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Feature Article

Readers' Forum

TLT Interviews

My Share

JALT Praxis

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JALT2022 – Learning from Students, Educating Teachers: Research and Practice

Fukuoka • Friday, Nov. 11 to Monday, Nov. 14 2022

In this month's issue . . .

Welcome to the first issue of *The Language Teacher* in 2022! We hope that you made some happy memories at our annual international conference in November if you attended. Thanks again to all of the hard-working volunteers who helped make it such a success.

With the turn of the year, we hope you're ready to wrap up the current academic semester and to start thinking about the next one to come. Speaking of the turning of the seasons, my second tenure as Editor of *The Language Teacher* is coming to an end. Nicole Gallagher will be moving into the role of Senior Editor and Bern Mulvey will be joining Paul Lyddon as Editor. I would like to extend a warm welcome to Bern and a hearty thanks to Nicole, Paul, and all of the other *TLT* staff for being such a pleasure to work with. It's nice to leave *The Language Teacher* in such competent hands; I'm looking forward to its continued success well into the future.

Serving as Editor again retaught me the important lesson of the service that *The Language Teacher* provides to all JALT members in terms of the information it contains and the opportunities it offers for members to further develop their skills as part of our all-volunteer staff by editing, reviewing, copyediting, proofreading, and helping to manage and coordinate our staff and operations. Over a particularly isolating and lonely stretch of time during the pandemic it was nice to be part of a team working toward common, mutually determined goals here at *The Language Teacher*. If you're interested in joining our team of volunteers, please get in touch; we offer extensive training to ensure new members of our staff succeed in their roles.

In this issue, we have one Feature Article by **Reiko Takahashi**, who examines how the tendency to over-represent inner-circle English speakers in textbooks may influence students' preferences toward speakers from such countries. In our Readers' Forum, **Takuji Igarashi** and **Sachiko Igarashi** discuss the importance of using teacher education to introduce pre-service teachers to the concept of English as a lingua franca (ELF). We also have two interviews in this issue, along with our other regular columns that include various

Continued over



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

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tips and ideas to help innovate your teaching to close the current academic year and open the new one. Enjoy!

— *Theron Muller,* TLT *Senior Editor*

The Language Teacher 2022年第1号へようこそ！ 昨年11月開催の年次国際大会にご参加の皆様におかれましては、楽しい思い出を作られたことと思います。大会の成功のためにご尽力くださったボランティアの皆様には改めて感謝申し上げます。

新年を迎え、皆様も今学期の締めくくりと次の学期へ思いを巡らせていらっしゃることと思います。季節の変わり目といえば、*The Language Teacher*の編集者としての私の2度目の任期が終わります。今後はNicole GallagherがシニアエディターとなりBern MulveyがPaul Lyddonと共に編集を務めることになります。Bernを温かく歓迎するとともに、Nicole、Paul、そして*TLT*のスタッフ全員と一緒に仕事ができたことに心より感謝します。このような有能なスタッフの手に*The Language Teacher*をお任せできることを嬉しく思いますし、今後とも*The Language Teacher*が成果を出し続けることを楽しみにしています。

編集者を再び務めたことで、*The Language Teacher*がJALT会員の皆様に提供しているサービス、つまり、会員がすべてボランティアで行っている編集・評価・コピー編集・校正、さらにはスタッフの管理・調整や運営など、その技術をさらに向上させるのに役立つ情報と機会を提供するという、そのサービスの重要性を改めて認識しました。特に孤立し孤独な長いパンデミックの間、この*The Language Teacher*のために、皆で立てた共通の目標に向かって働くチームの一員であることは素晴らしいことでした。皆様も、このようなボランティアチームに参加したい方は、ぜひご連絡ください。私たちは、新しいメンバーがスタッフの一員として成功できるように、充分な研修を行っています。

本号のFeature Articleでは、**Reiko Takahashi**が、検定英語教科書によく見られるインナーサークル（英語圏）出身話者の描写の偏重が、生徒がそのような英語圏出身話者を好む傾向にどのような影響を与えているかについて考察しています。Readers' Forumでは、**Takuji Igarashi**と**Sachiko Igarashi**が、教師教育の場で、英語を国際共通語とする概念（ELF）を教職課程の学生に紹介することの重要性について論じています。また、今号では2つのInterviewsを掲載し、その他の連載コラムでは、今年度の締めくくりと新年度の始まりに向けて、授業を刷新するための様々なヒントやアイディアを紹介しております。本号をどうぞお楽しみください！

— *Theron Muller,* TLT *Senior Editor*

— Errata —

On the cover of the print version of the November 2021 issue of *The Language Teacher*, the writer of *An Interview with Professor Rebecca Oxford* was incorrectly listed as Peter Clements instead of Richard H. Derrah. We apologise to both writers for the error. The digital version of this issue has been corrected.

— *The* TLT *Editors*

Attitudes of Japanese Learners of English Towards English Users in ELT Textbooks

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https://doi.org/10.37546/JALTTLT46.1-1

Through a combination of questionnaires, focus groups, and class interviews, this study investigated the attitudes of Japanese secondary school students towards the representations of English users and English-language communications appearing in English language textbooks. The results showed a congruence of student preferences for inner-circle (IC) (Kachru, 1985) orientations with the IC-oriented features most commonly found in English textbooks approved and used in Japanese secondary schools. They also revealed how student familiarity with textbooks influences preferences for the ways English users and English-language communications are represented in them.

本研究では、質問紙、フォーカス・グループ、クラス・インタビューを用いて、日本の中学・高校生の英語教科書の中の英語使用者と英語コミュニケーションの描写に対する態度を調査した。調査の結果、生徒の英語圏（inner-circle内心円）(Kachru, 1985) を好む傾向と、日本の中等学校で使用されている文部科学省検定英語教科書に最もよく見られる、英語圏主流を示す特徴に、一致が見られた。また、調査結果は、生徒の教科書に対する慣れや親しみが、生徒の教科書中の英語使用者と英語コミュニケーションの描写方法についての嗜好に、どのように影響を与えるかについても明らかにした。

A growing number of non-native speakers of English are now using English as a primary means of communication with other non-native speakers of English (Graddol, 2006, p. 87). In response to this accelerating trend, applied linguists and ELT practitioners have exchanged ideas about how to address the increasing diversity of English communications and English users in current teaching practices, particularly in teaching approaches (e.g., Matsuda, 2017; Rose & Galloway, 2019), textbook materials (Galloway, 2018; Rose & Galloway, 2019; Syrbe & Rose, 2018; Syrbe, 2017), and assessment methods (Syrbe, 2017). Using questionnaires and focus-group data, this study examines whether Japanese learners of English prefer certain characters and instances of English communication that are featured in an English language textbook. Based on the results, this paper then discusses the possible impact that such textbook representations might have on Japanese learners of English in terms of their perceptions of English users and English communications.

Global Spread of English and ELT Materials

Over the last three decades, there have been ongoing scholarly discussions on how to incorporate World Englishes and Global Englishes into ELT practices and materials. However, it is still unclear to what extent actual teaching practices have been affected by these discussions. Regarding teaching materials in particular, Brown (1995) indicated that "the majority of materials prepared for both ESL and EFL instruction focus primarily on inner-circle[1] norms" (p. 241). Matsuda (2003) reinforced this point: "English is still being taught as an inner-circle language" (p. 719). Matsuda (2012) added that "textbooks with characters and cultural topics from the English-speaking countries of the inner circle [are used generally without acknowledging] the increased use of English among non-native speakers of English" (p. 171). This dominant English-as-a-native-language orientation in ELT materials has likewise been identified by other scholars, including Jenkins (2012). However, this English-as-a-native-language orientation has been criticised for an "over-reliance on UK and American models of English [and an] over-representation of L1 speakers" (Rose & Galloway, 2019, p. 159). In other words, the existing materials appear to overlook or ignore the true diversity of English users and English communications.

Scholars have offered methodological approaches to incorporate a wider diversity of English users and English communications into ELT textbooks. These suggestions include: (1) broadening representations of English users and uses in terms of nationalities and cultural and linguistic backgrounds (Matsuda, 2003); (2) including linguistic samples of different varieties of English without restricting those samples to ones from inner-circle (IC) varieties (e.g., Friedrich & Matsuda, 2011); and (3) incorporating readings that might enhance learner awareness of the sociolinguistic realities of the English language (Matsuda, 2006) and increase learner meta-knowledge about Englishes (Friedrich & Matsuda, 2011). With regard to the first and second suggestions in particular, it is questionable whether the textbooks authentically depict the sort of English that learners are most likely to encounter in their global interactions (Rose & Galloway, 2019).

Representing diverse English users and instances of English communication in ELT textbooks has at least two purposes. One is exposing learners to different cultural and linguistic backgrounds and to different instances of English communication without restricting representations to L1 users. Another purpose is raising learners' awareness about the global spread of English, with an emphasis on the increasing number of L2 users of English and the occurrences of communication with and between those L2 users. In practice, it is suggested to include more non-IC characters and assign them larger roles in dialogues than those currently assigned, reflecting the increasing roles that non-native speakers of English play in English communication worldwide (Matsuda, 2003). Changes in textbook representation can be a positive first step towards incorporating a greater diversity of English users and English communications into ELT materials.

The IC orientation discussed above was observed in previous studies on English textbooks that were officially approved in Japan over the last two decades. In a study conducted on textbooks approved by the Ministry of Education, Culture, Sports, Science and Technology in 1996, Matsuda (2002) analysed the representations of English users and English by looking at the nationality of the main characters, the number of words uttered by each character, and the context and instances of English use. The results showed that the textbooks tended to emphasize the IC both in intranational and international use, while the representation of users and uses in the outer circle (OC) was much more limited and did not reflect the increased use of English outside of the IC (Crystal, 1997; Graddol, 1997, cited in Matsuda, 2002). Furthermore, Matsuda (2002) then found that the IC orientation in the representation of the first-year junior high school English textbooks resembled the view of English ownership held by Japanese secondary-school students. Her qualitative study revealed that "[although] they perceived English as an international language, [they also believed that] the owners of the language are ... speakers in the inner circle" (Matsuda, 2003, p. 493). As Matsuda (2002) notes, more empirical research is required to claim a causal relationship between the textbook representations and the users' perceptions.

My two analyses (Takahashi, 2004, 2011) of the representations of English users and instances of English communication in English textbooks (which built upon Matsuda's 2002 study) also revealed a similar IC orientation; for example, in one of the analyses, the IC orientation was particularly reflected in: (1) the number of words uttered by IC characters; (2) the instances of communication between a native speaker and a Japanese character; and (3) the total number of IC topics in the textbooks analysed[2]. These representations show a particular focus on international communication with IC English users.

While World Englishes and Global Englishes perspectives are gradually being introduced to ELT practice, one question that previous studies have not explored is how English learners would react to textbooks that feature diverse English users and instances of English communication; a subsequent question is what such a practice would bring to learners.

The current research builds on my earlier work examining the characters that are represented through dialogue in ministry-approved ELT textbooks in Japan. It aims to investigate the attitudes of Japanese learners towards English uses and users in secondary school textbooks. Based on the results, this paper discusses the possible outcomes that might result from using textbooks featuring a range of L2 English users and communication instances between them as well as the role that they might play in constructing learners' perceptions.

Research Methodology

The following three-part research question was investigated: What are the attitudes of Japanese learners of English towards (1) English users, (2) instances of English communication, and (3) locations of English uses that are featured in English textbooks? This study employed three methods of investigation: questionnaires, focus groups, and class interviews.

The main purpose of the questionnaire was to elicit the general attitudes of the learners towards (1) characters or participants in dialogues, (2) instances of international communication, and (3) locations of dialogue in an English textbook. The questionnaire was designed with reference to features discovered through previous textbook analyses (Takahashi, 2004, 2011). It consisted of seven primary questions in Japanese concerning the informants' preferences for the following: the identities of the main characters (i.e., speakers from different linguistic circles and of particular nationalities) that should be featured in a dialogue, the relative amount each speaker should contribute, and the countries in which these dialogues should occur (for the questionnaire questions, see Appendix 1).

After administration of the questionnaire, a focus-group session and a class interview were conducted to elicit some of the participants' per-

ceptions, feelings, attitudes, and ideas (cf. Vaughn, Schumm, & Sinagub, 1996) about the features mentioned above. The inclusion of focus groups was intended to provide the participants with an opportunity to clarify and support their questionnaire responses as well as to accommodate unexpected issues perhaps not captured within the the questionnaire.

The questionnaire was administered to 717 students: 263 first-year junior high school students from three junior high schools and 454 second-year high school students from three high schools. The focus groups consisted of 16 students (one group of nine students and another of seven) from two high schools. These 16 students all belonged to English clubs at their respective schools. Each focus-group session lasted approximately an hour. In addition, two classes of second-year high school students participated in a 30-minute interview as a class.

The focus-group sessions and class interviews were conducted in Japanese. A brief guide was prepared for the focus groups in advance, and all sessions were then administered with reference to that guide (see Appendix 2). All of the focus-group participants and class-interview participants completed the questionnaire prior to their sessions. These sessions were then recorded using three separate recording devices. Each participant was assured of strict anonymity and confidentiality in any eventually published results, and every participant signed a consent form prior to the recording session.

Results

In Question 1, the informants were asked to choose one preferred combination of characters to be represented in a textbook dialogue. They were given five options: (1) two Japanese speakers of English and one native speaker, (2) one Japanese speaker of English and two native speakers, (3) one Japanese speaker of English and two non-Japanese non-native speakers, (4) one Japanese speaker of English, one native speaker, and one non-Japanese non-native speaker, and (5) three native speakers. The combination of one Japanese English speaker, one native speaker, and one non-Japanese non-native speaker was the preferred choice for both junior high school students (43.7%) and high school students (55.9%) (see Table 1). Regarding the reasons for choosing this combination (Choice 4), many students explained that they preferred this option because it included several characters that had different backgrounds. More specifically, they mentioned that having such a diversity of characters was good so that they could see different opinions, values, customs, and cultures. It is worth noting that at least 27 students reported preferring this combination because it was familiar to them. They said that they had seen a similar combination of characters in the textbooks they had previously used. The focus-group data also showed that the students felt positive about this combination of characters (one Japanese speaker of English, one native speaker, and one non-Japanese non-native speaker) and about the great variety of speakers it represented.

Table 1

Responses to Question 1

Combination of characters	Junior high school students		High school students	
	n	%	*n*	%
Two JSEs	69	26.2	89	19.6
One JSE and two NSs	45	17.1	79	17.4
One JSE and two NJNNSs	21	8.0	7	1.5
One JSE, one NS and one NJNNS	115	43.7	254	55.9
Three NSs	12	4.6	23	5.1
No response	1	0.4	2	0.4

Note. Junior high school students (n = 263), high school students (n = 454). The data is rounded to one decimal place.

JSE: Japanese speaker of English, NS: Native speaker of English, NJNNS: Non-Japanese non-native speaker of English

In Question 2, the informants were asked to exclude one of the following three characters: (1) one Japanese speaker of English, (2) one native speaker, or (3) one non-Japanese non-native speaker of English. In other words, the exclusion was to be made from Choice 4 or Combination 4 in Question 1. The majority of the students (75.7% of the junior high school and 81.3% of the high school students) chose to exclude one non-Japanese non-native speaker of English (see Table 2).

Table 2

Responses to Question 2

Character	Junior high school students		High school students	
	n	%	*n*	%
One JSE	43	16.3	58	12.8
One NS	18	6.8	23	5.1
One NJNNS	199	75.7	369	81.3
No response	3	1.1	4	0.9

Note. Junior high school students (*n* = 263), high school students (*n* = 454). The data is rounded to one decimal place.

JSE: Japanese speaker of English, NS: Native speaker of English, NJNNS: Non-Japanese non-native speaker of English

Question 3 investigated whether or not the informants preferred particular nationalities for the NS characters. They were asked to choose NS characters from two of five IC countries: Canada, Australia, the United States, the United Kingdom and New Zealand. The United States was included in the top three combinations chosen by both the junior high school and high school students. Apart from this similarity, the rankings of the combinations were different for the two types of school. More than half (52%) of the high school students chose the combination of the United States and the United Kingdom (see Table 3).

Table 3

Responses to Question 3

Combination of countries	Junior high school students		High school students	
	n	%	*n*	%
Canada and US	95	36.1	63	13.9
Australia and US	45	17.1	50	11.0
US and UK	44	16.7	236	52.0
Canada and UK	22	8.4	26	5.7
Australia and UK	22	8.4	35	7.7
Canada and Australia	18	6.8	11	2.4
UK and New Zealand	7	2.7	5	1.1
Australia and New Zealand	3	1.1	3	0.7
US and New Zealand	2	0.8	13	2.9
Canada and New Zealand	1	0.4	6	1.3
No response	4	1.5	6	1.3

Note. Junior high school students (*n* = 263), high school students (*n* = 454). The data is rounded to one decimal place.

Question 4 examined whether the informants had any preferences regarding non-native speaker characters from the following eight countries: Brazil, China, India, Kenya, Korea, Russia, Singapore, and Spain. A character from China was ranked top by both the junior high school and high school students. The rest of the rankings, however, differed (see Table 4).

