare activity would fit seamlessly into almost any format, and I am sure can be really useful to our readers. All this issue's articles come with helpful appendices, so please download them and give them a try.

—Steven Asquith

Tell Me, Ask Me, Talk About

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Quick Guide

» **Keywords:** *Vocabulary, questions, topics, accuracy, fluency*
» **Learner English level:** *Any*
» **Learner maturity:** *Junior high school to adult*
» **Preparation time:** *20 minutes*
» **Activity time:** *30 minutes to 1 hour*
» **Materials:** *Pre-made cards*

This simple-to-prepare and run activity is beneficial for almost any learners of any level. The goal of the activity is to encourage learners to challenge each other to think of many words, to make grammatically accurate questions and answers, and to improve their fluency by talking about various topics without worrying about grammar.

Preparation

Step 1: Get many pieces of scrap paper as 'cards'.

Step 2: Make three types of cards including: Type 1 – letters of the alphabet, Type 2 – question words, Type 3 – speaking fluency topics.

Step 3: Write the three task prompts on the board. These correspond to the card types (Appendix 1). Prompt 1: "Tell me _____ words starting with _____." Students choose the number of words their group member must name. Prompt 2: "Ask me a _____ question." Students choose a classmate to form a question with the question word on the card. Prompt 3: "Talk about _____ for 1 minute." Students choose a classmate to talk about the topic on the card.

Step 4: Make 4 or 5 sets of the same cards for groups of students.

Procedure

Step 1: Put the students into groups of 3-5. Then, put one set of cards on each group's table. Instruct the students to spread the cards out all over the table but to not turn them over to look at them yet.

Step 2: Show students an example (see Appendix 1) on the board. Explain each card type as vocabulary, accuracy, and fluency practice. You could also confirm with students what each of these means.

Step 3: Tell the class that if a student picks up a card with a letter on it, then they have to choose a groupmate and ask the Type 1 prompt. Demonstrate this with a student volunteer. Repeat this for Type 2 and Type 3 cards (see Appendix 2).

Step 4: Ask ICQs (Instruction Check Questions), such as "If you pick up a card, do you answer it?" (no), "who chooses the number of words to say?" (the person who picks up the card), and so forth to confirm understanding and minimise confusion during the activity.

Step 5: Tell students to rotate turns and help each other with vocabulary and accuracy in questions and answers. Also, tell students not to worry about grammar for Type 3; just to talk as much as they can within the minute. Students should try to finish all the cards. Alternatively, set a time limit depending on the number of cards, students, and content of your lesson.

Step 6: Start the activity and monitor around the tables in case your assistance is needed.

Variations

The game could be changed to fit a particular English proficiency level. The vocabulary cards could be more academic or technical. The question and answer cards could be made to encourage the production of more challenging grammar. The topic cards could be more challenging topics and the time to talk could be extended. This game could be adapted to work for an online class if a randomizing website such as http://www.wheeldecide.com is used. This way the game could still be played as described.

Conclusion

Tell me, Ask me, Talk about, is an easy-to-prepare and easy-to-run activity in which students can help each other build vocabulary, accurately produce questions and answers, and try to gain confidence by talking about topics for extended periods of time.

Appendices

The appendices are also available in PDF format from the online version of this article at https://jalt-publications.org/tlt/departments/myshare.

Appendix 1

Language Building Activity

Letter (A, B, C)	Question word (what, where, when, how)	Talk topic (sports, a memory, yesterday)

1. Tell me _____ words starting with _____.
2. Ask me a _____ question.
3. Talk about _____ for one minute.

Example
1. Tell me **four** words starting with **B**.
2. Ask me a **'when'** question.
3. Talk about **'your family** for one minute.

Appendix 2

Family	What	If	B
G	A happy memory	When	Did
M	E	Last week	A dream/goal
P	Have	R	Your weekly routine

PanSIG 2021
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- Date: Mid-May 2021
- Conference theme: Local and Global Perspectives: Plurilingualism and Multilingualism
- Submissions by January 25th, 2021 through pansig2021.eventzil.la
- Location: Hoping to hold a hybrid conference with online and live sessions at Nihon University in Mishima, Shizuoka
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Looking forward to meeting you at PanSIG 2021!

Mishima
PanSIG
May, 2021

Error Charting During Novel Times

David A. Isaacs

UNT x KGU Super IES Joint Program

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Quick Guide

- » **Keywords:** *Error Chart, corrective feedback, self-correction*
- » **Learner English level:** *Intermediate to advanced*
- » **Learner maturity:** *Higher education*
- » **Preparation time:** *10-30 minutes*
- » **Activity time:** *10-30 minutes*
- » **Materials:** *Handout of Error Map (see Appendix)*

Error Charting is a system used to document recurrent issues in academic writing using a chart that lists and documents common grammar errors. Learners can discover their individual accuracy errors during a term-long process of tracking errors. It is a convenient tool to support teacher feedback on written assignments whether classes are taught synchronously or asynchronously, in person or online.

Preparation

Step 1: Teach writing error types and any error identification coding system to the class before introducing activity. Students must understand how the instructor marks errors on written assignments and what such marks mean.

Step 2: Prepare the Error Chart. This is a checklist-style grid with columns for each planned written assignment, and rows for each of the accuracy categories, such as subject-verb agreement, verb tense, and so on. An Error Chart example can be found in the appendix, but teachers might want to adapt or create their own, according to their needs.

Step 3: Create an example essay where the instructor highlights 2-3 easily identifiable errors, such as a spelling error, subject-verb agreement issue, and incorrect verb tense.

Step 4: Mark the first completed written assignment identifying errors using a highlight or coding system, or other method.

Procedure

Step 1: Hand out a practice Error Chart (this can be done in class, or virtually, depending on your situation).

Step 2: Pair up students. Distribute highlighted example. Ask students to work with their partner to identify the three error types.

Step 3: Get a volunteer to read the first highlighted error.

Step 4: Elicit the error type (e.g., spelling error).

Step 5: Ask students to look at the practice Error Chart.

Step 6: Explain that horizontal columns are for writing assignments and vertical columns are for grammar errors.

Step 7: Ask the class to match the highlighted error from the example essay, spelling mistake, with its corresponding match on the practice Error Chart.

Step 8: Direct the class to place one tick mark in that square.

Step 9: Repeat steps 7-8 for the remaining two highlighted errors.

Step 10: Check for understanding.

Step 11 Distribute a clean copy of another Error Chart. Explain that it is useful for students to keep track of recurrent errors, and their own Error Chart should be looked over throughout the semester.

Step 12: Return the first marked written assignment giving students time to review the highlighted or notated feedback.

Step 13: Direct students to work alone and make a record of their errors using the Error Chart.

Step 14: Place students in groups or pairs to check if errors are correctly identified.

Step 15: Monitor students to help with any questions.

Step 16: Direct the class to finish the process at home, if necessary.

Step 17: Repeat this activity for each written assignment throughout the school term in order to improve students' accuracy in grammar as well as to assist with any redrafting.

Conclusion

Using Error Charts is a quick and systematic method of encouraging students to engage with teacher feedback. It provides an individualized reference for self-correction and writing development. It helps teachers to respond to the most common and recurrent errors, which enables the instructor to tailor grammar instruction that focuses on individual or class needs.

Appendix
Error Chart
This appendix is also available in PDF format from the online version of this article at https://jalt-publications.org/tlt/departments/myshare.

Count the error using the mark (正) according to the grammar error types below from your writing guidebook.