Table 4

Responses to Question 4

Country	Junior high school students		High school students	
	n	%	*n*	%
Brazil	27	10.3	43	9.5
China	71	27.0	136	30.0
India	13	4.9	51	11.2
Kenya	20	7.6	40	8.8
Korea	36	13.7	66	14.5
Russia	46	17.5	45	9.9
Singapore	15	5.7	30	6.6
Spain	29	11.0	35	7.7
No response	6	2.3	8	1.8

Note. Junior high school students (*n* = 263), high school students (*n* = 454). The data is rounded to one decimal place.

In Question 5, the informants were asked to identify which character they wanted to speak more in a dialogue in an English textbook. The majority of students wanted the native speaker to speak most frequently (high school 71.4%, junior high school 62.4%) (see Table 5). Among the students who responded, 350 included a reason for their selection. In their answers, 72 informants (20.6%) said that they preferred a native speaker because the book is

an English textbook and because people study the English language by using the textbook. In addition, 41 informants (11.7%) chose native speakers simply because they were native speakers.

Table 5

Responses to Question 5

Character	Junior high school students		High school students	
	n	%	*n*	%
Native speaker of English	164	62.4	324	71.4
Non-Japanese non-native speaker of English	21	8.0	31	6.8
Japanese speaker of English	77	29.3	95	20.9
No response	1	0.4	4	0.9

Note. Junior high school students (*n* = 263), high school students (*n* = 454). The data is rounded to one decimal place.

A similar response was found in the focus-group data:

Focus group

Researcher (R): どの人をもっと教科書の中でみたいなとか、何か感想はありますか。特にないも含めて、教えて下さい。

R: Wさんどうですか。

Female student (FS): 先生役の、あの、CDが一番発音がきれいだったと思うんで、それをもっと聞きたいです。

R: 先生役の何処出身の人でしたか。

FS: カナダ?グリーン先生っていたよね?

R: Regarding whom you want to see more in your coursebook and so on, do you have any thoughts? Please tell me even if it is 'nothing in particular'.

FS: Um…I think the CD, the pronunciation of the person who played the teacher was the clearest, and so I would like to hear it more.

R: Where does the teacher come from?

FS: Canada? There was a teacher called Mr./Ms. Green, wasn't there?

The student associated the character with his/her pronunciation. The question was merely about which character she wanted to *see* featured in a textbook (not hear in audio materials); however, her thoughts went to the pronunciation of the character. She explained that the pronunciation was her reason for wanting to have the Canadian teacher in the materials.

In Question 6, the students were asked to indicate their preferences regarding certain instances of communication to be included in an English textbook. The instances of communication they judged were (1) communication between a Japanese person and a NS; (2) communication between a Japanese person and a non-Japanese non-native speaker; (3) communication between native speakers; (4) and communication between non-Japanese non-native speakers. The students rated each communication instance using a five-point scale (5 = I like it a lot, 1 = I do not like it at all). The questionnaire data showed that the communication between a Japanese person and a native speaker was the most preferred. More than 80% of the students chose 5 or 4 with about half of the students (high school 53.5%, junior high school 47.1%) choosing 5, as shown in Table 6.

When asked about communication between non-native speakers in an English textbook, one student expressed her views during the class interview as follows:

Class interview

Researcher (R):ノンネイティブ、ノンネイティブ同士の会話が、英語科の教科書の中 に現れる。それは自然なことですか。何か思うところがありますか。... ノンネイティブ同士のコミュニケーションが英語科の教科書に登場する。

Female Student (FS): 将来は、普通になると思うけど、今はまだちょっと変だと思 います。

R: Conversations between non-native speakers are featured in English coursebooks. Do you think it is natural? Do you have any thoughts? ... Communication between non-native speakers is featured in English coursebooks.

FS: I think, in the future, it will be taken for granted, but for now I think it is a bit strange.

In Question 7, the students rated the countries where English textbook conversations should take place. They indicated on a five-point scale how much they liked the following four options: (1) IC countries (presented for the informants as a "country where English is used as a mother tongue (or a first language)", (2) OC countries (i.e., a "country where English is used as an official language (or a

second language) (e.g., Singapore, India and Kenya"), (3) EC countries (i.e., a "country where English is used as a foreign language (other than Japan) (e.g., China, Korea, Brazil, Spain, and Russia)") other than Japan, and (4) Japan. The students evaluated IC countries most positively as preferred places for these dialogues to take place. Almost half of the high school students rated this option as 5 (I like it a lot). On the other hand, less than 10% of the students chose 5 for EC countries other than Japan (see Table 7).

Discussion

The questionnaire data from both junior high school and high school students showed their IC preferences in three specific features of textbook representations: speakers in dialogue, locations of dialogue, and instances of communication. Firstly, the majority of students wanted IC speakers to speak more than other speakers (high school 71.4%, junior high school 62.4%). Secondly, they preferred to see instances of communication between a Japanese person and an IC speaker, with approximately half

Table 6

Responses to Question 6

Instance of communication	Label	Junior high school students		High school students	
		n	%	*n*	%
Communication between a Japanese person and a NS	5 (I like it a lot)	124	47.1	243	53.5
	4	90	34.2	150	33.0
	3	36	13.7	49	10.8
	2	7	2.7	9	2.0
	1 (I do not like it at all)	4	1.5	0	0
	No response	2	0.8	3	0.7
Communication between a Japanese person and a NJNNS	5 (I like it a lot)	19	7.2	59	13.0
	4	49	18.9	130	28.6
	3	125	47.5	181	39.9
	2	47	17.9	63	13.9
	1 (I do not like it at all)	21	8.0	19	4.2
	No response	2	0.8	2	0.4
Communication between NSs	5 (I like it a lot)	48	18.3	108	23.8
	4	72	27.4	135	29.7
	3	79	30.0	115	25.3
	2	37	14.1	72	15.9
	1 (I do not like it at all)	22	8.4	22	4.8
	No response	5	1.9	2	0.4
Communication between NJNNSs	5 (I like it a lot)	17	6.5	24	5.3
	4	19	7.2	59	13.0
	3	76	28.9	138	30.4
	2	87	33.1	154	33.9
	1 (I do not like it at all)	57	21.7	75	16.5
	No response	7	2.7	4	0.9

Note. Junior high school students (*n* = 263), high school students (*n* = 454). The data is rounded to one decimal place.

NS: Native speaker of English, NJNNS: Non-Japanese non-native speaker of English

of the junior high school and high school students rating this option 5 (I like it a lot). Thirdly, they chose IC countries as the preferred locations for textbook dialogues to take place, with almost half of the students rating this option 5 (I like it a lot).

A number of similarities were found between current textbooks and learners' preferences. Two of the preferred features of textbook representation (discussed above) are features that appear most commonly in Japanese English language textbooks, according to the previous textbook analyses. For instance, IC speakers uttered more words than any other speakers in the textbooks that were analysed by Matsuda (2002) and Takahashi (2004, 2011). The preferred communication dynamic (between a Japanese person and an IC speaker) was also found to appear most frequently among all the instances of international communication in English (Matsuda, 2002; Takahashi, 2004, 2011). The student preferences and common textbook features were similar in these two respects.

The similarity between student preferences for IC orientation and the IC-oriented features that appear in common textbooks parallels the resemblance between students' views of English ownership and the IC orientation in EFL textbooks (Matsuda,

Table 7

Responses to Question 7

Country	Label	Junior high school students		High school students	
		n	%	*n*	%
IC countries	5 (I like it a lot)	100	38.0	226	49.8
	4	94	35.7	154	33.9
	3	59	22.4	59	13.0
	2	4	1.5	9	2.0
	1 (I do not like it at all)	3	1.1	2	0.4
	No response	3	1.1	4	0.9
OC countries	5 (I like it a lot)	20	7.6	75	16.5
	4	49	18.6	203	44.7
	3	123	46.8	136	30.0
	2	45	17.1	32	7.0
	1 (I do not like it at all)	23	8.7	3	0.7
	No response	3	1.1	5	1.1
EC countries other than Japan	5 (I like it a lot)	15	5.7	40	8.8
	4	53	20.2	95	20.9
	3	110	41.8	191	42.1
	2	51	19.4	90	19.8
	1 (I do not like it at all)	30	11.4	34	7.5
	No response	4	1.5	4	0.9
Japan	5 (I like it a lot)	15	5.7	40	8.8
	4	53	20.2	95	20.9
	3	110	41.8	191	42.1
	2	51	19.4	90	19.8
	1 (I do not like it at all)	30	11.4	34	7.5
	No response	4	1.5	4	0.9

Note. Junior high school students (n = 263), high school students (n = 454). The data is rounded to one decimal place.

2002). Matsuda (2002) found that IC orientation in first-year junior high school EFL textbook representations resembled the view of English ownership held by Japanese secondary-school students in her study. This similarity between student perceptions of English users and uses and the textbook representations implies that the representation of English in English textbooks may be an important source of influence in the construction of student attitudes and perceptions towards the target language (Matsuda, 2002). Although further research would be needed to claim any correlation between textbook representations and student perceptions of English, the findings from the current study also demonstrate a positive relationship between the IC orientation in textbook representations and student perceptions of English users and instances of English communication.

On the other hand, the questionnaire data showed the informants' familiarity with a certain combination of characters, the combination of one Japanese speaker of English, one native speaker, and one non-Japanese non-native speaker. At least 27 students wrote in their answers that the combination was familiar to them. They said that they had seen a similar combination in textbooks they had previously used and indicated that they preferred this familiar grouping.

Taking familiarity into account, what difference would it make to users if more non-native characters came to be represented in textbooks? One participant in the current research gave a response in this regard, saying, "I think, in the future, it will be taken for granted, but for now I think it is a bit strange." If learners see more instances of communication between non-native characters in their textbooks, would they find it more natural to see them represented there? This question, too, invites further investigation into the possible impact that textbook representations could have on learner perceptions of English users and English communication.

Another question that emerged from the findings was whether the introduction of the diversity of English users and English communication is valuable simply as a means of updating representations to reflect the presence of an ever-growing number of non-native users and instances of English communication between them. Such an introduction could begin as a mere representation of the current situation of English, but it could mean more to learners in the long run. These experiences of *encountering* (through textbook representations) different L2 English users and the increasing instances of communication through English as an international lingua franca might eventually make small changes in learners' perceptions of English users and English communication, impacting their views of English ownership.

Conclusion and Implications

Japanese secondary students in the current study indicated their preference for IC features in representations of English users and instances of English communication in an English textbook. The features that they evaluated positively for inclusion in English textbooks were as follows: (1) depictions of IC characters uttering more words than other speakers, (2) international communication between a Japanese character and an IC character, and (3) uses of IC countries as locations for English dialogue. As studies indicate, the first two features appear most frequently in English textbooks that were approved and used in Japanese public secondary schools (Matsuda, 2002; Takahashi, 2004, 2011). Meanwhile, the informants in the current study preferred to see a combination of one Japanese speaker of English, one native speaker and one non-Japanese non-native speaker in textbook representations. They cited familiarity as one of the main reasons for this choice.

The findings from the current study demonstrate the following: (1) the similarity between student preferences for IC orientation and the IC-oriented features that appear most commonly in the approved English textbooks and (2) the influence of familiarity with certain representations on student preferences for English users and uses. These findings provide evidence to support Matsuda's (2002) claim that the representation of English in English textbooks may be an important source of influence in the construction of students' attitudes and perceptions towards the target language. Galloway's (2011, 2013) studies on Japanese learners of English reveal that Global Englishes instruction can help learners gauge how they are most likely to use English in the future while gaining confidence to speak English as an international language (Galloway & Rose, 2015). More studies are needed to examine "the possible influence that awareness raising of Global Englishes may have on students' attitudes" (Galloway & Rose, 2015, pp. 192–193) and on attitude formation more broadly (i.e., factors that might influence students' attitudes). This suggests the importance of further understanding possible influences on student perceptions of English users and English communications as well as on the role that English textbooks might play in such constructions.

Notes

1. English is used in different contexts: (1) in countries of the inner circle, where English is spoken as a mother tongue (or first language); (2) in countries of the outer circle, where English is spoken as an official language (or second language); (3) and in countries of the expanding circle, where English is spoken as a foreign language (Kachru, 1985, 1992).
2. The analytical methods for textbook representation were based on Matsuda's categories (2002), with some additions and modifications of my own.

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Appendix 1

Questionnaire Questions

Question 1: Suppose you were going to choose three main characters for an English coursebook. Which one of the following combinations of main characters would you most like to have in your

English coursebook? Please write the number you choose (only one) in the brackets below. Please also tell me why you chose these characters in the space provided below.

(1) Two Japanese speakers of English and one native speaker

(2) One Japanese speaker of English and two native speakers

(3) One Japanese speaker of English and two non-native speakers (other than Japanese)

(4) One Japanese speaker of English, one native speaker, and one non-native speaker (other than Japanese)

(5) Three native speakers

Question 2: If you were to choose only two characters (for a dialogue in an English coursebook) from the following three characters, which one would you exclude? Please write the number you choose (only one) in the brackets below.

(1) Japanese (2) Native speaker (3) Non-native speaker (other than Japanese)

Question 3: If you were to choose two native-speaking characters from the following (1) to (5), which would you choose? Please write the numbers you choose in the brackets below. Please also tell me why you chose these characters in the space provided below.

(1) Canadian (2) Australian (3) American (4) British (5) New Zealander

Question 4: If you were to choose one non-native-speaking character from the following (1) to (8), which would you choose? Please write the number you choose in the brackets below. Please also tell me why you chose the character in the space provided below.

(1) Russian (2) Indian (3) Spanish (4) Brazilian (5) Singaporean (6) Chinese (7) Kenyan (8) Korean

Question 5: Suppose the following three characters were represented in a dialogue in your English coursebook. Which one of the characters would you want to say more words than the other characters in the dialogue? Please choose one most preferred speaker and write the number in the bracket below.

(1) Japanese (2) Native speaker (3) Non-native speaker (other than Japanese)

Question 6: Suppose there were dialogues involving the following different pairs as participants in your English coursebook. For each pair, how would you feel about the dialogue in your coursebook? Please indicate your opinion using the following scale and circle the appropriate number (5 = I like it a lot, 1 = I do not like it at all).

(1) Communication between a Japanese person and a native speaker

(2) Communication between a Japanese person and a non-native speaker (other than Japanese)

(3) Communication between native speakers

(4) Communication between non-native speakers (other than Japanese)

Question 7: How would you like to have the following (1) – (4) as places where dialogues take place in your English coursebook? For each place, please indicate your opinion using the following scale and circle the appropriate number (5 = I like it a lot, 1 = I do not like it at all).

(1) Country where English is used as a mother tongue (or a first language)

(2) Country where English is used as an official language (or a second language) (e.g., Singapore, India, and Kenya)

(3) Country where English is used as a foreign language (other than Japan) (e.g., China, Korea, Brazil, Spain, and Russia)

(4) Japan

Appendix 2

Focus-group/Class Interview Agenda

1. Find out what they remember from their own experience as learners of English in school; probe them on characters/nationalities featured in the dialogues.
2. Find out what nationalities they prefer in dialogues.
3. Find out what they know/think about the growth of English as an international language/lingua franca; probe them on their own uses of ELF.
4. Find out what contexts they prefer in dialogues.

Incorporating Awareness of English as a Lingua Franca into Teacher Education for Secondary School Japanese Teachers of English

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This article discusses the obstacles and potential solutions for the incorporation and increased awareness of English as a lingua franca (ELF) into teacher education programs for secondary school Japanese teachers of English (JTEs). While a nationally standardized "Core Curriculum" (CC) for secondary school JTEs' learning guidelines and models in teacher education reflects relatively positive attitudes towards ELF, the integration of an ELF perspective into teacher education programs is considered a low priority. Recent literature explores the barriers to ELF-aware curriculum design and suggests that teachers carry out ELF-based action research, both to promote teachers' critical awareness of ELF and to gain insights that will encourage a wider transformative approach to their beliefs. The authors here conclude that for a more effective and innovative ELF-aware curriculum implementation, it is important to consider the broader context of the current landscape of English use and language teaching.

この論文は、中等教育に携わる日本人英語教師のための教師教育プログラムに、国際共通語としての英語(ELF)の理念を取り入れ認識を深めてもらうことへの障壁と、それに対する解決策を論じる。中等教育に携わる日本人英語教師の教師教育における学習ガイドラインおよびモデルである全国共通「コア・カリキュラム」では、ELFに対して比較的前向きな見解を示している。一方で、ELFの観点を教師教育プログラムに取り入れることは優先順位が低いと考えられている。最近の文献では、ELFを意識したカリキュラム考案の障壁が調査されており、教師がELFに基づいたアクション・リサーチを行うことを提案している。それにより、教師が批判的な視点でELFを捉えることを促し、また、教師の信念をより大きく変革するアプローチを促進するための洞察が得られるであろう。結論として、ELFを意識した教師教育プログラムをより効果的かつ革新的に実施するためには、現在の英語の使用状況や言語教育に関して幅広く見ていくことが重要である。

The rise of English as a lingua franca (ELF) in the globalized world has raised questions regarding conventional practices and assumptions of English language teaching (ELT), such as English ownership and adherence to native-speaker norms (Rose & Galloway, 2019). ELF's prominence has suggested that the currently prevailing English language teacher education and other pedagogical approaches be reframed. This paradigm shift has challenged the common beliefs and assumptions of current ELT principles and practices and provided insights into pedagogic implications of ELF (Jenkins et al., 2011). ELF can be regarded as a medium of communication among speakers with different first languages (Seidlhofer, 2011). The use of ELF is conducted in a situation where speakers from multilingual backgrounds or diverse geological regions negotiate and co-construct meaning for their own purposes (Jenkins et al., 2011).