Error Type	WA1	WA2	WA3	Comp. Test #1	WA5	WA6	WA7	Comp. Test #2
Misplaced and dangling modifiers								
Commas								
Other punctuation								
Verb problems								
Adjectives and adverbs								
Spelling								
Subject-verb agreement								
Commonly confused words								
Apostrophes								
Capitalization								
Coordination and subordination								
Parallelism								
Quotation marks								
Pronouns								
Word use								
ESL								
Run ons								
Fragments								

Believe It or Not (Online Version)
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Quick Guide
- » **Keywords:** *Present perfect, life experiences, past simple questions, true or false?*
- » **Learner English level:** *Intermediate and above*
- » **Learner maturity:** *Junior high 3rd year and above*
- » **Preparation time:** *5 minutes*
- » **Activity time:** *5–10 minutes per student*
- » **Materials:** *Zoom and completed worksheet (see appendix)*

"I have driven a steam train, eaten ants and climbed Mt Fuji." Impressed? Well before you offer your congratulations, I would suggest you dig a little deeper as all may not be quite as it appears. *Believe it or not* is a two-part scaffolded, online, communication challenge that will have your students picking memories and testing imaginations as they dig deep to separate fact from fiction and uncover the real stories behind sets of purported past experiences. But it doesn't stop there. With the truth out, it's time to spread the conversational net and see who else shares a similar past!

Preparation
One copy of the worksheet per student e-mailed in advance. Complete Part A and B before coming to the online class.

Procedure
Step 1: On a piece of paper write a sentence stating a true, personal life experience.

For example: "I have been to Sapporo."

Step 2: Hold this up to the PC camera and read the sentence. Ask your students to find out more about this event. Point them, if necessary, to the *Wh-* questions listed on their worksheets.

Step 3: Introduce the first activity. Show your completed Part A of the worksheet to the students, explaining that two of the sentences are true but one is false. Read the first sentence and field questions from the class for one to two minutes.

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Step 4: Repeat with sentences B and C.

Step 5: Now take a vote on which experience your students think is the false one. You can use the thumbs up reactions feature here. Write the results on the board. Finally uncover the truth.

Step 6: Now, it's the students' turn. Using the 'Breakout Room' function on Zoom, divide the class into groups of three or four students. Zoom does this automatically or allows you to allocate manually.

Step 7: Before pressing the button to send the students into their Breakout Room groups, decide who will go first, second etc. Also, set a time limit for each sentence Q&A and vote. Allocate one student to be timekeeper.

Step 8: The first presenting student holds the completed Part A of their worksheet to the camera and reads the first sentence to their group. The questioning can then begin.

Step 9: To monitor the progress of different groups just press the 'Join' button on the Breakout Room interface and you can visit individual groups at will. When sufficient time has passed, close all breakout rooms and rejoin as a class.

Step 10: Introduce Activity 2: *Have you ever _?* Using the questions in Part B of the worksheet, divide the class into new Breakout room groups. Review the *Wh-* and follow-up questions on the worksheet, set a time limit and monitor as described above.

Step 11: Regroup as a class for feedback. Noteworthy revelations could also be fed back to the whole class via the chat function!

Conclusion

Although originally designed for the classroom, I have found that these activities work equally as well in this online format, continuing to generate lots of language and providing plentiful question and answer practice for students, who *Believe it or not,* become so absorbed in their search for the truth that the English just comes naturally. Now that's a fact!

Appendix

This appendix is also available in PDF format from the online version of this article at https://jalt-publications.org/tlt/departments/myshare.

Believe it or not worksheet.

Ta-Talk: A Speaking Activity for Fluency Improvement

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Quick Guide

- » Keywords: *Speaking, feedback*
- » Learner English level: *Any*
- » Learner maturity: *Any*
- » Preparation time: *Initially 10-20 minutes*
- » Activity time: *5-10 minutes*
- » Materials: *List of speech topics (Appendix 1), word-count sheet (Appendix 2), timer*

Ta-talk is an activity for practicing speaking fluency. In this small-group activity, students choose a speech topic of their interest from a list, take a minute to prepare for their speech, and then talk about their topic in English for one minute. It focuses on speed and quantity over accuracy, and this is gauged by counting how many words are spoken in one minute.

This quick activity provides students fluency practice within their linguistic competence, while the group aspect also helps them learn to give feedback to and pick up useful expressions from each other.

Preparation

Step 1: Make a list of as many topics as possible that are easy for your students to talk about (e.g., "My hometown," "My research") (see Appendix 1).

Step 2: Make a word-count sheet. This sheet will be used to count how many words are spoken in the activity (see Appendix 2).

Procedure

Step 1: Explain the flow of this activity, in which students in a group will play three roles in turn (Speaker, Encourager, and Counter). The Speaker makes a one-minute speech with a quick preparation, the Encourager listens to the speech, giving feedback occasionally, and the Counter listens to the speech and counts every word spoken by the Speaker using a word-count sheet (e.g., placing a finger on the number "1" and moving the finger on the sheet as the speech goes).

Step 2: Give out the list of speech topics and the word-count sheet to the students.

Step 3: To facilitate the speaking practice, give some examples of verbal feedback that the listening students can encourage the speaker with (e.g., "Right," "I see," "Sounds great").

Step 4: Make groups of three students.

Step 5: Get each student to choose one topic from the list that they would like to talk about. Encourage students to choose something that is manageable and not too challenging.

Step 6: Give each student one minute to prepare for their speech. Have them write down some keywords that might be useful.

Step 7: Get students to decide who will speak first by, for instance, rock-paper-scissors.

Step 8: Start the first round. The Speaker talks about his/her topic to the Encourager for one minute. Monitor and make notes for feedback.

Step 9: After one minute, give a signal and stop the speech. The Counter tells the number of words to the speaker.

Step 10: Ask students to change roles and start the second round.

Step 11: Repeat until all students have spoken. This is one set of *Ta-talk* and takes only about five minutes.

Step 12: When one set is finished, give feedback on useful expressions or strategies to make the speech smooth or free of common errors.

Step 13: If time permits, continue with a second set of *Ta-talks*. This time assign to different students, so they can enhance fluency by working with very familiar topics.

Conclusion

Ta-talk is a useful activity that works effectively as a regular practice for developing spoken English skills. The speech time can be extended to 2-3 minutes, depending on the students, and this activity can also be conducted online (e.g., using breakout rooms in Zoom), making it a versatile, materials-light activity for any classroom context.

Appendices

These appendices are also available in PDF format from the online version of this article at https://jalt-publications.org/tlt/departments/myshare.

Appendix 1: *List of Speech Topics*

	A	B	C	D	E	F
(1) Myself	Self-introduction	My hobby	My hometown	My treasure	My family [mother/father/ brother/sister/ grandmother/ grandfather/ pet]	My dream
(2) Vacation & Travel	The summer [winter/spring] vacation plan	Last summer [winter/spring] vacation	The best [worst] vacation I have ever had	The country [prefecture/city] I want to visit	A memorable place I have ever visited	My dream vacation
(3) My Favorites	My favorite musician [artist/athlete/ comedian/ actor/actress/ youtuber]	My favorite movie [manga/ videogame / app/online game/TV program]	My favorite food [drink/ restaurant/ café/izakaya/ bar]	My favorite place [theme park/park/ tourist spot/ museum/ mountain/river]	My favorite subject [teacher/ professor/ experiment/ book/writer]	My dream husband [wife]
(4) School & University	The library [cafeteria/ gym/ classroom] of my school [university]	My research [laboratory]	My friends [boyfriend/ girlfriend] at this school [university]	The best [worst] thing about my school [university]	Club activity at my school [university]	My dream school [university] life
(5) If…	If I won the lottery…	f today were the last day of Earth…	If I were the principal [president] of this school [university]…	If I were a native speaker of English…	If I were a bird [lion/mouse/ dog/cat]...	My dream world
(6) Others	Good points and bad points of online classes [homework/ school uniforms/gap year]	The reason why I want [don't want] to work abroad	What I have been doing for a long time	The reason why I study English	A new school rule I would make	Effective ways to learn English

Appendix 2: *Word Count Sheet*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Paul Raine

In this column, we discuss the latest developments in ed-tech, as well as tried and tested apps and platforms, and the integration between teaching and technology. We invite readers to submit articles on their areas of interest. Please contact the editor before submitting.