As discussions on the global demand of English continue to advance, Japan is expected to have more intercultural communication opportunities through ELF, with Japanese universities introducing English Medium Instruction (EMI) for more international students, companies adopting English as a working language, and the number of overseas tourists increasing (Galloway & Rose, 2018). In the process of this internationalization of English in relation to ELF, Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) called for a new nationwide curriculum that would both inform university-based secondary teacher education programs and serve as professional development for teachers currently in service (Tokyo Gakugei University, 2017).

Consequently, Tokyo Gakugei University published "MEXT-Commissioned Project 'A Survey Research Project for Strengthening English Proficiency and Teaching Skills of English Teachers' 2016 Annual Report'" (henceforth "the 2016 Report"). This project developed a "Core Curriculum" (CC), which presented a curriculum model for teacher education programs of secondary school pre- and in-service Japanese Teachers of English (JTEs).

CC's underlying principles encourage secondary school JTEs to be excellent users of English in global contexts and to enhance their instructional skills. Contrary to what CC expects of secondary school pre-service JTEs, the survey results suggest that secondary school pre-service JTEs' preferences for practical knowledge or expertise in pedagogy are possibly misaligned with CC's goal of incorporating an "ELF perspective" into teacher education for secondary school pre-service JTEs. Such an ELF-informed teacher education encourages teachers to raise their own critical awareness of the ways in which ELF research can be applied to their own teaching contexts (Sifakis, 2019).

In addition to reviewing CC's background and goals, this paper also challenges the 2016 Report results suggesting that ELF-informed teacher education is of negligible concern. We then discuss possible factors that may hinder curriculum innovation, including a benchmark for learning models or assessment, an attachment to native speakers' norms as models or standards, and norm-driven principles of ELT. We conclude by exploring how research can be applied to introduce an ELF perspective into teacher education.

Core Curriculum and ELF-Aware Teacher Education

Prior to drawing up CC in 2017, MEXT released its "Measures to Improve and Enhance Language Education in the Future—Report (Overview)—Five Proposals for English Language Education Reform in Response to Globalization" in 2014. These proposals recommended a new direction for ELT, towards empowering students with intercultural communicative competence in the era of globalization (MEXT, 2014). This paradigm shift has heightened the urgency to improve the teacher education programs that allow secondary school pre- and in-service JTEs to upgrade their teaching skills and their command of English (Tokyo Gakugei University, 2017).

Subsequently, MEXT commissioned and launched a project to design CC, which would serve two purposes: (1) as a guideline for universities to follow when creating a curriculum and syllabus for pre-service secondary school JTEs, and (2) as the guidelines for in-service JTEs to engage in sustainable professional development in their own contexts. The 2016 Report proposes that ELT practitioners observe CC's specifications and customize a curriculum according to their own local features or needs (Tokyo Gakugei University, 2017).

CC documents and describes certain learning objectives for secondary school pre-service JTEs, one of which is to promote awareness and understanding of cultural diversity when communicating in English with people from linguistically and culturally different backgrounds (Tokyo Gakugei University, 2017). With this in mind, we can see how CC is advancing new perspectives in ELT and addressing the challenges of aligning ELT innovation with the reconceptualization of English use.

However, the principles of CC seem to partly conflict with secondary school JTEs' existing beliefs and assumptions surrounding ELF and their pedagogy. Prior to revising CC's provisional draft, a survey was conducted in 2015 in order to gain input from a wide range of ELT practitioners, including supervisors for in-service teachers, curriculum designers, and teacher educators in higher education. The survey's findings imply relatively little consideration for the adoption of an ELF perspective towards teacher education programs (Tokyo Gakugei University, 2017).

The 2016 Report asked 181 teacher educators at universities and 162 supervisors of in-service teachers about which of the 42 survey items they considered useful to the future careers of secondary school pre-service JTEs[1]. The item described as "Historical evolution in English and English as a lingua franca" received the fourth lowest rank in the survey, which may indicate that this item is regarded as either irrelevant or less useful in improving a teacher's personal English proficiency[2]. By contrast, items describing the development of secondary school pre-service JTEs' speaking ability or skills and micro-teaching lessons ranked the highest, which implies that ELT practitioners may see these as components needed for secondary school pre-service JTEs' professional performances (Tokyo Gakugei University, 2017).

Challenges to Curriculum Innovation and Implementation

Broad acceptance of an ELF-centered perspective that is characterized by fluidity or context-dependence may prove challenging in actual teaching situations (Blair, 2017; Sewell, 2013). One key factor inhibiting the adoption of an ELF-aware viewpoint is teachers' resistance to change in their beliefs and approaches (Blair, 2017; Sifakis et al., 2018). This unwillingness may be due to teachers' adherence to standard English norms, as well as concerns over the practicality and reliability of ELF-centered assessment practices (Rose & Galloway, 2019; Rose & Syrbe, 2018). A teacher who is attached to the prescriptive language norms underpinning the

traditional ELT framework may be hesitant towards innovation in teaching, material designs, and/or assessment.

The above teachers' attitudes can also be seen in Suzuki's (2011) study of pre-service teachers' views of ELF, which shows their reluctance to regard ELF as equivalent to other standard forms of English. The study implies that substantial coverage of ELF perspectives may transform teachers' views or increase their motivation to include ELF in future classrooms (Suzuki, 2011). Here, we can see that teachers' existing perceptions—whether for ELF's definitions or the ideal role models for teachers—pose challenges to reforming these practices.

While there have been few detailed debates on how English varieties or the dynamic nature of ELF might affect ELT models or instruction (Jenkins et al., 2011), it is important to note that ELF does not conform to the stance of "anything goes" in terms of language form or use (Jenkins, 2011). As Dewey (2014) also notes in a comment regarding the prerequisite function of grammar in ELF interaction, linguistic knowledge is equally essential to effective communication. The incorporation of an ELF perspective into ELT will not discard language norms and standards of grammar or structure; rather, it will offer language learners different varieties of English (Sewell, 2013).

To fully grasp the conceptual gap between a prescriptive norm and ELF, we must also consider certain arguments surrounding the adoption of ELF perspectives in assessment practices. There have been intermittent yet extensive discussions on whether the benchmark for English proficiency tests should reflect native-speaker norms or different features of ELF use (Elder & Davies, 2006). One could argue that language assessment should measure a test taker's ability to successfully communicate in real-world situations (Rose & Syrbe, 2018) and that test constructs of proficiency must be designed to enable ELF users to effectively communicate with speakers of various first languages. In other words, assessment practices need to be implemented in a way that examines how well test takers can use intercultural competences in their communication strategies rather than rely on technical linguistic skill alone (Hall, 2014). Performance-based tests seem most appropriate for this assessment, as such tests reflect these ranges of proficiency and conform to the construct of test takers' skills in demonstrating communication strategies, pragmatic skills, and intercultural competence (Rose & Syrbe, 2018).

However, implementation of a pragmatics-focused assessment mode remains largely theoretical (Rose & Syrbe, 2018). One possible reason why an alternative mode of assessment has not been widely recognized may derive from the conceptual conflicts between standard learning models and variable ELF usage and learning (e.g., Swan, 2013; Widdowson, 2013). This disagreement emerges notably in standardized testing. Measuring a construct of strategic or pragmatic competence as demonstrated in an ELF context is scarcely reflected in high-stakes tests (Rose & Syrbe, 2018) because washback from standardized tests works against ELF by maintaining standard norms (Rose & Galloway, 2019). This could be a barrier when it comes to designing a test that measures test takers' strategic or pragmatic competence in authentic situations such as verbal exchanges in business or educational settings.

Implications for ELF-Aware Teacher Education

Proposals for ELF-aware curriculum innovations in teacher education programs find it crucial to explore potential accommodations for the aforementioned issues. These points, which have been raised by notable scholars such as Swan and Widdowson (Blair, 2017), cannot be ignored if successful implementation is to be achieved. It is also important to remember that language teaching involves a wide scope of communication strategies, pragmatic competence, and intercultural awareness—all of which can be applied to authentic communication (Cogo, 2012).

Having discussed the question of whether or not language proficiency should be measured in reference to standard native norms, delving deeper into the debate concerning new types of assessment reveals how the persistent notion of accuracy in linguistic knowledge can be partly attributed to a monolithic view of English (Hall, 2014). Considering the incongruity between native-speaker norms and ELF-focused communications, future studies will need to examine the construct validity of testing methods in relation to ELF assessment (Rose & Syrbe, 2018). Proper establishment of ELF assessment standards could guide the criteria teachers choose for teaching and learning (Swan, 2013). To this end, teachers need to be more knowledgeable about the definitions, conceptualizations, and features of ELF in terms of assessment.

Recent publications have highlighted a key role that teachers can play in engaging with the innovation process for a sustainable ELF-aware teacher education (Rose & Galloway, 2019). A related line of research has outlined the potential to employ an ecological perspective in teacher education pro-

grams. Through the total integration of the agencies involved, language teaching and learning can be structured and aimed at exploring the complicated nature of language instruction from the wider lens of each situation (Tudor, 2003). Teachers can then make critical reflections on their own situation, including local features as well as the problems that emerge when translating ELF principles into these instructional contexts (Sifakis, 2019).

A transformative approach focusing on a teacher's continuous involvement in incorporating ELF into the classroom may also be implemented (Blair, 2017; Sifakis, 2019). Additionally, the knowledge and skills obtained through relevant research can be used to address classroom needs and reconstruct teachers' current beliefs or practices (Jenkins et al., 2011). Such research proposes that teachers conduct action research on their local educational settings and consider how to incorporate these discoveries and reflections in their pedagogy. These transformative experiences may prompt teachers to challenge the conventional assumptions of pedagogy or language use in three stages: (1) exposure to ELF and the concept of a wide range of communications in the globalized world; (2) facilitating awareness of potential challenges in adapting ELF's complexities to their situations; and (3) engaging in an action plan applicable to various teaching contexts (Sifakis, 2019). This cycle may result in long-term viability of the teacher-education curriculum.

Approaches that connect theory with practice include prompting teachers in online teacher education programs to increase their awareness of the variable nature of English (Hall et al., 2013), or encouraging teachers to reflect on their own intercultural communication experiences, whether face-to-face or online interactions (Baker, 2015). These examples showcase the translation of intercultural communication opportunities into ELF-based teacher education through research-based interactive discussions or relevant tasks. They initiate a shift towards a bottom-up and transformative teacher education while also promoting teachers' intercultural communication skills.

Similarly, the ELF-oriented teacher education program at Osaka University is designed for graduate students to interact with international students from diverse backgrounds (Hino, 2017). The active participation in intercultural communication prompts them to practice communication strategies. Because ELF communication requires communicative resources with which ELF users can negotiate and co-construct English in a number of different situations (Jenkins et al., 2011), teacher education programs need to focus on developing these skills in relation to teachers' personal experiences of intercultural communication.

Another requisite for innovative change is the expansion of in-depth research to practical classroom application. Dewey (2014) points out that even when teachers show interest in ELF conceptually, they remain skeptical when it comes to contextual application. In fact, research reveals that over 80% of JTEs believe exposure to different varieties from "standard" (e.g., American or British) English is necessary (Naka, 2020, p. 5). The survey results of CC, however, indicated weak motivation from ELT practitioners to incorporate ELF into teacher education, which could fail to bridge theory with practice in the JTE context. As challenges present themselves to teachers, carefully investigating these hurdles can offer direction for further research on classroom application.

Some scholars claim that there have been insufficient practical measures and relatively few studies to address these emergent problems or considerations for implementation (Bayyurt & Dewey, 2020; Dewey, 2014). Research examining how an ELF perspective can be applied to actual teaching contexts needs to be further promoted because, through teachers' own critical reflections on the traditional assumptions and practices in ELT, it can provide new insights that encourage them to address some challenges in integrating ELF into the classroom.

Conclusion

Questions and challenges still remain with regard to innovating teacher education programs that accommodate the complex features of language teaching and learning. As Dogancay-Aktuna and Hardman (2012) suggest, the teacher's ability to "identify the type of proficiency that will help their students be successful communicators in a wide variety of contexts" (p. 111) is an important part of ELF-aware teacher education. Teachers must hold multiple perspectives of global English contexts and develop their proficiency with intercultural communication strategies as expert English speakers themselves. These considerations demand that practitioners, curriculum designers, and teachers develop a deeper understanding of ELF. Those involved in ELT need to keep the broader context of worldwide English usage and language instruction at the forefront of their minds, including the learners, learning goals, and assessment.

Despite efforts to innovate ELF-oriented curriculums, teachers' hesitations remain a major obstacle for ELT to reflect the current sociolinguistic landscape of English worldwide. This raises

inevitable questions regarding the ways teachers might explore how to adapt to ELF perspectives and whether such adaptations are actually viable (Sifakis et al., 2018). Constructing a sustainable system that bridges theory to practice is vital to a resolution whereby teachers can reframe their pedagogy through critical reflection on ELF issues or possible introduction of these issues in their own teaching contexts (Dewey, 2014). In order to successfully implement ELF-aware teacher education, further research is needed on how ELF is perceived by secondary school JTEs and how theory can be applied to their future classrooms.

Notes

1. We focus here on the survey result investigating potential usefulness of pre-service teachers' future classroom practices because the item equivalent of "Historical evolution in English and English as a lingua franca" was not in the questionnaire for examining in-service teachers' needs.
2. The item of "Historical evolution in English" and "English as a lingua franca" can be technically divided into two components. Some ELT practitioners could have been negatively responding only to the first component while feeling more positively about the item "English as a lingua franca."

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What's Happening in JALT?

JALT Zoom for Professional Development (ZPD)

Register for Zoom link: ***http://bit.ly/ZPDRSVP***

Please join us for networking, informal chat, and in building a community of practice with JALT members and prospective members. The monthly JALT ZPD sessions are open to everyone. These one-hour online networking sessions include themed breakout rooms with tips and best practices in teaching, getting published, Eikawa & ALT Issues, Online teaching, Hybrid teaching, an orientation for new officers and new members, and more.

Upcoming Dates:

- Monday, January 31, 20:00
- Monday, February 28, 20:00
- Tuesday, March 29, 20:00

Call for Submissions: The Listening Post Journal

The Listening Post seeks quality, empirically-based and theoretically-focused articles on listening research methods, the teaching of listening and the learning outcomes from listening in various language learning contexts. Submissions related to listening and other language skill development and/or other complementing components (i.e., resources) that are related to second and foreign language acquisition, will be considered.

- The Listening Post Guidelines can be found on our website https://jaltlistening.wordpress.com/
- Please send your submissions or contact us to discuss your idea at listening@jalt.org

Call for Submissions: The Listening SIG Conference

The Listening SIG are planning to organize a conference in Kyoto in September 2022. The Listening SIG Conference will have two guest speakers. We would also like to invite submissions from members to present on any listening topic related to pedagogy, vocabulary, tasks, assessment, teacher training and learner perceptions (other topics are also welcome). Please send a 200-250 word abstract to listening@jalt.org

What is the PanSIG Conference?

PanSIG is an annual conference organized by many of the Special Interest Groups (SIGs) of the Japan Association for Language Teaching (JALT). The conference brings together leading scholars and practitioners in language education from Japan, Asia, and throughout the world. It is meant to be a smaller, more intimate conference than the annual international JALT conference (which is held each fall), and is a place where SIG members can network with each other.

2022 PanSIG Conference

The 2022 PanSIG Conference will take place face-to-face from July 8 to 10, 2022, with fun social events. The venue for the conference is The University of Nagano (長野県立大学) in Nagano City.

Registration & Grants

The registration for the conference will start in May 2022. You can find more information about registration at https://pansig2022.edzil.la/. Conference Grants (up to ¥50,000) are available for those educators and students who need financial support to attend the conference. For more information, please visit our website at pansig.org and you can find the information here: https://pansig.org/grants.

Teaching Younger Learners SIG

What are your best activities for getting your **younger learner classes** off to a great start at the beginning of the school year? We are collecting your ideas NOW! Please share them by emailing them to:

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We are also accepting submissions for *The School House*.

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- Conference/ presentation reviews (700 – 2,000 words)
- Text Reviews (700 – 2,000 words and based on a text you actually used in class.
- Language program reviews (600 – 1500 words).

For more information check out:

https://jalt-tyl.net/index.php/submission-guidelines/

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JALT LEARNER DEVELOPMENT SIG 学習者ディベロプメント研究部会

LEARNER DEVELOPMENT JOURNAL 7

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Performance in Education SIG

Call for Papers for the **4th Performance in Education: Research & Practice Conference and Student Showcase** (Face-to-face/Online hybrid) to be held in Nagoya, Japan on July 29-31.

Performance in Education (PIE) Topics of Interest: research, practical activities, student and teacher showcase of presentations and performances (e.g., drama, oral interpretation/readers theatre, podcast/radio drama, debate, dance, presentations, speeches, music, student-created films (for festival and contest), and other creative performances. New for this year is a photography exhibition category. See https://jaltpiesig.org/conferences-events/ to submit proposals. For any questions, jaltpiesig@gmail.com

What's Happening in JALT?

Intercultural Communication in Language Education SIG

The ICLE SIGs 1st conference last year was a success, so we are planning our 2nd conference in 2022.

Stay tuned for the call for submissions and check our website for more details at:

https://sites.google.com/view/jalt-icle-sig/home

And don't forget to join us on Facebook!

JALT Other Language Educators SIG Multilingual Café

The **Multilingual Café** will open on Wednesday, January 26, 2022 at 7:30 pm. Don't miss this opportunity to chat in your favorite language and create a community of practice. For more details see the JALT event calendar, *https://jalt.org/groups/sigs/other-language-educators* and/or *https://sites.google.com/view/jalt-olesig/multilingual-café*.

JALT OLE SIG wants to provide a space to meet and share using languages other than English. The languages available depend on those attending on the day. Interested? Why don't you join us?

CEFR in Japan and Beyond

CEFR Journal: Research and Practice – Volume 5 (2022)

Call for Submissions open until February 28, 2022 (articles, works in progress, book reviews, news, etc.). For more details see:

http://cefrjapan.net/journal

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Teacher Development SIG: Call for Submissions

The Teacher Development SIG welcomes submissions for its publication, *Explorations in Teacher Development*, that address aspects related to the SIG's core mission of expanding and exploring issues in teacher education. We invite any rigorous scholarship dealing with phenomena related to teacher development and accept articles using quantitative or qualitative data. As part of our SIG identity and aim, we recommend authors to use their research as a learning opportunity from which they can speak out and join in the scholarly conversation about teacher development. Our publication comes out three times a year – in the spring, summer, and fall/winter. Submit to the ETD and share the wisdom you have gained along the way!

Submission guidelines can be read here:

https://td.jalt.org/index.php/etdjournal/

Questions and contributions may be sent to the editors at the following email address:

jalt.ted.ete.editor@gmail.com

JALT2022

Friday, November 11 to Monday, November 14, 2022

48th Annual Conference on Language Teaching and Learning & Educational Materials Exhibition

On behalf of the JALT Conference Planning Team, and broader JALT community, I am delighted to announce that we will be returning to a face-to-face conference in Fukuoka City, Japan for JALT2022.

Recently, the renowned linguist Larry Selinker quoted the Talmud on his social media page when he posted the following: "Much I have learned from my teachers, even more I have learned from my colleagues, but from my students I have learned more than anyone else" (Ta'anit 7a). All of us who are language teachers will find ourselves quietly nodding in agreement as we think about the enduring truth of this statement. Even as students learn much from us during our language lessons, if we are open, intentional, and inquisitive, we find equally that our learners become our teachers. They help us to improve as we develop new practices and insights for teaching them and others later on. This idea is reflected in this year's conference theme: "*Learning from Students, Educating Teachers—Research and Practice.*" During this conference, participants will be able to share classroom research on what they have learned from their learners, and in doing so, enrich all of us in the common goal of improving our students' second language learning experience. If you are a learner planning to attend, you will find a community open to your experiences and insights.

By evoking the word 'experience', this implies that our pursuit takes place not only within a closed circle, but also with administrators, publishers, and others who have chosen to partner with us in promoting language acquisition education. They are also invited to share what they have learned so that together, we can make a lasting impact in our language learners' lives.

To those ends, I hope that you'll make the journey to Fukuoka and share your experiences, research, and informed insights. As you prepare, here are some questions for reflecting not only on what you might have to share, but also what you might wish to explore:

- *What was one of the most interesting things I learned this year as a language teacher?*
- *What is one of the biggest problems I have constantly faced in my current teaching environment? What have I done in response? What worked? What hasn't worked?*
- *What are the things that students do in my classes that help me to develop as a language teacher?*
- *What is one aspect of my teaching that I would like to improve?*
- *To what degree does what I do in the class match with what I believe is a teacher?*
- *In what way can my classroom research help improve the practices of other language teachers?*

Many more questions of this sort could be asked, but even from this small sample, I think you will begin to see that the answers you have—as well as a realization that you may not have many answers, help form a foundational bridge-building with others that will lead to new discoveries. Your openness to searching for new answers to old question will help make your experience at JALT2022 an even more meaningful one.

We will have a number of streams during this conference that will embody the spirit of this year's theme. Among these will be:

- Presentations and workshops for equipping you to conduct solid qualitative, quantitative, and mixed methods research.
- Sessions based on classroom research offering practical ideas, useful advice, and informed insights for how to enhance the effectiveness of your language lessons.
- Showcase presentations from students—both graduate and undergraduate—aimed at including their voices and lived experience to our expanding conversation on how to improve the quality of language acquisition education in Japan and beyond.

If you have ideas and suggestions for other types of sessions, do not hesitate to share them by sending a message to the following email address: program@jalt.org.

One last, but very important point: as in years past, we will be offering three fee-waiver scholarships. These will cover the cost of registration for JALT2022. Full details will be on the conference website via https://jalt.org. Bookmark the JALT site so you can easily keep up to date with announcements for the conference.

As can be seen symbolically in this year's logo, JALT2022 is your chance to come together with other dynamic colleagues, and together share ideas, findings, and insights that might have once started out as a bit "fuzzy", but which during our shared discourse and interactions, become a clear contribution to the lives of others.

You are important, and as a professional teaching community, we need each other. Join us for JALT2022 in Fukuoka!

—Gregory Hadley, JALT2022 Conference Chair

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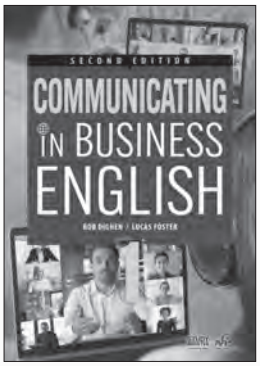

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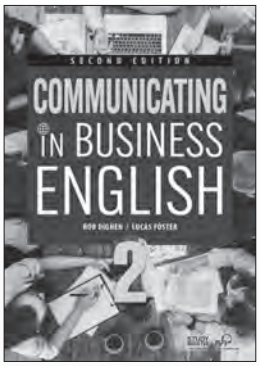

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Email: jaltpubs.tlt.interviews@jalt.org

Welcome to the January/February edition of TLT Interviews*! For the kickoff issue of 2022, we are happy to bring you two fascinating interviews. The first interview is with Mark Hancock, a teacher, trainer, and author of numerous ELT course books and teacher's resource books. He has lived and worked in three different continents and is now based in Chester, England. He has long had a special interest in pronunciation. His first book* Pronunciation Games *was published in 1995. Since then, he has also written* English Pronunciation in Use Intermediate *and* Mark Hancock's 50 Tips for Teaching Pronunciation*, both published by Cambridge University Press. His self-published books* PronPack 1-4 *received the 2018 ELTons award for innovation in teacher resources. Mark also runs online pronunciation courses for teachers, and he co-founded the teacher›s resource website (http://www.hancockmcdonald.com). He was interviewed by Thomas Entwistle. Thomas is an English language specialist with the British Council, Japan, and is currently part of the English language team at a private university in Nagoya. His research interests include phonology, study abroad transformative learning, and EFL in monolingual contexts. So, without further ado, to our first interview!*

An Interview with Mark Hancock

Thomas Entwistle
British Council Japan

Thomas Entwistle: *Hello, Mark. Thank you for giving up your time for this interview. First of all, could you tell us a little about your teaching background, and how it is you came to focus on pronunciation?*

Mark Hancock: I started teaching English fresh out of university at a secondary school in Sudan. The local Sudanese teachers were much better than me, but I guess the school authorities thought it would be motivating to import an "alien" from England. From this experience, I learnt that I had a lot to learn.

A few years later, having gained a few more practical qualifications and more experience teaching in Turkey, I ended up teaching at the Cultura Inglesa in Brazil. They awarded me some paid hours developing materials at the headquarters in Rio and requested fun activities for teaching pronunciation. This eventually led to my first book, *Pronunciation Games* (Hancock, 1995). Sometimes, you discover you like something by doing it, and so it was with pronunciation for me. I found that I enjoyed discovering the patterns hidden in the sound of the language—patterns that even the speakers of the language are unaware of. Over 30 years later, and I'm still discovering more and enjoying it.

Yes, I enjoy it too. However, why do you think it is that some teachers don't enjoy teaching pronunciation and relegate it to a side activity in textbooks?

Well, for one thing, teacher trainees are often presented with a view of phonology which is unhelpfully precise and inflexible. In ELT, we've been long accustomed to seeing a version of grammar which is simplified and modified in such a way as to make it classroom-friendly—in other words, a pedagogical grammar. The same does not seem to be the case for phonology. It's the opposite of classroom friendly. And to make matters worse, there seems to be an assumption that the objective of all good learners is to end up sounding like the Queen, or an American speaker of equivalent prestige. This is both unrealistic and undesirable in my view.

Regarding coursebooks, I think I know why they neglect pronunciation. Firstly, it's difficult to integrate into a syllabus which is based on topics or grammar. Secondly, many coursebooks are global while many pronunciation problems are local. For example, a learner in Japan may find it difficult to distinguish /r/ and /l/, while this is rarely a problem for a European learner. Coursebooks usually need to be usable by both.

Interesting what you said about aiming for Queen-like pronunciation being both unrealistic and undesirable. What would you say would be a more realistic aim in a monolingual context like Japan, where most English teachers are, in fact, non-native speakers of English?

I assume that the aim is to be intelligible. It's not to sound English or American; it's to be able to

communicate with the world. In that context, the accent doesn't matter, because there's no evidence that a "native" accent is more intelligible than a "non-native" one. For many students, their teacher's accent is their best model—including teachers who have a Japanese accent.

But in any case, we don't need to stress too much about choosing a model. A learner may aim at a British accent, but the chances are that in the end, they will come out with an accent of their own anyway. And that's fine.

I suppose the idea of "mutual intelligibility" (Underhill, 2005) is key when it comes to, as you said, being able to communicate with the world. How do you imagine that the role of global communication and World Englishes is going to shape how we teach pronunciation in the future?

I guess pronunciation teaching will split in two ways: (a) For the majority, whose needs are purely practical, there will be a split between productive and receptive pronunciation. For spoken production, the focus will be mostly on aspects of pronunciation which affect intelligibility. Teachers will need to demonstrate how each of the pronunciation features that they focus on impact intelligibility. The syllabus may look something like what Jennifer Jenkins called the Lingua Franca Core. Other features not in the core, such as intonation and features of connected speech, will be focused on only for building awareness for receptive (listening) purposes. (b) There will be a split between the majority above and a minority whose needs are not simply to be understood but also to be accepted. These learners might, for example, be immigrants living in a country where English is spoken and who want to be accepted by the people they are living among. For them, it might be important to acquire "native-like" features, and so a more traditional pronunciation syllabus may be maintained.

Talking about teaching pronunciation, I recently watched your webinar for IATEFL PronSIG (2021) where you explained the four "Ms". Could you tell us about those?

The four "Ms" was a mnemonic to help me—and hopefully others—to remember the diversity of what's involved in pronunciation teaching. Pronunciation is unique in that it is both a system—along with lexis, grammar, and discourse—and a skill—part of both speaking and listening. The four "Ms" are *muscle*, *mind*, *meaning*, and *memory*. Muscle is the physical aspect—the articulation. Mind is the cognitive aspect—the patterns. Meaning is the interactive, communicative aspect—being understood. Memory is the listening aspect—the storing of acoustic patterns in the memory. Different aspects of pronunciation usually involve two or three of the Ms, occasionally all. The important thing is to keep in mind this diversity and not get into the habit of reducing it to one thing only—listen and repeat.

I find the first aspect interesting. The "muscle," or physical aspect. In what ways is pronunciation a physical thing?

Uniquely among the language skills, pronunciation has this strong relationship to the anatomy of the human body. From the muscles of the chest walls that create the surges of air that make stress, through the control of the glottis that creates voicing, and finally to the control of the mouth cavity which creates vowels and consonants. A key part of pronunciation teaching involves training learners how to control these muscles in order to create the foreign sounds of the new language. This doesn't necessarily have to involve explicit use of technical jargon, however. Teachers need to find ways of explaining these things more intuitively. I like to use little "experiments," such as putting your finger on your nose and thumb on your chin. Then say the vowel sounds in *hit* and *hat* and notice how your finger and thumb move apart. Then you can ask the learners to say what this proves (that the mouth opens more for the "a" than the "i").

It's mentioned in the introduction of your book Authentic Listening Resource Pack (Hancock, 2018) that learners need exposure to authentic listening. Why do you think this is, and should teachers look to replace scripted audio in textbooks with authentic listening?

Most of us don't realise how "messy" real speech is. Expert listeners learn to ignore the false starts and mangled syllables and just hear the meaning. If you record a natural conversation among friends for example, and then listen back to it later, you may be surprised about how messy it is. The trouble with a lot of the audio recordings in published materials is that they are neatly planned in the minds of the writers and performed by actors, and all of the mess of real speech is edited out. If learners have a diet of such recordings alone, with no unscripted ones, they will be unprepared for the real world. When they get out there, they won't know what has hit them. I wouldn't say that scripted audio has no place in learning, but it really needs to be supplemented by unscripted audio at some point.

Which would benefit learners in monolingual contexts like Japan should they be confronted with authentic speech

in the future. Lastly Mark, what would you say to any readers who are reluctant to focus on pronunciation?

I think that a lot of teachers are reluctant to teach pronunciation for the wrong reason. They think that there is a single "correct" version of English pronunciation out there, and that if their own accent doesn't match it, it's better to stay away from the topic altogether. Let me give you a concrete example: On one of your videos, Tom, you point out that you yourself pronounce the vowel sound in words like "nose" in a way which differs from the "official" pronunciation (English With Tom, 2021). You explain that this is because you are from the North West of England, where this sound is not a diphthong as it would be in the standard British English accent. My point is that the terms "official," "standard," and even "correct" are not really appropriate in pronunciation teaching in the modern world. English is a global lingua franca, and all accents are welcome to join the party. You just need to understand and make yourself understood. Teachers who don't have a "standard" accent should not be ashamed of that. They should not let it put them off teaching pronunciation and being a model for their students. And this is true not only for "native speakers" of English such as yourself. A clear speaker of English with, for example, a Japanese accent is just as good. There may even be an advantage, since for a Japanese learner, good Japanese-accented English would be a more realistic model to aim for. So, my final message is: If you are an intelligible speaker of English, then the language belongs to you, and *you* can teach pronunciation without fear.

Thank you for taking time to speak to us Mark. I found your insights and ideas very interesting, and I'm sure the readers will, too. I urge readers to check out your websites: http://hancockmcdonald.com/ and http://pronpack.com/.

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For our second interview, we feature a captivating discussion with Simon Rowe. Simon grew up in small town New Zealand and big city Australia and currently resides in Himeji, Japan. He teaches creative writing and storytelling at Kwansei Gakuin University in Nishinomiya. He has written for TIME (Asia), The New York Times, the South China Morning Post, and the Paris Review, and is author of two short story collections: Good Night Papa (2017) and Pearl City (2020). More information can be found on his website (www.mightytales.net). He was interviewed by Torrin Shimono, who has taught English in Japan for more than a decade and is an associate professor at Kindai University in the Faculty of Law. He received his PhD in applied linguistics from Temple University. His research interests include reading fluency, reaction times, phonology, self-efficacy, and testing. Now, for your reading pleasure . . .

An Interview with Simon Rowe

Torrin Shimon

Kindai University

Torrin Shimono: *How did you get involved with creative writing/writing fiction?*

Simon Rowe: I started by writing travel stories for newspapers and magazines in 1990. Travel and writing became a self-perpetuating existence for nearly two decades. In 2012, I undertook a master's degree in writing, and this both inspired and equipped me to write short fiction. Many of my tales are set in exotic locations, but mostly in Japan, and are driven by a central theme of triumph over adversity.

Interesting. Why is writing about that theme particularly important to you?

News services deliver bad news daily. Personally, I would like to hear more stories of normal people doing amazing things—stories that uplift and inspire. They are out there, it's just that they don't get told enough. I feel that writers can achieve this effect in their writing. Wouldn't you want to write about someone triumphing over bad luck, rather than succumbing to it?

Yeah, for sure. Could you describe your own writing process of writing fiction?

I take a 4B pencil and a spiral-bound A4 notebook, and I distill the story idea down to a single sentence on paper. For example, "a recovering alcoholic mail pilot crashes his plane in the Australian desert

with a bottle of gin on board." This refers to my short story called *The Finke River Mail*. Or "an aging hitman flies into Hong Kong for what will be his last assignment—and last supper." And this one is about *Oysters to Die For*; another short story. I then draft a scenario, which becomes the plot. To this, I add a cast of one or two characters, and build in the themes for depth and meaning. Then I take these scribbles, and with research I have collected, for example Australian landscape, aircraft terminology, alcoholism, and so forth, draft the entire story by hand. After that, I create a Google Doc and once the story is laid out, I begin editing and polishing. I then send it out to friends for feedback. Hemingway said, "There is nothing to writing. All you do is sit down at a typewriter and bleed." I agree.

When did you realize that you really enjoyed "bleeding at the typewriter" and were particularly good at it? I imagine many people often give up after their first try.

I lost a lot of "blood" in the early days. But like most skills, writing is something that improves with time. If you are passionate about telling a story, your words should come easier. If they don't, it might mean you aren't reading enough books. With that being said, I've written my fair share of terrible stories … and got paid for them! I can only guess that some writers give up because their heart isn't in it, or they lack the confidence to air their words in public.

How do you create the right conditions to be creative? Do you ever get writer's block?

Ideas come at all times and in all places. It happens to me when riding a bicycle, swimming at the gym, or doing something totally non-writing related. I find the best way to solve a plot or character problem is to take a walk. Walking frees up the mind. Writer's block is just a speed bump; it gives you time to consider the possibilities.