Email: jaltpubs.tlt.wired@jalt.org
Web: https://jalt-publications.org/tlt/departments/tlt-wired

Paul Raine has been a Japan-based teacher and coder since 2006. He has developed the web-based language teaching and learning platform *TeacherTools.Digital*, and many other web-based tools.

Producing Educational Podcasts with Anchor

Richard Thomas Ingham
The British Council, Japan

Podcasts and podcasting have experienced huge growth in recent years, with an estimated 800,000 active podcasts and over 54 million podcast episodes available worldwide (Adgate, 2019). A recent report on podcasts in Japan (St. Michel, 2019) noted a proliferation of English language learning related podcasts, indicating considerable demand for this kind of podcast.

Regarding the beneficial effects of podcasts in foreign language education, Hasan and Tan (2012) noted improved listening skills as a result of listening to podcasts and suggested their future integration into ESL curricula to facilitate learning. Within Japan, a recent study by Lauer et al. (2016) found that students using podcasts were able to achieve considerable improvements in their listening scores in TOEIC-style tests.

However, while this research highlights the potential benefits of podcasts for language learning, the image persists that the creation and distribution of voice content is problematic. I have found that this is not the case, and learner-focused podcasts can be quickly and easily published using a minimum amount of equipment. I have used the software described in this article to produce the weekly NUFS Collabo English Podcast for the students at the university department where I am currently employed (see https://anchor.fm/richard-nufs to access this podcast).

Producing your own podcasts could enable you to tailor listening content to your learners' needs, thereby increasing their motivation. Alternatively, you may decide to let learners participate actively and increase their engagement by encouraging them to produce podcasts of their own.

Anchor

Anchor is one of several podcast-making apps currently available, and can be regarded as a kind of "one-stop shop" for podcasting. While many podcasting platforms charge to host and distribute podcasts, Anchor is free, with no hosting fees, trial periods, or paywalls, representing a real boon for cash-strapped educators. It enables the user to record, edit, and host a podcast, either via the free smartphone app, or by using the website Anchor.fm. I have found that it is best to download both, as each has its own specific strengths and weaknesses.
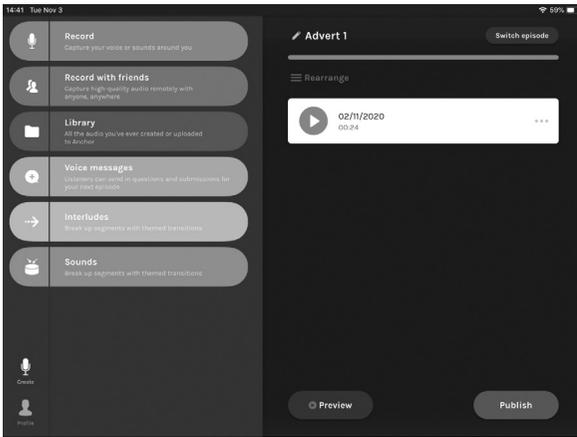
Everything that is needed for each part of the podcasting process is provided, and users can pick and choose which elements to use. For example, a podcast show can be created entirely from scratch within Anchor's software, or alternatively, previously created audio files can be easily uploaded and distributed using the web application.

Recording

After downloading the app and signing into the website, the first stage is to record the segments of your podcast. It is possible to record these from a phone, tablet, or computer, giving users a great deal of flexibility. For example, on the spot recording using the built-in microphone on a tablet is simple, and this is the method I have used to record most of my podcasts. The image below shows the main interface page encountered when starting up the app.

It is also possible to record remotely via the app—useful during these socially-distanced times—by using the "Record with Friends" feature. This can be used to connect to 10 people from anywhere in the world through the application. I have successfully used this feature to record interviews with students and co-workers when face-to-face meetings were not possible.
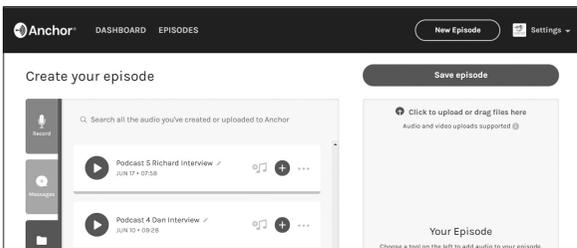
It is also feasible for students to record their own segments and provide you with the sound files. These can be easily added into the podcast using the episode builder discussed below.

Whilst condenser microphones and audio interfaces will no doubt improve the audio quality of your podcast, sophisticated recording equipment is by no means necessary. I have achieved a perfectly acceptable sound quality for my own educational podcast by using the in-built microphones on my tablet and computer.

Episode Building

Once you have recorded a sound file or files, you can then start to build the podcast. This can be done either via the app, or via the website, and podcast segments just need to be dragged and dropped to where you want them to appear in the podcast. The episode creation screen from the website is shown in the image below. Within the app, it is possible to add some simple sound effects and interludes to break up the segments and make the podcast sound a little more professional. However, it should be noted that sophisticated editing of the audio content is not possible within the Anchor software. As your podcasting skills develop, however, you may want to explore the possibilities of other audio editing software such as Audacity or GarageBand.
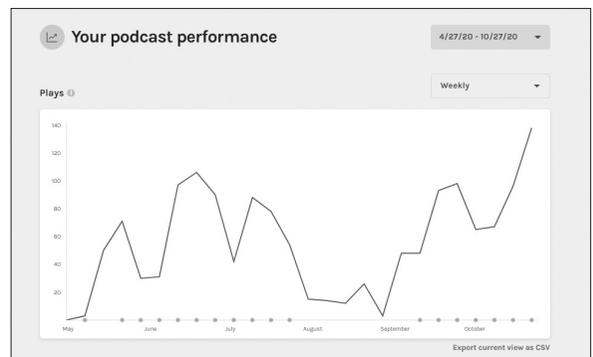

Distribution and Sharing

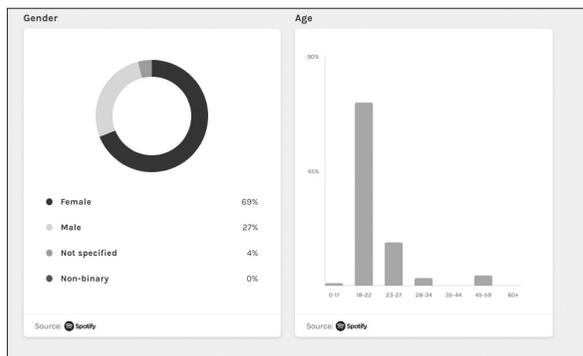Podcasts are automatically available for people to hear on the Anchor website as soon as you upload them. However, in order to make them more accessible to your learners, you will probably want to make them available on Apple Podcasts (iTunes) and Spotify. With Anchor, if you choose to distribute your podcast everywhere, it will be automatically submitted to other podcast platforms, with a notification being sent to the podcast creator when it becomes available on a new platform. The software provider maintains that the process usually takes between 24-48 hours, although it took over 10 days for my initial podcast to appear on Apple Podcasts. After the initial set-up, future episodes are automatically distributed to all the platforms. In my experience, new podcast episodes are available within a few hours of their upload to Anchor.

All Anchor podcast members are provided with a custom Anchor URL (e.g. https://anchor.fm/richard-nufs). When shared, this link takes listeners directly to your podcast—either in the Anchor mobile app if they have installed it, or the Anchor web profile. This URL can be used to embed the podcast into your blog or website, so that learners do not need to leave the website to listen to the podcast.

Analytics

The Anchor online site provides several simple analytical tools, enabling analysis of the podcast's performance. Details on the total number of plays, estimated audience size, and episode popularity are easy to obtain. Information relating to the listeners —their geographical location, age, gender and the devices that they listen on—is also readily available. For example, the screenshots below from my Anchor site provide me with information about the weekly number of listeners, it also breaks up these listeners by gender and age group. Perhaps more interestingly, it is possible to drill down into each episode to check the retention rate of your learners—are they listening to the whole podcast, or switching off after a few minutes? These analytical features can provide educators with valuable feedback, enabling them to tailor their podcasts to their learners' needs.

Gender	
Female	69%
Male	27%
Not specified	4%
Non-binary	0%

Source: Spotify

Age

Source: Spotify

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Conclusion

In all, the production and distribution of podcasts through the Anchor software is free, straightforward, and quick to achieve. The provision of simple analytical tools enables users to check their podcasts' performance and make necessary changes to increase learner engagement. While not the most sophisticated podcasting software available on the market, Anchor is not only free, but also provides educators with a great way to examine the potential benefits of podcasts for their learners.

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

This month's column features Thomas Entwistle's review of Usborne English Readers series *and Susan Brennan's evaluation of* CBS NewsBreak 4.

Usborne English Readers

[London, UK: Usborne Publishing, 2017. Starter level p. 24. Level 1 p. 32. Level 2 p. 40. Level 3 p. 48. Individual books ¥970. ISBN: 9781474927826.]

Reviewed by Thomas Entwistle, The British Council, Japan

There are levels of the Usborne English Reader series available: Starter (six titles, low A1, 300 headwords), level 1 (twelve titles, A1, 500 headwords), Level 2 (twelve titles, A2, 800 headwords), and level 3 (eleven titles, B1, 1,200 headwords). All of the titles are adaptations of mythology (*King Midus, Robin Hood*), classic stories (*Romeo and Juliet, Alice in Wonderland*), and fairy tales (*Cinderella, Snow White*). Each reader is fully illustrated and comes with activity pages, a word list with concise definitions, downloadable grammar resources (above starter level), and a QR code link to an online audiobook version in both American and British English.

It may be argued by some in higher education that graded readers do not have a place in academic courses and in academic contexts. However, as Day et al. (2011, p. 10) stated, extensive reading (ER) "is an approach to teaching reading whose goal is to get students reading in the English language and enjoy it." It was beliefs like this that piqued my interest in ER and why I decided to critique the Usborne English Reader series.

There are three main ways of approaching ER. (1) A class reader: This is teacher led, with the teacher choosing appropriate titles. All the students read the same book and the teacher holds a mini lesson around the book. (2) A class library: This is "pure", student led, ER where learners can choose any title they like and the only input from the teacher is encouragement to read more. (3) Students' own reader: Students can choose what book to read, keep a written record of what they read, and then in class, share what was read. It was this third type of ER that we decided to experiment with.

The Usborne English Reader series was trialled in a weekly reading class. Once a unit (every three weeks) the students were asked to choose a book from the library to read, make notes of what they read, what they learnt, and if they would recommend it. The students would then share their experience at the start of the following lesson. Even though the students had a plethora of graded readers to choose from, the Usborne books continued to be very popular. The student feedback for this ER trial in an EAP context mirrored that of Macalister's (2008). Students enjoyed the task, found it useful, recognised the need to read more, and more importantly, read for pleasure.

Due to shifting classes online as a result of Covid-19, the students had been unable to access the department's ER library. To provide them (particularly the freshmen) with more input, we made the QR codes for the Usborne audiobooks available to the students through our university Moodle page. Results from the end of semester survey carried out in July 2020 showed that 19.5% of the freshmen cohort thought that the audiobooks were "fun and interesting". Although 19.5% may sound low, it was a purely extensive listening activity meaning students had the choice whether to listen to the books or not.

The students were all aged 18 to 22, on a non-English major at a private university in Japan. The most common negative feedback we received about the Usborne books was that they were not interested in these types of stories. It has been stated that adult students are generally more interested in non-fiction graded readers (Lien, 2017). This could explain why certain students were not so taken with these titles, due to the age range of our learners.

Having said that, even though the titles in the English reader series are all non-fiction and not to all learners' preferences, the most popular Usborne books (which are some of the most popular titles in our library) are culturally relevant and hugely popular in Japan (*Rapunzel, Aladdin, Beauty and the Beast,*

etc.). I suspect that the link to pop-culture could encourage reluctant readers to pick up a book and get into the reading habit (Bowler, 2006).

To conclude, titles from this graded reader series could make visually stimulating, engaging, and welcome additions to any young learner, university, personal graded reader library, or ER programme. Furthermore, the QR codes in the books can provide students with valuable extra extensive listening opportunities and exposure to different world Englishes they may not have had exposure to previously.

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CBS NewsBreak 4

Reviewed by Susan Brennan, Seikei University, Tokyo

CBS NewsBreak 4 is the latest in a series of course books for intermediate-level students. It aims to present a variety of authentic news stories from America's CBS Television relevant to university students' interests that utilizes an integrated four-skills approach. The textbook is organised into 15 units that deal with a range of topics such as *Selling Charity, How Microfibres in Clothes are Polluting our Oceans,* and *Please Come In:*

Brick-and-Mortar Stores Looking for New Ways to Lure Customers. Three of the topics also directly relate to an aspect of Japanese culture. Each unit begins with picture prompts and two *Before You Watch* questions to active knowledge and contextualize the topic. This is followed by a word and definition matching section that highlights potentially new vocabulary from the video. For the first viewing, there are two *Getting the Gist* statements that students must correct. For the second viewing, *Getting into Details,* portions of dialogue are blank, and there are nine true/false comprehension questions interspersed throughout. Additionally, there is a column that provides Japanese translation of specialised, low-frequency vocabulary, or idiomatic phrases, such as *harem pants, chic,* and *wave a magic wand.* A summary of the video with 10 missing words follows, a grammar focus in some units, and a short dialogue/phrase translation task. Finally, there is the *Critical Thinking* section with 5–6 discussion questions. The videos are mostly around 3 minutes—the longest at 4 minutes and the shortest at 1.5 minutes.

Many teachers these days turn to the Internet as a source of authentic material with which to supplement the contrived listening and reading tasks often found in textbooks. With lower levels, teachers may be hesitant to do this, and there is research to support reserving authentic materials for intermediate levels and above; however, McNeil and Miller (cited in Akbari & Razavo, 2005, p. 109) counter that the use of authentic materials is effective for lower-level students too, as they are encouraged to learn coping strategies for complex tasks. The CBS NewsBreak 4 DVD has English sub-titles as well as audio speed control. Therefore, teachers of low-level learners should be able to adequately scaffold students' listening capabilities.