You previously mentioned Hemingway. Are there other authors who have influenced your writing style?

Let me see—Raymond Chandler for hardboiled detective-speak; John Steinbeck for writing form; S. E. Hinton for coming-of-age themes; Tim Winton and David Malouf for Australianisms; Annie Proulx for character development; Joseph Conrad, Alice Walker, Jack London, H. G. Wells, and Bram Stoker for narrative structure; Graham Greene, Somerset Maugham, and the American travel writer, Eric Hansen, for realism in setting.

That's a great list. Are you influenced by any Japanese fiction writers?

No. However, I would say that the life and writings of the Irish-Greek writer, Lafcadio Hearn (1850-1904), are highly inspirational. He was a traveler, journalist, storyteller and teacher, whose travelogues show the true value of ethnography as a writer's tool for research. I highly recommend his *Glimpses of Unfamiliar Japan* (2009), which he wrote in 1894.

Is living in Japan and traveling to new countries your "muse" so to speak? Does living in a different culture help bring out the stories you write?

Stimulation is a writer's best friend. In my case, Japan is death-by-stimulation. Story ideas leap out at me from dark alleys, confront me in backstreet bars, float up my nostrils inside temples and shrines, and generally give me no peace of mind in the waking day. From an ethnography standpoint, living in Japan is a fantastically immersive experience, one that enables you to write with truthfulness and authenticity. Lafcadio Hearn would agree!

Several of your stories have a supernatural element in them. For instance, West Wind*,* The Gem Polishing Unit*, and* Spirited Away *to name a few. Why does this element appeal to you?*

For me, real life converges with the ethereal all the time in Japan. For instance, through engagement in Buddhist and Shinto beliefs, superstitions, folklore, myths, legends, and even the world of *yokai*: monsters, ghosts, and goblins. Magic realism can be used to turn the mundane into the mystical, and I have used this tool to bring extra dimensions to my characters and their actions. *West Wind*, in which a retired miner rescues a woman from a car wreck and in return, receives her help in ridding his farmstead of an abominable beast, is a good example.

Which short story are you the proudest of and why?

West Wind—because it's set in the valley where my family and I go river swimming in summer. I enjoyed writing this story because the characters are quirky and many readers say the ending stays in their minds.

For you, what would you say is the purpose of writing fiction? To entertain, reveal a great truth, transmit knowledge, or something else?

The purposes are many, but I would say the biggest one is to escape the humdrum of daily life. Building imaginary worlds, characters, and scenarios is fun! Writing can also be a cathartic process, and a way to communicate social issues or injustices, or it can be just a way to make sense of the world. For me, the purpose is to tell a story which resonates. Gaining new insights and meaning from the text through

reader feedback is also hugely rewarding. Without a reader, there is no story.

How did some of your stories end up becoming short films?

In 2013, I entered the Asian Short Screenplay Contest in the U.S. The contest was judged by actress Michelle Yeoh, and my story was chosen as one of three winners. The prize was development of the film. *Good Night Papa*, the story of a down-and-out taxi driver who picks up a mysterious passenger and receives an unexpected gift, was produced by JBF Entertainment in San Francisco. You can see it on YouTube. A second project I've been involved with, a feature-length film set in Japan, is currently seeking funding.

That's great. I look forward to hearing more about it. Could you describe one of your creative writing courses that you currently teach?

Yeah. I teach a fifteen-class course in storytelling to university students. It's designed to give them maximum freedom to use their imagination to write in fiction and nonfiction forms. Emphasis is placed on story development, and this is taught using "building blocks." For example, setting, character, plot, themes, and so forth. By the end of the program, students can tell stories with confidence. The results often amaze me. I think students feel they can express themselves more easily and meaningfully in writing, than they might do in a speaking or listening class.

Could you tell us how teaching creative writing is different from academic writing?

Because creative writing marches to a different beat, many students who take my course find themselves floundering in the first week. This is a good thing because it highlights to them the difference between the critical and analytical processes of academic writing, and the creative processes required for writing fiction and nonfiction. Once students become aware of the freedom and possibilities which creative writing offers, they fly.

Nice. Could you provide an example of one of the stories your students wrote?

Here is a wonderful start to a dystopian tale which one of my students submitted for his final assignment: "The surface of the Earth, The Ground, is no longer a place to live. There are always immense black clouds and heavy rain which contain slight acid. No one cares about the atmospheric pollution. Humans had forecasted this situation, but they didn't improve the environment. What they did was make a new world underground and migrate. There are countries, cities, fresh air, plants, rivers, an artificial sun, and lots of displays which show the sky. Ninety-eight percent of people are living in The Underground. Now, The Ground is a place for people in poverty and prisoners sent from The Underground. They're called 'F(leas) O(n) E(arth).'"

Wow. He did a great job of setting the mood.

Yeah! Storytelling has huge applications in today's world. It can be telling a company's history, designing museum displays and art exhibits, creating online content for tourism marketing campaigns, or it can be as simple as writing a self-introduction to new colleagues, in which case, you are telling *your* story. Storytelling is universal, so why not teach it?

I suppose just explaining and describing your weekend is a form of storytelling. Do you think students are afforded a sense of freedom in writing fiction because there is less risk of embarrassment to others? Or do you find that the opposite is true—maybe students don't take enough of a risk in their storytelling, perhaps because their proficiency is not high enough or it takes more effort to be entertaining?

I would definitely agree that fiction creates a "safe" zone for students to express themselves without fear of embarrassment or shame. If students aren't taking enough risks in their writing, it's because they lack ideas, or the structure with which to tell their stories. The latter is dealt with as the course progresses; the former, by having students retell famous folktales, legends, films, and manga to familiarize themselves with popular story patterns. Risk taking comes with confidence, and I usually see my students' best writing towards the end of the course. I don't see English proficiency levels as a huge determinant in achieving a simple story well-told on paper.

How do you think your students' L2 proficiency improves from a creative writing course?

Creative writing doesn't have to be painful. Students learn to tell their own stories using simple language within a simple structure: of a beginning, a middle, and an end. Through regular practice and peer feedback, their confidence grows, language expression improves, and vocabulary expands. Many students are surprised at how far they have come by the end of the course. Some have gone abroad to pursue postgraduate studies and job opportunities in filmmaking and animation story development.

That's great! Could you explain more about how you do peer feedback in your class?

Sharing stories serves several purposes: it builds

camaraderie, offers alternative perspectives, and gives students the chance to discuss the strong and weak points of their narratives. Writing fiction is less about being "right and wrong" than it is about telling a strong or a weak story.

For teachers who don't teach a creative writing course, do you have any advice or activities you would recommend doing in the classroom where they could incorporate some creative elements?

Students write best from personal experience. One of the simplest and most interesting creative writing tasks I do draws on the five senses: sight, smell, sound, taste, and touch. I ask students to think in terms of these senses and to write down all words and phrases associated with two places—a beach and a temple. After sharing our ideas, I then have students describe in writing a place they know well. They then read their description aloud and have their partner guess the place. The point of this is to show the importance of creating a "sense of place" with which to transport the reader.

Those are some interesting and useful ideas. By the way, how have your students reacted to your stories?

Well, students find the vocabulary, nuanced meanings and wordplay in my stories challenging. That's to be expected in all foreign literature. However, as their understanding of storytelling grows, they are able to unlock greater meaning and enjoy the stories more. I use *Good Night Papa* in my course and the tales set in Japan always prove to be the most popular. This is because students draw on their own knowledge and experience to make sense of the story—and there's no place like home!

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[JALT PRAXIS] MY SHARE


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

Happy New Year, and welcome to the latest issue of My Share, where TLT *readers share their practical and original teaching activities for other readers to add to their repertoires! Let's start the year as we mean to go on with a diverse range of content themes, skills focus, and activity types, which are all adaptable to various teaching contexts.*

First of all, **Amy Takebe** *has developed another interesting lesson with important real-world applications, practicing phrasal verbs and listening skills while focusing on risk communication and earthquake preparedness. Next,* **Thomas Mayers** *and* **Flaminia Miyamasu** *explain how students can follow up on academic research in an online setting using narrated slideshow presentations. After that,* **Claire Bower***'s adaptation of the popular "round robin" activity shows how to make online collaborative writing practice useful and engaging. Lastly,* **Timothy Ang** *offers a library scavenger hunt activity to help both new and returning students familiarize themselves with on-campus resources.*

We hope that you can find some inspiration from our valued My Share contributors for the coming year. Please do let us know if an activity has worked well for you, and feel free to get in touch at jaltpubs.tlt.my.share@jalt.org if you have an original activity of your own that you would like to share with the TLT *community.*

Wishing you a very happy, healthy, and fulfilling 2022!

—Lorraine and Steven

JALT2022 – Learning from Students, Educating Teachers: Research and Practice

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Pragmatics in EFL Classroom: Teaching the Use of Directives in Risk Communication Context

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Quick Guide

- Key Words: *English for Specific Purposes (ESP), risk communication, directives, phrasal verbs*
- Learner English Level: *High-intermediate to advanced learners*
- Learner maturity: *University or adult learners*
- Preparation time: *10 minutes (printing handouts & setting up video)*
- Activity time: *60 minutes*
- Materials: *Sets of sentence strips (Appendix A) and class activity handout (Appendix B)*

This lesson was created for EFL learners who are interested in serving as multilingual volunteers in the event of an emergency in Japan. By using excerpts from earthquake preparedness guides, this speaking and listening lesson teaches the use of directives in earthquake response contexts.

Preparation

Step 1: Print enough copies of Appendix A and B.

Step 2: Set up the *When the Earth Shakes* video (URL provided in the reference).

Procedure

Step 1: Divide the class into small groups. As a warm-up activity, have students discuss typical recommended actions when an earthquake occurs. Encourage students to share their group's suggestions to the whole class.

Step 2: Distribute one sentence strip from Appendix A to each student. Inform the students that the sentence strips they have are from a disaster preparedness guide. Each sentence strip has an incomplete sentence.

Step 3: Ask the students to walk around the class checking each other's sentence strips, and find a partner who has the clause that matches theirs. Check answers with the students, and tell them to work with these partner pairs from now on.

Step 4: Instruct the students to discuss with their partners which words in their sentence strips are emphasized (e.g., spoken louder or slower) for more effective instruction. Provide necessary feedback.

Step 5: Inform the students that utterances that instruct the listeners to do something are called directives. Both bald imperatives (e.g., *get away from the ocean*) and polite requests (e.g., *please help them*) are forms of directives.

Step 6: As a transition to the next activity, inform the students that phrasal verbs can also be used in post-earthquake instructions (e.g., *shut off* the gas valve, *check on* the neighbours). Invite students to share some example phrasal verbs.

Step 7: Distribute Appendix B.

Step 8: Have the students read the transcript in Appendix B and work with their partners to fill in the blanks. Inform the students that there could be multiple possible answers for this exercise.

Step 9: Play the audio and discuss the answers. Pause or replay the audio as required and help with any parts the students find challenging, and give feedback on any possible answers from the students that were not in the video script.

Extension: As homework, ask students to review the local municipality's safety guide and prepare presentations on example protective actions for other types of natural hazards (e.g., floods, landslides, heavy snow) as a group or an individual assignment.

For Online Classes: For steps 2 and 3, put the clauses from Group B in Appendix B in random order. Divide the class into pairs. Use the breakout room feature on Zoom or other online conference platforms and have the students discuss which clauses from Group B would match that of Group A.

Conclusion

Guiding the general public with appropriate language is a critical skill for multilingual disaster volunteers. This lesson introduces the students the genre of risk communication, a discourse context some students may find themselves in the future.

Reference

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Appendices

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

Narrated Slideshows: Academic Presentation for an Online World

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Quick Guide

- Keywords: *Academic presentation, narrated slideshow, online learning*
- Learner English level: *Intermediate to advanced*
- Learner maturity: *University*
- Preparation: *Approximately 5 hours*
- Activity time: *Approximately 7 hours*
- Materials: *Computer or tablet computer*

We teach a 20-week graduate course titled *English in Medical Science and Technology*. Part of the course is a five-week module on scientific presentation that would normally culminate in students giving in-class presentations about their research. However, with the pandemic forcing the course online, we have instead worked towards the students creating three-minute narrated slideshows. A narrated slideshow involves recording the presenter's voice onto the slideshow, which is synchronized to each slide and animated element. The video lectures are delivered weekly, and, apart from assignment deadlines, students work at their own pace. The step-by-step approach is well received, produces excellent results, and equips the students with useful multimedia skills. This presentation activity is easily adaptable to any research topic in the sciences or humanities.

Preparation

Step 1: Source or create materials to help guide students in the preparation and delivery of presentations.

Step 2: Systematically divide the materials into video lectures that guide students through the creation–presentation process (the details of which are described in the Procedure below).

Step 3: Use Google Forms or an online course-administration system to deliver the course materials.

Procedure

Step 1: Have students watch a video lecture on the planning, preparation, and structure of a scientific presentation. Announce the following module assignment: "Prepare and narrate a 3-minute, 4-slide presentation on the theme of "Introduction to My Research Topic." Specify the contents of each slide as follows: (1) Title slide, (2) My research topic and what is known about it, (3) What is unknown about my research topic or a problem related to it, (4) The research question my study will address. For homework, have students write their presentation scripts (approximately 300 words); check these later for English errors.

Step 2: Have students watch a video lecture on further aspects of scientific presentation, including the importance of practice and tips for pronunciation and delivery. For homework, have students create their presentation slides. Check these later for English errors.

Step 3: Have students watch a video lecture on effective slide design including use of fonts, colors, animation, and graphics. For homework, have students improve the design of their slides, particularly the functionality of the slides for narrated delivery.

Step 4: Have students watch video instruction on how to create a narrated slideshow, including the recording of narration, timing of slides, and exporting of the file in video format. For homework, have students complete and submit their narrated slideshow videos. After receiving all the assignments, create an assessment sheet (Microsoft Excel) that provides links to each student's video (stored in Google Drive) and assessment criteria.

Step 5: Have students use the assessment sheet to watch, assess, and comment on their classmates' narrated slideshows. Collate and share these peer assessments with students.

Conclusion

To conclude, this activity has some noteworthy strengths. Firstly, the systematic way in which each step of the presentation preparation allows for fine-tuning of each presentation element. Secondly, the presentation theme is relevant and therefore highly motivating and stimulating for students, as is watching and assessing their peers' presentations. Finally, the skills learned in this module are practical and useful for any student's career as increasingly journals are requesting video abstracts, conferences and meetings are held online, and technological competence is demanded in the workplace.

Round Robin Essay Introduction Paragraphs (Online Version)

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Quick Guide

- Keywords: *collaborative writing, essay writing, online teaching*
- Learner English level: *Pre-intermediate and above*
- Learner maturity: *Secondary to university*
- Preparation time: *20 minutes*
- Activity time: *45-60 minutes*
- Materials: *Writing prompts (Appendix A), instructions slide (Appendix B), Zoom, Google Classroom*

This timed collaborative writing task, which has traditionally involved passing pieces of paper around the classroom, is adapted here for an online environment. Students work in small groups to construct several introduction paragraphs within a time limit, having already received input on the target structure in previous classes. Over four rounds, they focus on one part at a time, starting with the thesis statement, followed by the hook and two supporting sentences. Groups change documents after each round so that four different groups contribute to each resulting paragraph.

Preparation

Step 1: Prepare each writing prompt in a separate Google Doc. Choosing a different topic for each prompt, create four coloured text boxes. Label and number each box with its paragraph part and corresponding round (see Appendix A for layout example). Upload to Google Classroom.

Step 2: Prepare the instructions slide. Create a table displaying the students' names alongside their breakout room number and the document number they will use in each round (Appendix B). Colour coordinate the table rows to match the text boxes on the prompts. Include proposed timings for each round.

Procedure

Step 1: As a warm-up in breakout rooms, students recall the parts of an introduction paragraph and their functions. Feedback as a class.

Step 2: Explain they will be doing a timed group writing task. Share a writing prompt on the screen and say they will have three to four minutes to collaboratively produce an appropriate sentence in each box, changing documents each round so that every section is completed by a different group.

Step 3: Model an example by eliciting suggested answers for each section to show how the collaborative writing comes together. This could be done orally in the main room, or written in breakout rooms, depending on your class.

Step 4: Share the instructions slide. Students find their name and breakout room number. They check their document number for Round 1 and open it from Google Classroom.

Step 5: Ensure students are using the correct document. Open breakout rooms with the 'Let participants choose room' function and set the timer. Students put themselves into breakout rooms.

Step 6: Students discuss ideas and write a thesis statement in the relevant text box. Monitor progress via the Google Docs and give support in breakout rooms if needed.

Step 7: When breakout rooms close, give some feedback, providing both praise and correction.

Step 8: Repeat steps 4 to 7 until all rounds are completed.

Step 9: (Optional) Use the student-produced texts in future lessons for grammar correction or other peer-review tasks.

Variations

This activity can be adapted for body paragraphs, conclusions, or any other structured text type. The prompts can be simplified or made more complex by adding or removing text boxes. Timings can be adjusted as required.

Conclusion

This online task allows students to negotiate meaning to produce a written text, while paying attention to cohesion, coherence, and paragraph structure. Implementing a time limit motivates them to interact actively, which encourages the skill of thinking under pressure and also helps eliminate silences in breakout rooms. On completion, learn-

ers have access to authentic student-produced texts that could be utilised in future classes.

Appendices

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

This Way to the Library

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Quick Guide

- Keywords: *Library activity, task-based, scavenger*
- Learner English level: *Intermediate to advanced*
- Learner maturity: *University*
- Preparation time: *15 minutes*
- Activity time: *60-90 minutes, multiple sessions, depending on class size*
- Materials: *Handout with library-related discussion questions and tasks tailored to your campus library (see Appendix for example)*

Libraries are an integral part of society in Japan. They promote literacy and community building, and in an age of increasing digital media, they continue to thrive and receive public support. Similarly, campus libraries are also of vital importance. This activity is designed to promote an appreciation of libraries among students and lead them to a lifetime of reading. Using authentic materials and task-based learning, this customizable scavenger hunt activity introduces students to their campus library and familiarizes them with library facilities. It would be particularly suited for freshman students at the start of their university life, but could also be used as a refresher for students of all levels. Teachers can adjust the depth, number, and difficulty of the scavenger tasks based on the student levels.

Preparation

Step 1: Get the necessary permission to conduct an activity in the library, and coordinate with the campus library staff to arrange a tour of the library facilities.

Step 2: Check the library before the start of the activity to make sure all the necessary books are available and in the correct locations for the scavenger hunt part of the activity.

Step 3: Tell students to remember to bring their library cards to class.

Procedure

Step 1: Break the class into groups of three to four. Tell them that they will be talking about libraries today, and finding out how to make the most of the campus library facilities for their studies.

Step 2: Distribute the handout (see Appendix), and ask the groups to discuss the questions in Activity 1. Give them 10 minutes to talk, encourage them to add details and ask each other follow up questions.

Step 3: Tell the students to get ready to go to the library. Remind them that they must try to observe library etiquette (this may vary depending on your library, but may include low voice/silence, no food or drink, etc.)

Step 4: Bring the class to the campus library. Introduce them to the library staff who will conduct a basic tour of the facilities. Tell students to stay with their groups, and to pay attention during the tour as it will help during the next activity.

Step 5: After the tour, direct students' attention to the library scavenger hunt part of the handout (Activity 2 of the Appendix). Explain that they have an hour to explore the library with their groups and complete the tasks. Routinely check on the progress of the groups as they conduct the activity, and assist as necessary.

Step 6: Review the answers of the scavenger activity with the class. The team who manages to complete the most challenges within an hour wins the scavenger hunt.

Step 7: Thank the library staff as a class to end the activity.

Conclusion

The long-term survival of a library depends on its patronage. Without support, there will be less funding and access to this wonderful resource. Teachers have a responsibility to prevent this, and one way to raise awareness is to include an engaging library activity into the curriculum. Teachers can remind students that libraries are relevant and important, and pique their interest in books.

Appendix

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

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.

Create Your Own Vocabulary Levels Tests with VocabLevelTest.org

Vocabulary Levels Tests (VLTs) represent one of the most practical test instruments for any language teacher's toolbox. VLT results can inform a teacher's selection of classroom materials, help track vocabulary growth, and identify gaps in high-frequency vocabulary knowledge. At the program level, VLTs can be used for class placement and program evaluation. For classroom research, VLTs can help researchers to group participants in terms of lexical knowledge. This article will introduce VocabLevelTest.org: a reliable, customizable, and free VLT system which teachers can use to create self-marking VLTs in less than five minutes.

What Do VLTs Measure?

VLTs are are test instruments that target vocabulary breadth, or how many words learners know. Nevertheless, it is perhaps more informative to conceptualize VLTs in terms of the area of vocabulary knowledge that they are designed to evaluate, the form-meaning link. The form-meaning link concerns whether a language learner knows the form of a word (i.e., what the word looks or sounds like) and its meaning, and whether the learner can connect these two parts of knowledge. Because VLTs provide evidence that target words can be comprehended while listening or reading, VLT results can inform a range of decisions for the foreign language classroom.

VLT Design

Target words for VLTs are sampled from a word frequency lists such as the JACET 8000 (Mochizuki, 2016), the NGSL (Browne et al., 2013), and the BNC/COCA (Nation, 2017). Target words are then selected to represent specific word frequency bands.

Generally, between 10 and 30 questions will represent a 1000-word band, and a 90% or above score on a band indicates mastery. Outside of variations in word frequency lists, another big difference between VLTs is question format. Table 1 outlines two popular formats used in VLTs: meaning recognition (multiple-choice or matching) and meaning recall. Recent research in language testing has, however, started to question the reliability of the meaning recognition format because it is susceptible to guessing, and it lacks the power to measure the type of vocabulary knowledge suitable for reading practice (see McLean et al., 2015; McLean et al., 2020; Stoeckel et al., 2021). The meaning recall format, on the other hand, appears to more reliably measure written receptive vocabulary knowledge (the vocabulary knowledge required for reading) than the meaning recognition format (McLean et al., 2020).

Table 1

VLT item formats

	Recognition	**Recall** (VocabLevelTest.org)
Meaning	Q. House. It is a house. (a) 本 (b) 果物 (c) 車 (d) 家	Q. House. It is a house. 家 Questions delivered via written or spoken modalities
Form	Q. I like that 家. (a) Book (b) Fruit (c) Car (d) House	Q. I like that 家. House

Note. The VocabLevelTest.org website offers only the meaning-recall and form-recall formats.

VocabLevelTest.org Design

With the assistance of a Grant-in-Aid for Scientific Research (KAKENHI; 20K00792), Stuart McLean designed and I developed VocabLevelTest.org (McLean & Raine, 2018). On this free testing platform, users can create online, self-marking meaning recall (reading or listening) and form recall (typing) vocabulary tests. Many of the design features of this site address limitations of existing VLTs. Test-taker responses are checked against a bank of possible answer choices so students and teachers receive immediate feedback on their performance. The testing site also allows test administrators to check which response types are treated as correct or incorrect, and then override how the answer bank has marked response types. Please see McLean et al. (in press) for details on the accuracy of the automatic marking. Test administrators can also download typed responses for manual marking.

As shown in Figure 1, teachers have a wide array of options to customize tests for specific contexts. Learners can answer items in a variety of first languages, including Japanese, Arabic, French, Dutch, Vietnamese, and Chinese. There is a range of frequency lists to design tests (e.g., JACET 8000, NGSL, BNC/COCA). The length and focus of test items can be controlled with the *Band Size, Starting and Ending Band*, and *Items per Band* options. Test creators can allow the system to choose items automatically, or select target words by themselves. There are also three test formats to choose from—*Receptive Reading* (meaning recall), *Receptive Listening* (meaning recall), and *Productive Typing* (form recall). Taking the settings used in Figure 1 as an example, VocabLevelTest.org would create a 25-item *Receptive Reading* (meaning recall) test. The target words would come from the 250–1500 frequency bands of the NGSL. After designing a test, the test creator is provided with a URL and QR code to share with students, who then can complete the test on any internet-connected device.

After finishing a test, learners receive immediate feedback, which they can review in order to determine any gaps in their vocabulary knowledge. Teachers and test creators have the ability to review individual student scores or summaries of class results (Figure 2), and they can choose to override responses (i.e., change responses marked incorrect by the system). Test creators can download a complete dataset (Excel file) including scores, learner responses, and response times.

Figure 1

Customization options for creating a test in VocabLevelTest.org

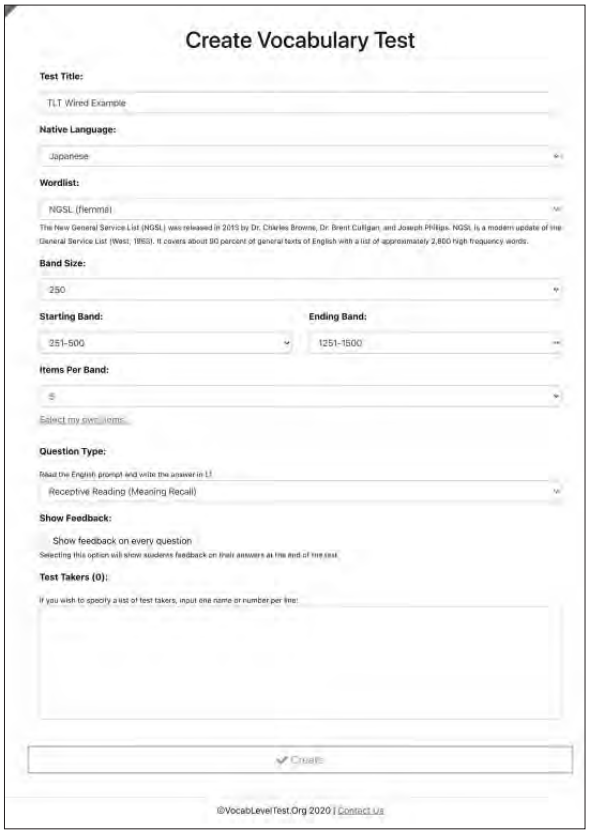
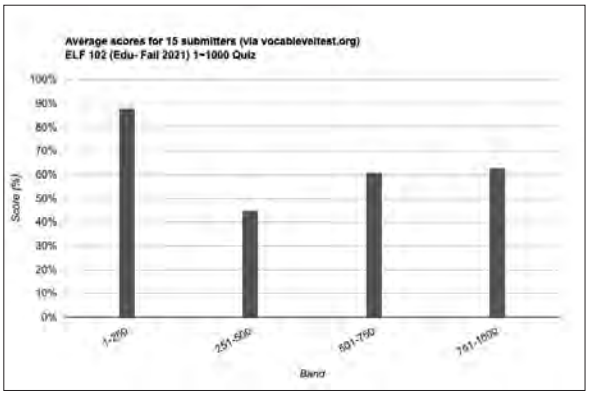


Figure 2

Class summary report in VocabLevelTest.org



How I Have Used VocabLevelTest.org

At the start of one of my university classes, I asked students to take a 50-item *Receptive Reading* (meaning recall) VLT which was based on the NGSL

word list. The band size was 250 words (10 items per band) and it targeted words ranked between the 250–1500 bands. The average class score for the 250–500 and 500–750 bands was over 85%. For the 750–1000 bands, the average class score was 70%, and for the 1000–1250 and 1250–1500 bands the average was close to 60%. During the language-focused learning component of my class, we worked on learning unknown vocabulary from the 750–1500 bands of the NGSL. I shared spreadsheets of the NGSL list, and each week we focused on studying a 100-word band of words. Then, I used VocabLevelTest.org to create short, formative assessment tasks to follow up on my students' vocabulary study.

A second application of the VLT for me was selecting materials for fluency development. I run timed reading practice every class. For fluency development activities it is essential that learners know close to 100% of the words in a text (Nation, 2007). Therefore, for my timed reading component (see Milliner, 2021 for a more detailed description), I selected Millett's (2017) BNC 500 text because my class's average scores were only close to mastery in the 250–500 and 500–750 bands. Albeit brief, these two examples show how I use VocabLevelTest.org to select level-appropriate materials and make decisions about where language-focused learning needs to occur.

Final Thoughts

VocabLevelTest.org addresses many of the methodological deficiencies of previously published VLTs. The *Receptive Reading* (meaning recall) format has been shown to reliably appraise written receptive vocabulary knowledge (Mclean et al., 2020). The automatic marking system for *Receptive Reading* (meaning recall) is reported to be very reliable for Japanese L1 test-takers (see McLean et al., in press), and work is being done to validate the *Receptive Listening* (meaning recall) format. For a more detailed description of the VocabLevelTest.org website, see McLean et al. (in press).

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Mari Nakamura & Marian Hara

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

Email: jaltpubs.tlt.yl@jalt.org

Young Learners and Homework

Ruth Iida

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Let's talk about homework and small children. In my *eikaiwa*, or private language school, I assign weekly homework with religious fervor to even my four-year-old nursery students. For some, that might be seen as not only unnecessary but cruel. According to my students, their regular elementary school homework is repetitive and "like torture". Yet these same students from age four and upwards complete my school's weekly English assignments in a timely fashion. Moreover, they receive no extrinsic rewards for completing their homework nor any penalties for not completing it. For the most part, their written homework submissions are thoughtful and creative rather than dashed off at the last minute. Also, their speaking homework videos show concentrated faces and happy smiles upon completion. It took a pandemic to make that happen, and since the first submissions were posted on the online platform *Padlet* in June 2020, I've been determined to keep that momentum going.

Evolution of a Homework Management System

For the first 16 years of its existence, my school had had no homework policy at all. However, after completing a graduate program in TESOL, I realized that my monolingual non-returnee students had not been receiving enough input to make a significant difference in their language learning. After rewriting my school guidelines and policy statements, I began giving homework assignments, correcting student work, and listening to them read aloud the following week in the reception room before class. Was this system successful? Well, some students did begin arriving before class time with their worksheets neatly and accurately done and stories in hand, ready to read aloud to me. Many others, however, arrived having hardly looked at the reading assignments, submitting hastily written or even untouched written work. As you might imagine, appealing to the parents of those children to do homework supervision was unpleasant and yielded mixed results. To complicate matters further, as a result of the homework system, I then had an imbalance within classes—those who did the homework and practiced reading were understandably progressing faster and winning the in-class games. The situation was hardly ideal, but perhaps part of me didn't believe from the onset that students and parents would take my homework requirement seriously. Grumbling, I stuck with the status quo.

When the pandemic struck in March 2020, the status quo was no longer an option. Our school chose to move online almost immediately and the homework system that had never worked properly became no longer feasible. Knowing from experience that the key to survival in the *eikaiwa* industry is adaptability, my staff and I moved quickly. We chose *Padlet*, an online bulletin board to both assign homework and provide a space for parents to upload their children's work. In the weeks that followed, children and parents had time at home together; they downloaded the *Padlet* application, took photos of completed homework, made speaking videos, and got used to online learning.

Figure 1

A Padlet Page with Assignments and Submissions

To my surprise, homework was uploaded consistently, and the quality was impressive. Why the change? One reason might have been that homework submissions were posted on a shared class *Padlet* page and visible to other families, creating a sense of accountability and pride. Another reason might have been that I began writing the assignments and giving detailed feedback in Japanese so that the parents of the youngest children could read my instructions and comments. At any rate, the improvement in both quantity and quality of work submitted was undeniable and when we moved back to live lessons in the fall of 2020, I resolved to continue managing homework online. It's now a full year later and I am still doing so.

Challenges and Benefits of the New System

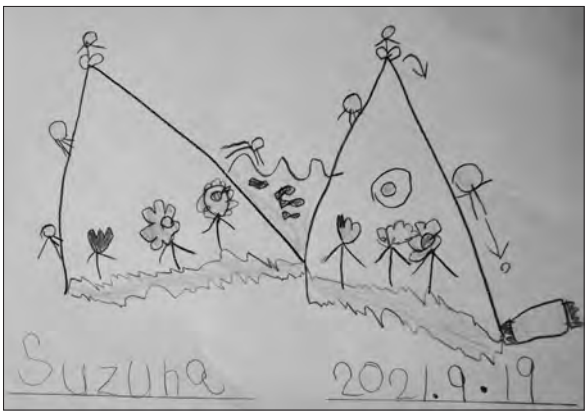
It goes without saying, however, that no learning management system is perfect. I admit that providing specific written feedback in the learners' L1 is time-consuming for me and that time is precious. My school's previous approach to feedback had been much more efficient in terms of time: a few words of spoken praise after a story reading, or a big *hanamaru* (Japanese flowery circle that indicates perfection) and GOOD JOB! written in bold, red ink across the top of worksheets. Yet, how could I have believed that this kind of standardized, impersonal approach was meaningful to or impactful for students? To be painfully honest, most students' responses had been to glance at their returned papers imperviously, stuff them back into their study bags in a random fashion, and make a beeline for the alphabet puzzles or origami. I now spend significantly more time on homework than I did pre-pandemic. I don't get that time back, but I am richly rewarded in other ways. Let me mention some of them.

The first benefit for me is better parent participation. Perhaps I can best describe this by explaining how the homework system works. For the moment, let's keep the focus on my youngest students, who are four years old and not yet literate in Japanese. Their homework assignments are designed to develop phonological and phonemic awareness as well as fine motor skills. A typical speaking homework assignment might consist of a short close-up video of myself doing a simple phoneme chant. Students watch it at home, practice, then post their own videos on *Padlet*. I do watch their videos, and observe closely. Below each child's video, I add comments in Japanese; my comments are addressed directly to the child and read to them by a parent.

What kind of feedback is appropriate at this age? Most little ones are naturally good at catching and repeating sounds, so I focus my comments on personal details rather than accuracy of execution. For example, "I like how you chanted with a big smile and a loud voice!" or "You said the words very clearly—I could understand you easily!" Yet parents can be insecure and sensitive when it comes to pronunciation; they want reassurance that their child is hitting the target sound correctly. Because of this, I do address errors that I judge as easily correctable by offering a simple explanation and encouraging the parent and child to try again. An "easily correctable error," for instance, would be the voicing of an unvoiced phoneme, such as saying "pa" rather than /p/. This is easily remedied once the child understands that /p/ is made by simply puffing out air, which young children can easily do. Writing is more straightforward. When each child completes a drawing or worksheet, their parent snaps a photo of the completed picture and uploads it to *Padlet* for me to check. When the parent reads my comments to the child later in the week, the feedback cycle is complete. Figure 2 shows a typical written homework assignment for a four-year-old. Based on a story heard in class, the letter M's shape is represented as two mountains; details of a pool between the mountains and stick-figure hikers are the student's own personal touch.