University English courses in discrete skills are still in vogue—think of the perennial academic writing and discussion classes—despite abundant research that learners benefit from skill integration. Oxford (2001) argues that discrete-skill teaching does not prepare students for the communicative acts they will face in academic, business, and real-world settings. CBS NewsBreak 4 goes part of the way towards meeting this criteria, but falls short in its writing tasks. There is a summary writing activity, but it is, basically, a gap-fill exercise. The short dialogue requiring Japanese-to-English translation is also a missed opportunity. Summary writing is one of the many writing skills that learners require, particularly those with study abroad in mind. The basic components are "comprehending and identifying the main propositions in the text, condensing the main propositions, and writing succinctly in

one's own words" (Hosseinpur, 2015, p. 71). While CBS NewsBreak 4 offers students a summary model, it does not scaffold learning beyond that.

For this review, two units of CBS NewsBreak 4 were used with a freshman, mid-level production skills class who meet weekly for 90 minutes. I was limited to *Japan: Unusual Rental Universe—You Can Even Rent a Family* and *Lost in Translation: How China is Cracking Down on Poor English Translations* due to the sample DVD/teacher's manual supplied. Due to time and curriculum constraints, the in-class focus was on pre-listening vocabulary task, listening/viewing, comprehension checking, and discussion. The writing activities were completed independently. Students reported that they found the topics and discussion questions interesting and half of them found the translations helpful. Almost all of them said they found the video a little difficult to understand, which is to be expected. When polled on other topics/units of interest, the two most popular were: *Do Happy People Live Longer?* and *Is Coffee the Secret to a Longer Life?*

In short, CBS NewsBreak 4 is a very useful textbook for teachers wanting to use authentic, topical listening materials for mid-to-intermediate level learners. Those who are teaching four-skill courses will also find this a valuable resource, although the writing tasks provided are merely a springboard for a more robust approach to summary writing and beyond that teachers will need to supplement the material.

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ARTICLES

JALT PRAXIS • BOOK REVIEWS

JALT FOCUS

Recently Received
Julie Kimura & Ryan Barnes

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

Recently Received Online

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

* = new listing; ! = final notice — Final notice items will be removed on February 28. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviews published in *TLT*)

Contact: Julie Kimura — jaltpubs.tlt.pub.review@jalt.org

* *ELT Training Library* — Language Fuel. https://www.elttraininglibrary.com/ [This library of interactive training courses is for novice teachers. Topics covered include pedagogy, classroom management, and intercultural awareness.]

! *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.]

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.]

* *Longman preparation series for the TOEIC® test: Intermediate course (6th ed.)* — Lougheed, L. Pearson, 2018. [This new edition is suitable for students at the B1-B2 CEFT levels and includes three practice tests, over 1000 practice items, as well as test taking, grammar, and vocabulary tips.]

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 be assertive — Ito, L.
* Ten ways to be healthy — Takeuchi, C.
! Ten ways to be environmentally friendly — Takeuchi, C.
! Ten ways to be polite — Boon, A.
* Ten ways to be productive — Boon, A.
! Ten ways to be smart online — Ito, L.
* Ten ways to be successful in love — Ito, L.
! Ten ways to control your emotions — Ito, L.
* Ten ways to manage money — Boon, A.
! Ten ways to understand the news — Maclauchlan, K.

* *Ready to present: a guide to better presentations* — Bartelen, H., & Kostiuk, M. Cengage, 2019. [This text was written to help learners develop skills needed to create content and deliver it. Teacher's manual includes answer keys, teaching tips, supplementary comprehension questions. Students have online access to classroom audio and video.]

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-jaltpubs.tlt.reviews@jalt.org

* *Foreign female English teachers in Japanese higher education: Narratives from our quarter* — Nagatomo, D. H., Brown, K. A., & Cook, M. L. Candlin & Mynard, 2020.

* *Innovations and challenges in language learning motivation* — Dörnyei, Z. Routledge, 2020, https://doi.org/10.4324/9780429485893

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: jaltpubs.tlt.teach.assist@jalt.org

In this issue of Teaching Assistance, Yuri Machihara reminds readers that English, like music, has its own melody and rhythm. And music, like language, varies across regions and cultures. This lets people express themselves. For the past five years, she has been working in the International Office at Kagawa University. She runs activities in the Global Café, a space where Japanese students and foreigners gather to talk, exchange ideas, learn, and have fun, while preparing to study overseas.

In a vibrant five-part essay, she posits that vocalization techniques that she learned while studying music in the US can be applied to teaching pronunciation in Japan. She explains using posture and volume as basic examples. Speed is a more challenging technique. When she observed students rush through pauses and breaks, she recommended that they begin by speaking English slowly. That can be awkward though. An alternative solution is to train students to add whole, half, and quarter rests between sentence clauses. That would allow them to find and cement where pauses should go. She deftly concludes her argument that such music techniques do improve oral communication by reinforcing the point that speaking English is not about the accent but about the skill.

Adapting Music Techniques to Teach English Pronunciation

Yuri Machihara
Kagawa University

Every student has their own reasons for studying English. It may be to travel, to study abroad, or to create a stronger resume for a future career. Sometimes, I have students who say they want to speak like a native English speaker. I have mixed feelings about this. Although it may be a good incentive, it should not be their goal. I want students to be able to express themselves in their own way instead of trying to speak like someone else.

When I teach English, I find using techniques that I practiced while studying music to be effective in improving pronunciation (Yuzawa, 2007). I learned English by living in the US and studied music from a young age. Traveling back and forth between the US and my hometown, I became interested in international relations as well as English education in Japan. After graduating from university, I returned to my home country and started teaching at Kagawa University (Figure 1). There, I have been coordinating international exchange programs and teaching English to students interested in studying abroad. Below are several observations that I have had with my students in my conversation class for beginners.

Figure 1. The author (standing) in conversation with students at Global Café.

Posture

I had a student ask me how to pronounce the word *cocurricular*. He was saying something similar to /ˈkɔ-kju-ri-lər/, with a missing syllable and unaware that the word should be divided into "co" and "curricular." After pointing these out, the word could be recognized, but his pronunciation sounded muffled. This time, he was having trouble with the /r/ sound. I saw him sitting at his desk, staring into his book with his brows furrowed. I asked him to straighten his back to open up his vocal cords, relax his shoulders to free up his muscles, and not to curl his tongue too far back.

"Cocurricular" he said. At that moment, I heard him say /ˌkō-kə-ˈri-kyə-lər/ with a clear /r/ sound– of course, with a bit of uncertainty but with clarity.

When learning music, it is essential to know how to hold your instrument properly (Reese, 2012). Before you play a note, you need to learn how to place the violin under your chin or which fingers go on which keys for the flute or clarinet. You also want to position your music stand so that it is high enough to see the teacher or conductor just by moving your eyes from the notes on the page. And raising that music stand automatically straightens your back and helps maintain good posture.

Volume

When my students study vocabulary, I often see them study quietly, saying the words to themselves with a soft voice. This may be enough to learn the definition, but if they want to learn the pronunciation of the words, I tell them that they should practice saying the word out loud and, if possible, louder than the voice they usually use in a conversation.

As a music student, I practiced difficult sections until I could play them well, loud and, strong. The reason for this was that playing loudly requires more strength and my muscles to work harder than when I played softly. When my hands became comfortable playing strong notes, playing normally made the section feel easier. Much of this is the same with English. In English, the mouth moves differently when you are whispering, when you are having a conversation, and when you are calling out to someone. Also, it requires more movement and power for your voice to be projected. If students are asked to speak up but have only practiced speaking softly, they often stumble on the word that they are not used to saying. However, if students learn to speak with a strong voice and practice varying their volume, then speaking in a natural tone takes less effort and allows them to produce the right sounds while sustaining the flow in their speech.