Figure 2

A Typical Nursery Class Homework Assignment



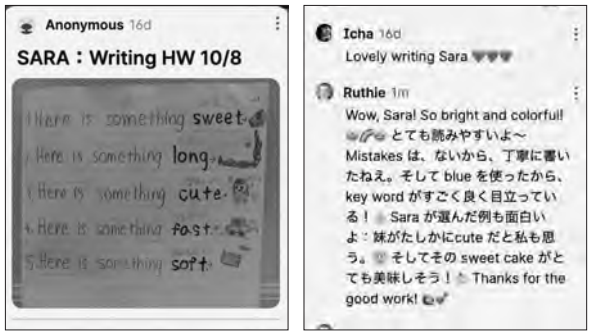
In short, since recordings, photos, and smartphone uploads are all part of the homework process, parents have become a necessary intermediary between myself and my youngest students. In the past, parents would cheerfully register for classes in April saying, "I'll leave my son/daughter's English education up to you, Sensei." Now, they are informed from the first day that their involvement will be an essential part of the equation. The majority of parents are no longer detached from the

language learning experience; they are busy reading the assignments, cheering on their child's efforts, taking videos, and checking my comments on *Padlet*. Because personally involved parents clearly see their children's skills develop, their vocabularies expand, and their confidence increase with each year of study, most parents are highly motivated to continue, even when it means juggling work, health concerns, other weekly lessons, and family commitments.

Another benefit of online homework is the chance to dialogue with each student as an individual on a weekly basis. As worksheets requiring students to choose correct answers are hardly conducive to dialogue, my writing assignments are now more open-ended (For instance, questions that can be answered with a picture of the student's choice) and done in notebooks that form the basis of a portfolio-style assessment at the year's end. An example of this would be the type of homework assigned to my lower elementary age learners who are still focused on letter and word formation. At this stage in their language development, they are unable to produce written sentences on their own, but enjoy practicing phrases or sentence patterns and adding their own descriptive pictures. As I do with the nursery students, I post a short video of myself standing next to the classroom whiteboard on which the target words, phrases, or sentences are clearly written. In my most engaging teacherly voice, I read the text on the whiteboard aloud, giving students a clear listening model. I then explain the writing task, which involves drawing pictures to match the meaning of what is written. Last, students are challenged to read their own completed assignments back to me and upload to *Padlet*, which will be their reading/speaking practice.

Figure 3

Lower Elementary Level Homework With Feedback



When I enlarge their tiny drawings on my laptop every evening, their pictures often show me which concepts they understand and which are still fuzzy on. After offering suggestions on their writing or choice of pictures, I open the conversation by commenting on their drawings. My feedback might include, "Wow! Your dragon looks real!" or "Thanks for drawing all those details. I can see what your house really looks like." Also, because adult minds are not always aligned with a child's view of the world, I might ask "What's that animal on the right? It looks like a cat…" I'll often get an answer within the week informing me that "Mahiro says it's not a cat, it's a fox." In the next week's lesson, I often follow up, allowing the artist to have a good laugh over my inability to see the obvious and completing the dialogue full circle. In this way, through noticing the details of their drawings, I get to know my students better as individuals and have a chance to engage with them personally outside of the group. They know I look closely and read the tiny messages they sometimes add in hiragana or English. They know that I find them interesting as people and I suspect that the feeling is mutual. As long as I keep up my end of the bargain—to faithfully look and comment—we are connected.

Assessment

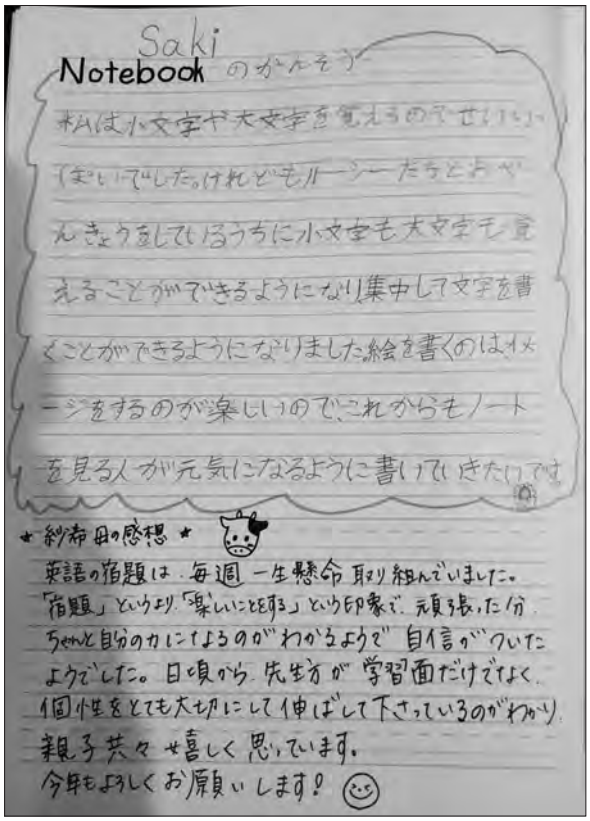
At the end of the last school year, elementary age students reviewed their writing notebooks and assessed their own progress, often sharing details about their study habits, frustrating barriers they encountered, or small achievements that they were proud of. One girl admitted that until recently she could barely remember the names of all the capital and small letters of the alphabet and expressed joy at finally being able to read and write.

Another boy complained that doing his homework was a chore until he realized that he could read English words and phrases on TV and in stores; suddenly, he was motivated to sit down and practice reading so he could read more. Many parents, who were also asked to assess their child's progress, expressed surprise and pleasure at the evidence of their child's developing literacy and speaking ability. Being asked to fix writing errors or resubmit speaking videos had been stressful and time-consuming, but they recognized the value of perseverance and expressed pride in the results. The notebooks were solid proof of progress, since parents could see their children's letter formation gradually improve from page to page as their fine motor skills developed. The parents of older children observed the steady development of more complex skills as the target of their children's assignments changed from writing

words to constructing phrases and sentences. Lastly, according to their evaluations, most parents did not mind taking the time to record and upload their children's speaking assignments. Instead, they were pleased to hear their child's pronunciation and to hear them reading independently.

Figure 4

Reflective Comments by a Student and Her Mother



Final Comments

In the English as a Foreign Language field, those of us working with young learners cannot avoid confronting the issue of homework. How do we devise assignments that are meaningful and motivating to students? How do we ensure that instructions are understood and followed correctly? How can we use homework to both reinforce previously learned language and create opportunities for connection and communication? What kind of feedback is appropriate and effective? As teachers, how do we justify the time on task? Whatever our teaching context, the questions are the same. Right now, I am focused on the online homework management system that is working for my particular teaching context. Nevertheless, I want to hear what others do and compare their systems with mine. I want to find the hidden pockets of inefficiency and smooth out the rough edges. I believe in the potential of my students and in my own resourcefulness as a teacher. As long as my energy and sense of humor hold out, I'll be ready for another day of teaching.

Ruth Iida has lived and taught in the Kanto region of Japan since 1999. As a longtime owner and head teacher of an *eikaiwa* in the countryside, she is passionate about developing and refining curricula for young Japanese learners. The challenge of making language meaningful and personal for her students allows her to sing, dance, act, read and write stories, play and referee games, practice yoga poses, and indulge her passion for stationery items.


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.*

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Pocket Readers 10 WAYS TO Series

[Andy Boon, Leslie Ito, Catriona Takeuchi and Kyle Maclauchlan. Tokyo: Halico Creative Education, 2019. (Achieve Work-Life Balance + 29 more books) pp.40. ¥700. ISBN: 978-4-909730-12-1.]

Reviewed by Cheryl Kirchhoff, The University of Nagano

The Pocket Readers 10 WAYS TO series is a collection of non-fiction graded readers that give 10 possible ways to improve a skill that many young adults need. The books include advice to improve personal skills such as controlling emotions, social skills such as being polite, and career skills such as working in a team.

The books are designed for independent reading by learners, particularly those in an extensive reading program. There are 30 books in the series, all at the same level with 2,100 to 2,800 words and 360 to 480 headwords per book. The Yomiyasusa Levels system, which rates books on their reading ease, rates all the *10 WAYS TO* books as 1.4–1.6 (Furukawa, 2014). Each book has 20 vocabulary words that are in bold font, defined in a glossary, and recycled within the book. In addition, there is an audio file made available through a QR code.

10 WAYS TO books are designed to ease the task of reading for English learners. The content of books is not difficult to follow as there are no difficult names of people or places, and there is no plot to figure out. Sentences are short, simple and sometimes similar in structure: "We all have different things we are good at. We all have different skills we can offer a team" (p. 4). The paper books are smaller in size than common graded readers and printed in a larger than normal font, which results in the feeling of reading through a book quickly.

The main distinguishing features of the books are realistic advice and reflective questions. The advice from the authors shows an understanding of Japanese university students, who are just beginning to direct their lives. Each book begins by describing the need for the topic, and then introduces 10 pieces of advice, followed by a summary and five reflection questions. The advice is primarily well-known, however, there are also some unexpected points that may be new to Japanese readers—for example, *10 WAYS TO Manage Money* includes, *Donate time and money* and *Be happy with what you've got*, and *10 WAYS TO Be Healthy* includes, *Let go of bad relationships* and *Say no* to avoid being too busy.

First year university students where I teach have assignments each term to do reading for fluency development. Since the beginning of remote lessons, they have been using the *Xreading* website to select and read books at their level. I noticed that after several months of reading fiction books, many students read several *10 WAYS TO* books in successive terms. As the series was new to me, I was curious about the content and the students' reasons for choosing these books.

A questionnaire about the *10 WAYS TO* books was given to 20 students who had read two or more books from the series. When asked for reasons why they chose to read a *10 WAYS TO* book, students reported that they selected the books because the topic looked interesting (11), they thought that they could receive help from the book (6), they could imagine the content of the book (5), and because they thought that the quizzes were easy to pass (5). Every respondent reported that they enjoyed the books, and that they were satisfied with them. In their comments, students wrote that the books were easy to read because "words I know are repeated often" and "a lot of specific examples are good, so it was easy to understand." Students added that the advice in the books was "very timely and interesting," and "learning advice from Western writers was interesting."

Instructors working to motivate learners to read a large amount need to provide a variety of easy-to-read books in various genres (Bieri, 2018). In a study of Vietnamese university students doing online extensive reading, a student's request for self-help books emphasized the need for a wide variety of books (Bui & Macalister, 2021). The majority of graded readers are fiction, thus, the *10 WAYS TO* series gives readers a different reading experience. Nation and Waring (2020) point out that "Learners are unlikely to read a lot unless they enjoy doing it and see some value in such reading" (p. 97). Some young adults will see value in learning about the skills described in the *10 WAYS TO* books, which will help them to continue reading. Thus, the series is a good addition to a library for young adults as it may provide an additional reason to read that is not found in fiction graded readers.

References

Bieri, T. E. (2018). Learner reflections on extensive reading materials. *Extensive Reading World Congress Proceedings*, *4*, 285-293.

Bui, T. N., & Macalister, J. (2021). Online extensive reading in an EFL context: Investigating reading fluency and perceptions. *Reading in a Foreign Language*, *33*, 1-29.

Furukawa, A. (2014). *YL tables*. https://www.seg.co.jp/sss/YL/index.html

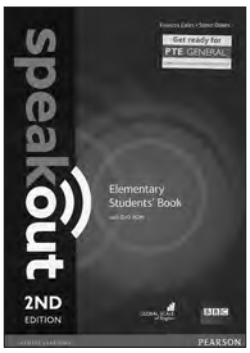
Nation, I. S. P., & Waring, R. (2020). *Teaching extensive reading in another language*. Routlege.

Speakout Elementary Students' Book 2nd Edition

Frances Eales & Steve Oakes. Essex: Pearson, 2015. pp. v + 176. ¥3,570. ISBN: 978-1-2921-1592-4.

Reviewed by Kim Pollard, Asia University

Speakout Elementary is a textbook written for A1 to A2 students (Elementary to Pre-Intermediate) on the CEFR scale (CEFR; Council of Europe, 2001), and is the second in a series of six books. It is being used for a one hour and forty-five-minute, 13-week, General English communication course at a Japanese university.



The textbook comprises 12 themed units which cover the core skills of speaking, listening, reading, writing, vocabulary, and grammar. Each unit is broken down into four, self-contained subunits which focus on different skills. For example, subunit 0.1 typically has a strong vocabulary, grammar and reading focus, while subunit 0.3 predominantly concentrates on speaking, listening and functional English. Subunit 0.4 contains a BBC clip with comprehension questions and speaking and writing exercises. The plethora of activities available offer the teacher lots of flexibility as they can choose which skills to focus on within each subunit.

The speaking and listening sections in the book use real world situations including ordering food in a restaurant and arranging a night out. They usually start with personalized discussion questions on the topic. These generate interest and allow students to think about how the language studied relates to their own life experiences, a feature not typically found in elementary textbooks. The target language reflects what students are likely to use and encounter in real life. Through controlled and fluency activities, students can use the English learned in a meaningful way.

The grammar point of each subunit is introduced inductively through a reading or listening exercise. By presenting the target language this way, students are given the opportunity to make discoveries about how English is used (Masuhara & Tomlinson, 2008). This improves motivation and language retention. Extra grammar, vocabulary and controlled conversation practice is offered in the back of the book and online, providing more scaffolding and language input before the final controlled and fluency tasks.

A key strength of the textbook is its audio and video content. There are two types of videos provided in each unit: interviews with people on the streets on the unit topic and clips taken from famous BBC TV shows. Students surveyed like the authentic nature of the audio and videos and the introduction to other cultures. They also often prove challenging for students as they use native speeds, weak forms, and connected speech. The audio uses language beyond the subunit's target structures, thus emulating what students may encounter outside of the classroom. Students are therefore given the opportunity to practice listening for keywords. The videos and audio not only give students a better chance of being able to understand English outside of the classroom, but also cover interesting topics, thus improving student motivation.

The textbook also pays attention to cultural aspects of language acquisition. In addition to practicing weak forms, the pronunciation exercises focus

on polite intonation. This is important for making learners aware of culturally appropriate ways of addressing people that may be different from their own native language (Peterson & Coltrane, 2003). Although the book focuses on British English, the audio and video also include people whose first language is not English, exposing students to additional multiple accents.

A major criticism of the book from students is its formatting and page design. The target language is not presented as clearly as it could be, and a lot of activities are condensed onto one page in a very small sized font. Also, each subunit contains many activities and teaching points, so teachers need to be selective about what they use. Due to the amount of language covered in each subunit, I would only recommend this book for high-level elementary learners who have encountered the target language before. Occasionally, some writing and speaking activities do not relate to previous controlled activities, so language must be scaffolded more, which can make planning challenging. For these reasons, this textbook may not be suitable for all classroom contexts, for example junior high schools or low-level elementary classes.

Speakout Elementary is an excellent book for university students or adult learners who would like to encounter English as it is spoken and written outside of the controlled classroom environment. The unit topics are interesting and have a wide variety of activities, providing a good foundation for university students who are planning to study abroad. Using *Speakout Elementary*, my students have developed better English communication skills using *real world* English.

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Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Press Syndicate of the University of Cambridge.

Masuhara, H., & Tomlinson, B. (2008). Materials for general English. In B. Tomlinson (Ed.), *English language learning materials: A critical review* (pp. 27-48). Continuum.

Recently Received

Julie Kimura & Ryan Barnes

jaltpubs.tlt.pub.review@jalt.org

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

Recently Received Online

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

** = new listing; ! = final notice* — Final notice items will be removed on 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

Penguin Readers — Penguin Books, 2019. [Penguin Readers is a series of classics, contemporary fiction, and non-fiction, written for learners of English.]

Plastic — Morris, C. [We all use a lot of plastic every day. But where does it come from? And what can we do to recycle it? Level 1, CEFR A1.]

How to turn down a billion dollars: The Snapchat story — Gallagher, B. [The story of how Snapchat grew from a university student's idea into a multibillion-dollar company. Level 2, CEFR A1+.]

Wonder — Palacio, R. J. [August "Auggie" Pullman has been home-schooled all his life, but now he is starting fifth grade at a school in New York City. Level 2, CEFR A2.]

Me before you — Moyes, J. [When Lou Clark loses her job at a café, she finds a new job caring for Will Traynor. Neither of them knows that they are going to change each other's lives together. Level 4, CEFR A2+.]

Borrowed time: A Doctor Who novel — Alderman, N. A. [Andrew Brown makes a lot of money, but he never has enough time. He might have found a way to borrow some, but instead of making his life easier, he might have even more problems. Maybe Dr. Who can help. Level 5, CEFR B1.]

Darkest hour: How Churchill changed history — McCarten, A. [The story of how the British Prime Minister changed history over 25 difficult days during World War II. Level 6, CEFR B1+.]

Originals — Grant, A. [Learn how to recognize a great idea, speak up for yourself, and manage fear and doubt by standing out from the crowd. Level 7, CEFR B2.]

English for careers in pharmaceutical sciences — Noguchi, J, Amagase, Y., Kozaki, Y., Smith, T., Tamamaki, K., Hori, T., & Muraki, M. Kodansha, 2019. [This coursebook was developed using an English for Specific Purposes approach, which aims at making students aware of genre approaches, how to examine them, and how to master them. Downloadable audio available for self-study.]