Speed

When Japanese students try to mimic native speakers, they often speak too quickly. The problem is that they speak so fast that they ignore the pauses and breaks that are essential to creating the flow in their speech and the listener is not able to distinguish the words that are being said.

In music, if you are learning a new passage, you start playing slowly (Volpé et al., 2014). By using a metronome, you set a slow tempo and make sure that you can play all of the notes in the rhythm written on the page. For example, if the passage should be played at 120 beats per minute, you might start at 60 beats per minute. Then, you practice at

a faster tempo and continue raising the speed until you reach the tempo at which the passage should be played—120. Let's say you can play the passage at 100 beats per minute. You then adjust the metronome to the next setting—104 beats per minute—and continue practicing at 104. But then you make a mistake—not just once, but each time you get to a certain note. If you ignore the mistake and continue setting the metronome faster to reach the goal of 120 beats per minute, the mistake will never be fixed. To correct the mistake, you have to go back—not to 104 beats per minute, but to 100 beats per minute or ever slower and make sure that you can play the entire passage accurately. You can always slow down, but you are not guaranteed anything if you cannot do it slowly.

Conclusion

I believe that music is a form of language, and that English is highly musical. Like language, music varies among different regions or cultures and can be used to express oneself. (Trehub et al., 2015). Likewise, English varies between people and is used to communicate with one another. Students in Japan may feel embarrassed about their *Japanese English*, but we need to remind them that speaking English is not about the accent—it is a skill to communicate. These practices of maintaining good posture, voice projection, and talking at an appropriate speed are only a starting point to help establish the basic techniques for speaking, but once they know how to take things slowly, they can develop a good ear for distinguishing subtle sounds and listening for rhythm and flow to further improve their oral skills.

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Jerry Talandis Jr.

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

Email: jaltpubs.tlt.writers.ws@jalt.org • Web: https://jalt-publications.org/psg

How to Create Memorable Titles

Previously in *Writer's Workshop*, Tanner (2020, p. 59) challenged us to pay special attention to the title: "Ask yourself this question: How can you make it memorable?" Titles are, without question, extremely important, as they are the only part of your paper guaranteed to be read. Well-chosen titles condense content into a few words and hook attention, enticing potential readers. Poorly written ones—verbose, jargon-filled, or vague—make it less likely that your hard work will get noticed. In this column, I will cover attributes of successful titles and explore some tried and true formulas to make them more informative and engaging. I will also provide a list of common pitfalls to avoid as well as some exercises to help you develop your title writing skills.

Attributes of a Good Title

According to Bavdekar (2016), the main purpose of a title is to inform readers about the contents of the article. Good titles are simple, direct, clear, brief, and attractive. The ideal length will vary according to journal guidelines, so be sure to consult those before you begin pondering various possibilities. For example, the guidelines for *ELT Journal* state that "titles should preferably be no more than 50 characters long, with an absolute maximum of 70, including spaces" ("Information for Authors," n.d.,

para 37). Yes, even blank spaces may count towards your title's length! You'll need to keep this limitation in mind and work within it.

The following rubric in Table 1 can be used to evaluate title ideas across four criteria: Does the title accurately predict content? Is it interesting? Does it reflect the tone of the article? Are important keywords present to improve searchability?

Which of these four versions do you like best? Well, according to the rubric, they are either a bit dry (#1), not descriptive enough (#2), or vague and incomplete (#3). Only Title 4 meets all of the criteria. However, at 94 characters, the length may not fit within the limits stated in the submission guidelines. Each and every word will therefore need to be considered. Ask yourself: *Is it essential?* Going through such a process will clarify the most important aspects of your manuscript and lead to a better title.

Alternative Title Constructions

While the *Engaging: Informative* construction, featuring a colon, is a tried and true formula for an effective title (Sword, 2012), there are viable alternatives. Hartley (2012) noted that research on the effectiveness of various title types is inconclusive and is highly dependent on author preference and reflective of preferred styles within various disciplines. In other words, since there is no one best way to write a title, it is worth looking into a variety of alternative approaches. His research uncovered 13 different title types, organized by function (see Table 2).

Table 1. *Rubric for evaluating titles for research papers (Based on Hairston & Keene, 2003)*

	Different versions of the same title	Predicts content?	Interesting?	Reflects tone?	Important keywords?
1	Benefits of meditation for the language teaching profession: A quantitative investigation	Yes	No	No	Yes
2	Why mindful teachers make the best instructors	No	Yes	Yes	No
3	Meditation gurus	No	Yes	No	No
4	The present teacher: A quantitative report on how meditation can improve teaching and learning	Yes	Yes	Yes	Yes

Table 2. *Thirteen different academic title constructions (Hartley, 2012)*

	Title Function	Example
1	Announces the topic in general	*The age of adolescence*
2	Particularises a specific theme following a general heading	*Pre-writing: The relation between thinking and feeling*
3	Indicates the controlling question	*Is academic writing masculine?*
4	States the findings of the study	*Asthma in schoolchildren is greater in schools close to animal feeding operations*
5	Indicates that an answer to the question will be revealed	*Abstracts, introductions and discussions: How far do they differ in style?*
6	Announces the direction of the author's argument	*Plus ca change...Gender preferences for academic disciplines*
7	Emphasizes the methodology used in the research	*Using colons in titles: A meta-analytic review*
8	Suggests guidelines and/or comparisons	*Seven types of ambiguity*
9	Bids for attention via startling openings	*'Do you ride an elephant and never tell them you're German': The experiences of British, Asian, black, and overseas student teachers in the UK*
10	Attracts via alliteration	*Legalese and legal ease*
11	Attracts via literary or biblical allusions	*Lo! They came to pass. The motivations of failing students*
12	Attracts via puns	*Now take this PIL (Patient Information Leaflet)*
13	Seeks to mystify	*How do you know you've alternated?*

Understanding the Impact of *Paratext* and *Subtext*

With so many viable title options, how can you know which is best for your paper? Sword (2012) argued that titles do not exist in a vacuum. Though they shape the reading experience, they are also influenced by *paratextual elements*, such as the cover, publisher's blurb, author's name, preface, dedication, typography, and illustrations. The paratext could also include the type of journal or the theme of a conference. Awareness of these contextual matters can encourage more creativity with your titles. For example, if you are publishing an article in a journal dedicated to task-based language teaching, you may not need to include these exact words in your title, since all articles appearing within would ostensibly investigate this topic in some way. Given this context, perhaps a more adventurous title would help your paper stand out and get noticed. Alternatively, if you prefer to play it safe, you could use acronyms such as *TBLT* without worry, knowing they would be easily identifiable by potential readers of this journal.

Sword (2012) also pointed out the importance of clarifying the *subtext* of your title, the underlying message that can be inferred by attentive readers. For example, a playful, amusing title might signal you are the kind of person who likes to entertain and engage an audience. Conversely, a complicated, jargon-filled one might indicate you want to be taken seriously as a researcher and are unconcerned about reaching a wider audience. Table 3 illustrates some possible subtext messages for different scenarios. In each one, imagine you have been invited to publicly present your findings from a recently completed research project.

As you can see, an ideal title depends greatly on your intended audience and the larger goals of your project. One approach can work as well as any other. As Sword (2012, p. 65) pointed out, "every one of these choices carries both benefits and risks; the same subtext that attracts one reader could easily turn another off." In the end, you will need to decide between fitting in to reach a narrow audience, standing out to connect with a wider one, or both. Be open and aware of the subtext message of your title. A clear and intentional choice you feel comfortable with is the way to go.

Table 3. *Possible subtext messages underlying various title choices (Sword, 2012)*

Scenario	Subtext Message
You would like to present your research findings to specialist colleagues and choose a serious, functional title laden with technical terminology	*You can trust my results because my research has been conducted according to the highest scientific standards*
You are presenting to members of the general public and choose a purely informational title that describes your research in clear and simple terms	*My lecture will be informative and lucid, but possibly rather dull*
To appeal to a non-specialist audience, you decide to go with a playful approach	*I want to entertain you*
You decide an alliterative title is the best way to attract a non-specialist audience	*My talk, like my title, will be carefully crafted*
You feel your research findings contain an important message for society, so you go with a provocative title	*I want to make you think*
You are defending your thesis or dissertation, so you chose a safe title you know your supervisor(s) would approve of	*I am one of you now; I know the rules of the game, so please admit me to your disciplinary fellowship*

Title Pitfalls to Avoid

The road to creating a memorable title is not without its pitfalls, such as these from Bavdekar (2016):

- Failing to omit redundant phrases, such as *investigation of*, *study of*, or *observations on*
- Including abbreviations, jargon, numerical values, or other technical parameters unfamiliar to your target audience
- Utilizing puns or catchy phrases that could be misinterpreted across cultures and are misaligned with the tenor of your paper

Regarding grammar-level faux pax, Sword (2012) advises avoiding the following traps:

- Including more than two abstract or collective nouns, which have a generic, lulling quality. Examples include *analysis, structure, development,* or *students, teachers, subjects*
- Using too many academic verbs, especially in the participle form, such as *engaging, applying, improving*
- Failing to take advantage of powerful concrete nouns and vivid verbs that create solid, clear imagery, such as *piano*, *guppy*, *path*, or *ban*, *mutilate*, or *gestate*

Tips and Exercises for Developing Title Writing Skills

Like any skill, writing memorable titles takes time and repeated practice. Here are some things you can do to improve.

Begin With a Working Title

Mack (2012) recommended you write your title last, after your paper is complete. Begin with a working title, but do not get too attached, as you will need to revise it after you have consulted and worked within the submission guidelines as previously described. As part of this final revision process, Hartley (2012) suggested soliciting some feedback from a few trusted colleagues. This is especially helpful if you are attempting an adventurous title construction.

Write Out Your Intentions

According to Sword (2012), it can really help to clarify what impression you want to make on your audience. Your title announces your intentions in various ways—serious, humorous, detailed, expansive, technical, or accessible. Which way fits your needs best? Taking time to write out your intentions will clarify the subtext and guide you towards an appropriate title style.

Reflect on Your Previous Titles

If you have several publications or presentations under your belt, take some time to reflect on the title styles and structures you used. Use Table 2 above as a guide. Which construct did you use and why? Can you identify the subtext for each? Additionally, if your titles often contain a colon, try crafting a colon-free version that is engaging and informative (Sword, 2012). Revisiting previous titles will reveal

your current thinking on this important aspect of academic writing and hopefully stimulate some creative thinking.

Reflect on the Titles in a Target Journal

Inherent in the meaning of *memorable* is standing out a bit from the crowd in order to increase your chances of getting noticed. If you are planning on publishing a paper in a particular journal, analyze the titles. Do they tend to follow a particular type or structure? If so, then perhaps an opportunity to go in a different direction is at hand. In other words, zig when everyone else zags.

Final Thoughts

Whatever title style you choose, know that there is no one best way to go about it. The best fit for your needs will depend on careful consideration of who you are trying to reach with your writing and what your ultimate goals are. Whether you decide to play it safe with a traditional style or walk a less traveled path, do so with clarity and conviction. Do your best to avoid common pitfalls and be at peace knowing you have created the best possible gateway to your work.

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[JALT FOCUS] SIG FOCUS

Robert Morel & Satchie Haga

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

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

Collaboration is a cornerstone of JALT activities and the same goes for SIGs. While many people often think of collaboration within a SIG, there is an ever-growing amount of collaboration between SIGs as well as between SIGs, chapters, or other groups. This year, the SIG Focus column would like to focus on SIG collaboration in all its forms. Please feel free to contribute or suggest ideas by emailing us at jaltsigfocus@gmail.com. To start this series, we have a message from the JALT SIG Liaison Representative—a role that helps facilitate interaction and collaboration between SIGs and JALT as a whole.

Introducing Our New SIG Liaison Representative

Hi *TLT* Readers,

As the new SIG Liaison Representative, I have been asked to say a few words about SIGs. First just let me say I am currently a member of two SIGs and am thinking about joining more. To me, SIGs are the bread and butter of our organization—the place where specific topics are entertained and developed. My main role as the SIG SRL, is to act as a liaison among the SIGs and the board of directors. The SRL is elected by SIG coordinators every odd year for a two-year term, according to Standing Rule 1.17. As for regular activities, the SRL should communicate with SIG coordinators and other SIG officers via email and face-to-face at conferences and meetings.

My personal experience with JALT has been one that I think many have experienced. That is, like so many, I initially thought JALT was a place where old men sat around smoking cigars and talking theology. Much to my surprise, and much to my enjoyment, I was terribly

wrong. What I found back then, in 1995, was a small group of educators who really wanted to help like-minded individuals get better at what we do. Through mentorship, I was introduced to JALT in a way that was easy to handle and understand.

Granted, the early 1990s were a busy time in my life with my young daughter and family responsibilities, but some teachers would often meet on Sundays to discuss pedagogy. I would attend as much as I could, but it was not until my daughter grew up that I started taking on more responsibility. The more I got involved the more I realized JALT was something that our community really needed. As stressful as teaching can be, it is great to know that other professionals will help with useful ideas and collaboration.

I also realized that through collaboration, more ideas were raised, discussed, and put into action. As the SIG Liaison Representative (SIG SLR), I hope to continue the tradition of helping others become better educators. I believe the SIGs are organizations where people meet to discuss topics relevant to the group. At the JALT SIG level, educators can focus on specific areas of education and where deeper connections can be made across the country. With my role as the liaison representative, I hope to help bridge gaps between the SIGs, work on collaboration between SIGs and chapters, and more open communication with our parent organization.

My vision is that SIGs will be able to collaborate together and form bonds to reach similar goals. Along those lines, we are currently working on ways to collaborate with presenters to get a consistent and unified honorarium system for SIGs so that presenters know what to expect in the form of payment. We are also trying to work with SIGs to provide a list of presenters who are experts in their respected fields. That would help SIGs and chapters when deciding who to ask for a specific presentation. These are just a few of the things SIGs can do to help their membership. I hope to collaborate with each SIG and will strive to keep the SIGs user friendly and beneficial to their members. This can not be done by collaboration only, but through a mentor system that will make lasting relationships and strengthen our organization.

Sincerely,
Grant Osterman

Due to space constraints, we were unable to include Ian Hurrell's SIG Testimonial in the last issue of TLT.