* ***Unlock: Listening, speaking & critical thinking 2 (second edition)*** — Dimond-Bayir, S., Russell, K., & Sowton, C. Cambridge, 2019. [This coursebook is part of a six-level academic English course informed by research and created to develop the skills that language learners need. Critical thinking training develop skills required for productive speaking tasks. Online audio and video available, as well as a classroom app and an online workbook.]

! ***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 — jaltpubs.jj.reviews@jalt.org

**How languages are learned (5th ed.)* — Lightbown, P., & Spada, N. Oxford University Press, 2021.

**Second language prosody and computer modelling* — Kang, O., Johnson, D.O., & Kermad, A. Routledge, 2022. https://doi.org/10.4324/9781003022695

**The art and architecture of academic writing* — Prinz, P., & Arnbjornsdottir, B. John Benjamins, 2021. https://doi.org/10.1075/z.231

[JALT PRAXIS] TEACHING ASSISTANCE

David McMurray

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

Email: jaltpubs.tlt.ta@jalt.org

The Teaching Assistance column editor interviewed Hikaru Hirata, a full-time instructor of Japanese language at a university in Taiwan. She also teaches intercultural communications classes in English. She graduated in March 2021, from a Japanese university with an MA in English literature; passed the Japanese Language Teaching Competency Test authorized by the Society for Teaching Japanese as a Foreign Language; gained practical experience as a teaching assistant in English remedial classes; and interned for a total of five weeks at an English language book publisher and at a Japanese language school in Taipei.

An Interview with a Graduate Student Hired to Teach in Taiwan

Teaching Assistance: You have been teaching in Taiwan for almost one year now. Can you remember your first experiences?

Hikaru Hirata: Yes, I remember enjoying fireworks. There was a really big fireworks festival at the Taipei 101 skyscraper for the countdown to the Chinese New Year.

TA: Did you have any trouble entering Taiwan because of the pandemic?

HH: Yes, the time I spent in quarantine was quite special. I had a working visa as a teacher, so I was allowed to travel from Fukuoka to Taoyuan. On arrival at the airport, I was taken to a nearby hotel room for two weeks. I was not able to meet with my employer. I could not leave the room. I got a telephone call every day from the city government officials. They spoke to me in English. I walked around the room for exercise. I drank lots of bottled water. My food was delivered. I did manage to maintain my health, but I really needed to go outside and talk to people. The experience was unique, but it was boring. Although I prepared lesson plans, I knew they would not be useful until I met with my students. I wouldn't want to do it again, so I have not returned to Japan. I recently spoke about my experiences of staying in a hotel for two weeks during an online exchange between my eighty students in Taipei and thirty Japanese students at my former university. Until recently, neither Japanese nor Taiwanese students have been allowed to travel abroad. Students are just now becoming really interested in the quarantine requirements.

TA: After your quarantine did you begin teaching right away?

HH: Yes, I began teaching sixteen classes each week at the university from Tuesday to Friday. I teach two classes of intercultural communications using the English language. The others are Japanese oral communication classes for special purposes such

as tourism, transportation, and cultural awareness. Each lesson is fifty minutes. On Mondays I teach two classes of Japanese at a high school.

TA: Did your previous intern experience at an English language book publisher and at a Japanese language school in Taipei help you to adjust to working in Taiwan?

HH: Yes, I contacted staff at one of the companies as soon as I came to Taiwan. They have become my best friends and advisers. I would like to cherish the connections with people I've met and will meet.

TA: Which teaching beliefs did you foster in Japan?

HH: My teaching beliefs are to cast a light on each individual student. Most of my classes have 30 to 40 students. Even in the largest class I take the time to speak individually with everyone. I let students know that learning a foreign language can be fun and that students don't have to be afraid of making mistakes when speaking in English or Japanese. I sometimes refer to the conclusion that Carless (2009) came to after interviewing teachers in Hong Kong:

> what is required is probably what good teachers have always known and done; namely, a balance of a variety of activities and different approaches adapted to the needs of a particular group of students in a specific setting. Some students may learn well through P-P-P, others through TBLT, others through some combination of the two. (p. 64)

TA: Did your experiences as a TA at a Japanese university help you to teach your language classes to university students in Taipei?

HH: Yes, I was a remedial teacher of English in Japan. I assisted students who were absenting, sleeping in class, and otherwise not keeping up with the regimen of a regular classroom. That experience helps me with students in Taiwan. For example, students were eating breakfast in all my morning classes. It didn't work to just tell them not to eat. To deal with this problem, I turned my traditional PPP (Presentation-Practice-Production) lesson plan on its head. Tomlinson (1998) suggested that teachers think how to apply this methodology and mix it with other methods depending on student needs. Sato (2010, p. 197) claimed that:

> in the last production stage, more open activities and tasks focusing primarily on meaning that are not designed for the use of a specific form, such as opinion gap tasks, can be used. However, we could argue that focused activities, which intrinsically require learners to use the target items repeatedly, can still be effectively employed.

Therefore, I decided to immediately assign the practice and production stages as soon as the students enter the classroom. The presentation stage is given as homework and summarized at the end of the class. Now I teach a Practice-Production-Presentation style in the classroom. Also, during my first month one student seemed to nod off to sleep as soon as I walked in the classroom. Students have a regularly scheduled time to take a nap after lunch. The climate here is hotter and muggier than in Japan, and I was told that she needed to rest. I didn't accept that answer though; I explained to all the students that no matter the level of competence everyone would be given a chance to speak in the class. I began asking that student a very easy question every time that her turn came up. She finally agreed to respond and seems to enjoy communicating each week.

TA: What do you find most challenging as a university lecturer?

HH: Recently I can't keep the academic triangle of teaching, research, and administration in balance. I spend a lot of time on prepping lesson plans and doing extracurricular student activities. I need to control my time more. I would like to improve myself by writing research for evaluation outside of where I work. For example, I would like to submit a publication for review by an academic society such as JALT.

TA: Recent news reports about daily life in Taiwan seem to suggest that the public is largely unconcerned about regular incursions of military ships and planes. How do you feel about it?

HH: Yes. Life here goes on normal as usual.

TA: Thank you for sharing your fascinating story on starting a career overseas during the pandemic as well as sharing your insights on Japanese and English language learning and teaching in Taiwan.

Figure 1

Front Gate at Taipei City University of Science & Technology

Figure 2

As a Graduate Student, Hikaru Hirata Taught about Taiwan

Figure 3

As an Intern in Taipei, Hikaru Hirata Learned How to Teach Japanese

References

Carless, D. R. (2009). Revisiting the TBLT versus PPP debate: Voices from Hong Kong. *Asian Journal of English Language Teaching, 19*, 49-66.

Sato, R. (2010). Reconsidering the effectiveness and suitability of PPP and TBLT in the Japanese EFL classroom. *JALT Journal 32*(2), 189-200. https://doi.org/10.37546/JALTJJ32.2

Tomlinson, B. (1998). *Materials development in language teaching.* Cambridge University Press.

[JALT PRAXIS] WRITERS' WORKSHOP

Jerry Talandis Jr. & Rich Bailey

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

Sensible and Notable Changes in the Latest APA Style Guidelines

Anthony Brian Gallagher

Meijo University

The new 7th edition of the *American Psychological Association* (APA) publication manual simplifies and clarifies the citing of sources and features a host of improved elements including: a new chapter on journal article reporting standards (JARS), updated bias-free language usage, guidelines for ethical writing, guidance on the publication process, many new reference examples, and thankfully, consistent punctuation with one space after each punctuation mark. While there are too many changes to list here, I have chosen to focus on the changes that are most pertinent to students and teachers.

Major Changes

References and in-text citations in APA Style have more guidelines that make citing online sources easier and clearer. In total, 114 examples are provided, ranging from books and periodicals to audio-visuals and social media. The biggest changes in the 7th edition are:

The publisher location is no longer included in the reference.

6th Edition:

Gallagher, A.B., McLellan, G., & Savage, M. (2021). *Three Perspectives on Study Skills.* New York, NY: Barnes & Noble.

7th Edition:

Gallagher, A.B., McLellan, G., & Savage, M. (2021). *Three Perspectives on Study Skills*. Barnes & Noble.

The in-text citation for works with three or more authors is now shortened right from the first citation. You only include the first author's name and "et al.".

6th Edition: (Gallagher, McLellan, & Savage, 2021)

7th Edition: (Gallagher et al., 2021)

Surnames and initials for up to 20 authors (instead of 7) should be provided in the reference entry.

6th Edition:

Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Turner, S. T., . . . Lee, L. H. (2018).

7th Edition:

Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Turner, S. T., Lewis, F., Nelson, T. P., Cox, G., Harris, H. L., Martin, P., Gonzalez, W. L., Hughes, W., Carter, D., Campbell, C., Baker, A. B., Flores, T., Gray, W. E., Green, G., . . . Lee, L. H. (2018).

DOIs are formatted the same as URLs. The label "DOI:" is no longer necessary, but it must be hyperlinked*.

6th Edition: doi: 1234567/1234568789.1234

7th Edition: https://doi.org/1234567/1234568.1234

*Be sure to display a permalink when using library databases[1].

URLs are no longer preceded by "Retrieved from," unless a retrieval date is needed. The website name is included (unless it is the same as the author).

6th Edition:

Streefkerk, R. (2019, October 11). APA 7th edition: The most notable changes [Blog post]. Retrieved from https://www.scribbr.com/apa-style/apa-seventh-edition-changes/

7th Edition:

Streefkerk, R. (2019, October 11). APA 7th edition: The most notable changes. Scribbr. https://www.scribbr.com/apa-style/apa-seventh-edition-changes/

For eBooks, the format, platform, or device (e.g., Kindle) is no longer included in the reference, and the publisher is included.

1 For more information on the DOI® System, go to: https://www.doi.org/index.html

6th Edition:

Brück, M. (2009). *Women in early British and Irish astronomy: Stars and satellites* [Kindle version]. https:/doi.org/10.1007/978-90-481-2473-2

7th Edition:

Brück, M. (2009). *Women in early British and Irish astronomy: Stars and satellites*. Springer Nature. https:/doi.org/10.1007/978-90-481-2473-2

Clear guidelines are provided for including contributors other than authors and editors. For example, when citing a podcast episode, the host of the episode should be included. For a TV series episode, the writer and director of that episode are cited. Several examples are included for online source types such as podcast episodes, social media posts, and *YouTube* videos. The use of emojis and hashtags is also explained.

Writing inclusively and without bias is the new standard accepted worldwide, and the APA has caught up with the world with a separate chapter on this topic. The guidelines help authors reduce bias around topics, such as gender, age, disability, racial and ethnic identity, and sexual orientation, as well as being sensitive to labels and describing individuals at the appropriate level of specificity. Examples include:

- The singular "they" or "their" is endorsed as a gender-neutral pronoun.
  A writer's career depends on how often they are cited.
- Instead of using adjectives as nouns to label groups of people, descriptive phrases are preferred.
  The poor >> People living in poverty
- Instead of broad categories, you should use exact age ranges that are more relevant and specific.
  People over 65 years old >> People in the age range of 65 to 75 years old.

Formatting Papers

There are different paper format guidelines for professional and student papers including:

Font Options

Calibri 11, Arial 11, Lucida Sans Unicode 10, Times New Roman 12, and Georgia 11.

The Running Head

The title page no longer includes the words "Running head:". It now contains only a page number and the (shortened) paper title.

6th Edition:

Running head: THE EFFECT OF GOOGLE ON THE INTERNET

7th Edition:

THE EFFECT OF GOOGLE ON THE INTERNET

The running head is omitted in student papers (unless the institution demands otherwise).

Heading Levels

Heading levels 3–5 are updated to improve readability:

- Level 1: Centred and boldfaced in title case. Text begins as a new paragraph.
- Level 2: Left-justified, boldface italic in title case. Text begins as a new paragraph.
- Level 3: Left-justified, boldface, title case heading. Text begins as a new paragraph.
- Level 4: Indented, bold, title case heading with a period. Begins on the same line as the header and continues as a regular paragraph.
- Level 5: Indented, boldface italic, title case with a period. Begins on the same line as the header and continues as a regular paragraph.

Mechanics of Style

In terms of style, there are two notable changes: punctuation and pronouns. Use only one space after a period at the end of a sentence and put double quotation marks instead of italics to refer to linguistic examples.

6th Edition: APA endorses the use of the singular pronoun *they*.

7th Edition: APA endorses the use of the singular pronoun "they."

Abstracts

There is a 250-word maximum. Abstracts are optional for student articles, but there are two acceptable forms of abstract:

- Standard type: Consists of a single non-indented paragraph (same as 6th Edition).
- Structured type 2: Includes *Purpose*, *Methods*, *Results*, and *Conclusions*.
- Keywords are still optional.

New Additions for Student Papers

The title page has always included the page number, article title, student name(s), and affiliation. Now APA also requires the department name, course number and title, professor name, and date of submission. There is no more running head or author note.

What Has Remained Unchanged?

With regards to general formatting, one-inch margins remain on all four sides and double spacing throughout (with a few exceptions). The basic structure of a *Research Style Report* remains the same: title page, abstract, introduction, method, results, discussion, references, tables, figures, and appendices. However, footnotes in the 7th Edition include copyright attribution and supplemental materials for papers that have been published in online journals, including audio clips, video clips, and worksheets.

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The *Publication Manual of the American Psychological Association* (APA) 7th edition was released in October 2019, and most academic publications are already using or adopting it. These days, clear and fresh guidelines are needed because online material citation has become more common and complex, the use of inclusive and bias-free language is becoming increasingly important for many groups, and technology used by researchers and students has changed. It is available in online bookstores for around ¥4,000 (paperback), ¥5,800 (hardback), and ¥5,200 (spiral bound) from the American Psychological Association. The ISBN number is 1433832178.

References

Publication Manual of the American Psychological Association, 7th Edition Introduction. (2020). American Psychological Association. https://tinyurl.com/4y38rfkv

Streefkerk, R. (2021, October 1). *APA 7th edition: The most notable changes*. Scribbr. https://www.scribbr.com/apa-style/apa-seventh-edition-changes/

JALT2022 – Learning from Students, Educating Teachers: Research and Practice

Fukuoka • Friday, Nov. 11 to Monday, Nov. 14 2022

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

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  - 毎年1,500名から2,000名が参加します
- Hundreds of workshops and presentations
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- 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

https://jalt.org/conference

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  - 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

https://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。

https://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

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Information

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Gardner's Course Overview

What follows is the most complete reconstruction we have to date of Gardner's long-lost *Course Overview* (c. 1996). The manuscript was discovered in 2017, folded up inside a copy of *The Oxford Guide to Oppressive English Teaching* in a library in Shizuoka. Until that time, the *Overview* was thought lost sometime during the Great Syllabus Shift of 2009. Unfortunately, the manuscript had fallen victim to decomposition (mostly from coffee stains), and parts of it were unreadable (in terms of both legibility and logic). Furthermore, several pages had apparently been removed and repurposed as a medium for page-flip animation exercises (there are two small, slightly varying pencil drawings of Pikachu in the lower-right corners of pages 1 and 2, not reproduced here).

Course Overview

(To be memorized and recited at the beginning of each class)

Question 1. What is thy only comfort in this class?

Answer. That I, with body, mind, and soul understand the infallible nature of my teacher's knowledge of American English vocabulary, phonology, grammar, and usage.

Question 2. How many things are necessary for thee to know in order for thee to gain credit for this class?

Answer. Three: the first, how ignorant I am upon entering the classroom each day; the second, how I will obtain answers to questions I had no inclination to ask; and the third, how I shall best display my class attentiveness on a written exam at some specified (or unspecified "pop-quiz") time in the future.

Question 3. Whence knowest thou thy misery?

Answer. From the great number of older classmates who failed this course before me.

Question 4. What does thy teacher require of thee?

Answer. Three things: that I am promptly present for each and every class; that I fill my notebooks with copious transcriptions; that I disgorge random facts from said notes when called upon.

Question 5. Whence proceeds the depravity of thy teacher?

Answer. From the depravity of my teacher's teacher, and so on proceeding back in time beyond measure.

<text unreadable here>

Question 37. Canst thou obtain a perfect grade?

Answer. In no wise, for it is in the nature of my teacher to employ the duplicitous query—or trick question—as a test of my faith and patience.

Question 38. Is this class then constituted so perversely that thou art wholly incapable of obtaining a passing grade?

Answer. Indeed it is, unless I am convinced by cynicism and despair to surrender all sense of self-worth and rationality to the petty, vacillating whims of my teacher for the duration of the semester.

Question 39. Does not thy teacher then do injustice to thee by requiring from thee that which thou cannot rationally perform?

Answer. Yes and no, for it is the firm belief of my teacher that forcing me to do the impossible stands as a character-building exercise of the highest order—that failing grades and academic shaming ultimately produce the human attributes necessary for success in the real world, a world with which my ivory-tower-entrapped teacher has never personally grappled.

<text missing here>

...on the day that pigs are beheld to fly from the treetops. Amen.

Here endeth the overview.

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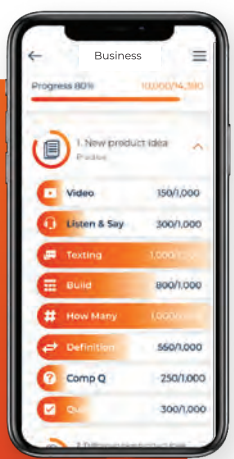

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