Benefits of Being a Member of the LD-SIG
Ian Hurrell
Member of the LD-SIG Tokyo Get-together Organizing Team

Since joining the Learner Development SIG in 2012, I can say that being a member of this group has had a profound impact on my development as both a teacher and researcher. My first interaction with the SIG was at their forum at the 2012 JALT International Conference. The open and energetic atmosphere of the event, with simultaneous presentation sessions followed by group reflection discussions, offered plenty of opportunities to talk and make valuable connections with the other SIG members. While attending this event, I was encouraged to apply for one of the LD SIG grants to attend a conference focused on self-access learning at Kanda University of International Studies. At the time, I was working at a private language school, so it was a great financial burden for me to travel to conferences. However, with this grant I had the opportunity to participate in and write a publication about the conference, which was of great benefit to me when trying to find a job after completing my master's degree. Since then, I have been a dedicated member of the SIG, attending and helping to organize the regular get-together meetings in the Tokyo area, participating in their forum events at various JALT Conferences, and also participating in their annual Creating Community Learning Together conference. All of these events organized by the SIG have allowed me to make long lasting connections with other professionals; provided me with many opportunities to discuss, present, and publish my research; and also to develop as a teacher who can help my students become better learners.

Is your membership due for renewal?
Check the label on the envelope this *TLT* came in for your renewal date, then go to <jalt.org/main/membership> and follow the easy instructions to renew. Help us to help you! Renew early!

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.

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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 *jaltpubs.tlt.old.gram@jalt.org*

My COVID Reading List for 2020-2021

Schrödinger; or, The Modern Pandora

A gothic horror novel about a scientist named Schrödinger who creates a multiple-reality box and puts his cat in it as an experiment. The resulting quantum-jumping feline escapes and wreaks existential havoc on the village. A new mother checks on her baby and finds eight fully grown children sleeping in the bedroom. A farmer goes to milk his cows and finds his barn full of llamas. Newlyweds awake on their honeymoon to find that, not only are they not married, but they have turned into wicker patio chairs. The villagers blame the cat and march to Schrödinger's castle with torches and pitchforks, demanding that the scientist make things right or die. However, when they get there a doctor named Victor appears at the window and tells them that, in this reality, Schrödinger moved out a decade ago and sold the lab to him. Disheartened, the villagers retreat. But before they leave, Victor asks if anyone would like to volunteer for some "revitalizing experiments" he is trying out in the basement.

The Big Game Hunter

Bored teenager Phyla discovers a tiny map of a fantastical world in the QR code link for a mysterious video game. She follows the map to a land where talking animals coexist in complete harmony (aside from the odd cannibalism binge). The leaders, Pam Pangolin and Tim Tapir, seek Phyla's help to fulfill a prophecy involving an exodus—a "crossing"—beyond an empty stretch of frontier road in the forest. As everyone prepares for the trip, some creatures lose courage. One vocal dissenter calling himself Chicken stands defiantly before the crowd and asks, "Why *should* we cross the road?" Phyla rolls her eyes and says, "Super Mushrooms, duh!" With that, the creatures march valiantly onto the blacktop. Suddenly, Phyla hears a bloodcurdling klaxon burst that awakens her from her nap. It was all a dream. Her parents, seeing her asleep on the porch as they parked their Toyota Resetti in the driveway, had playfully honked the horn. Perturbed but thankful that her dream was not real, Phyla walks to the car to welcome her parents. There are feathers in the grille.

Huckleberry Flynn

A classic picaresque tale of a mischievous boy who escapes from his aunt in Glenfarne and floats down the River Shannon in a rubber dinghy, seeking adventure. Nothing much happens along the way, so when he gets to Limerick he deflates the boat and catches an Éireann Express back to Drumshanbo, hoping a second try will be more fun. On the bus he meets an assortment of odd characters: two attorneys who have opened their own law firm together against the wishes of their divorcing clients; a private detective heading north on the case of a missing child (the boy avoids discovery by disguising himself as the bus's boatswain); and two grifters who win the boy's dinghy in a rigged shell game. The boy gets the last laugh, however, when he convinces them to reinflate the boat by attaching it to the exhaust pipe of the bus while it is in motion. Violent slapstick humor ensues.

A Streetcar Named Derail

A short melodrama about Blunt, a woman who had married into high society but is now widowed and penniless. She is forced to move into the city with her sister, Dulla, who is married to the working-class oaf Gennou. Blunt and Gennou take an instant dislike to each other and start battling for Dulla's sympathy. At one point the married couple fight, and as Dulla retreats to the attic, Gennou steps into the street, repeatedly shouting his wife's name to the sky. He is suddenly struck by an out-of-control trolley and dies. The end.
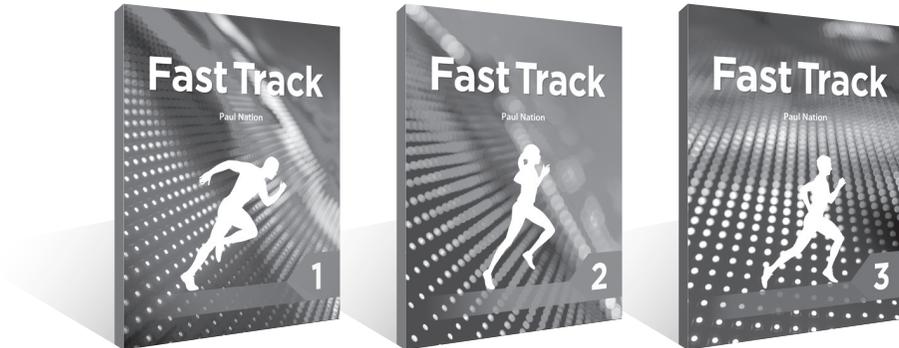
Doomscroll

This dark fantasy novel was pitched as a film idea to Arnold Schwarzenegger in the 80s, but he thought the plot was too farfetched and turned it down. A small, eerily self-illuminating tablet, the Doomscroll, sits on an alter in a temple on a mountain. It is purported to have the answers to all of life's mysteries written in it, but those who try to read from it find that they cannot stop. The scroll forces them to continue reading and neglecting their societal needs until they waste away from hunger, go crazy and jump off a cliff, or get fired by management for unproductivity. Temple emissaries search the land to find the one person who can pick up the tablet and read the magic "tweets" without succumbing to its power. Will they find the Doomscroller? Swipe now to find out!
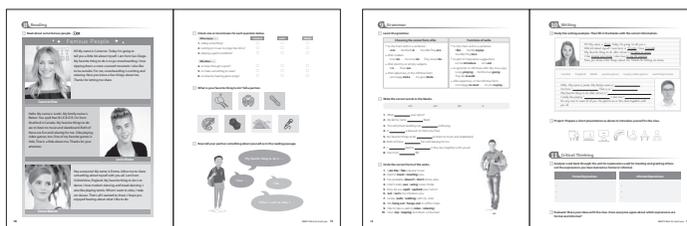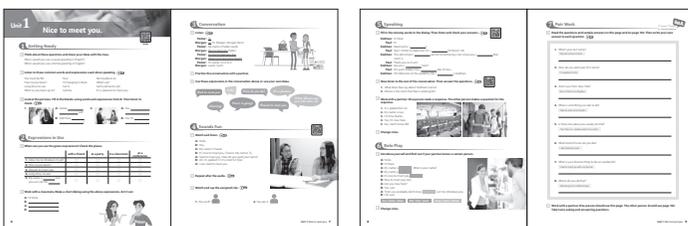
Fast Track

Paul Nation

Fast production. Fast comprehension. Fast fluency. Fast learning.
Fast Track!

Fast Track is a three-level series designed for young-adult and adult learners of English who have had some exposure to English but need review practice and fluency development to become better communicators. Each thematically-organized unit in the series integrates functional language models with skill-based activities. Lessons guide students from speaking together using structured dialogs to engaging in more flexible conversations using theme-based sets of questions. Informative readings on topics provide springboards for additional engaging in-class discussions.

Student Book