

# The Language Teacher

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JALT2022 – Learning from Students,  
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Welcome to the May/June issue of *The Language Teacher*. We hope your new academic year has gotten off to an auspicious start.

This issue begins with a Feature Article from **Ayano Shino**, who examines the frequency and effectiveness of different types of discursial repetition during Japanese elementary school English lessons. Next comes a Readers' Forum piece from **Andrew Pitman**, who describes an implementation of inquiry-based learning pedagogy as a means of equipping Japanese secondary and tertiary learners with the requisite English skills for participation in the global workplace. In addition to these two articles, this issue includes an interview with Baye McNeil by **Michael Ellis** and a transcription by **Marian Wang** of the discussion and question time at Stephen Krashen's December 2019 Kobe-Kyoto-Osaka JALT joint-sponsored lecture. Remember to check out our many regular JALT Praxis columns, such as My Share, TLT Wired, Book Reviews, Teaching Assistance, Writers' Workshop, SIG Focus, and Old Grammarians, as well.

In closing, as always, I would like to thank the content authors, reviewers, copyeditors, proofreaders, translators, and all the many other TLT volunteer contributors, many of whom work directly with our Assistant Editor, Rob Kerrigan, and thus receive far less recognition than they truly deserve from me, as Co-editor, as they quietly perform their duties without my notice. This time, however, I owe a particular debt of personal gratitude to a few individuals who will have recently left or will soon be leaving our production team this year.

First, I'd like to thank Kevin Thomas for his two years as copyeditor and Decha Hongthong for nine years as proofreader. I also want to thank our Japanese-Language Editor Toshiko Sugino, who will now be turning over the reins to Mami Ueda after eight years of her own steadfast leadership and service. Finally, I'd like to thank Theron Muller, who served as Senior Editor until Nicole Gallagher stepped into his role this past January. I truly wish Kevin, Decha, and Toshiko all the best of happiness and success in their future endeavors, and I

*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.

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



wish Theron the best in trying to keep a low profile so as to finally break the cycle of constantly being called upon to keep the ship afloat.

With that, to all our readers, I hope you enjoy the issue and find it useful.

—Paul Lyddon, TLT Co-editor

**T**LTの5/6月号へようこそ。幸先のよい新年度になっていることと思います。

本号のFeature Articleでは、Ayano Shinoが日本の小学校での英語授業において、異なったタイプの談話の繰り返しの頻度や効果を検証しています。次に、Readers' ForumではAndrew Pitmanがグローバルな職場に就くために必要な英語力を日本の中高・大学生に身につけさせる手段としての探究的学習の導入を論じています。これら2つの論文に加えて、Michael EllisがBaye McNeilへのインタビュー記事を寄稿しています。また、Marian Wangが記録した2019年12月のKobe-Kyoto-Osaka JALT 共催のStephen Krashenの講演でのディスカッションと質疑応答も載せています。My Share, TLT Wired, Book Reviews, Teaching Assistance, Writers' Workshop, SIG FocusやOld Grammariansなどの通常のJALT Praxis columnsもお忘れなく。

終わりに、執筆者、査読者、校訂者、校正者、翻訳者、その他多くのTLTボランティアの方々に感謝の気持ちを述べたいと思います。彼らの多くは、副編集長のRob Kerriganと直接やりとりをし、共同編集者の私が気づかぬうちに、自分たちの仕事を粛々とこなしています。この事に感謝の意を表したいと思います。今回は特に、私たちの制作チームを最近去って行かれた、あるいは今後去る予定の方々に特別な謝意を申し上げたく思います。

まず、校訂者として2年間務めたKevin Thomasと校正者として9年間務めたDecha Hongthongにお礼を申し上げます。さらに、日本語編集長として8年間の確固たるリーダーシップと尽力のあとMami Uedaへと仕事を引き継ぐToshiko Suginoにお礼を申し上げます。最後に1月にNicole Gallagherが引き継ぐまで編集長の役割をこなしたTheron Mullerに感謝致します。そしてKevin, Decha, Toshikoの3名の方々の今後のご活躍とご多幸をお祈り申し上げます。またTLTという船が沈まないよういつも頼りにされてきたTheronが、その連鎖を断つべく最大限に目立たないようにしようとする努力が実る事も祈っております。

読者の皆さまにとって、本号が興味深く有益なものになると幸いです。

—Paul Lyddon, TLT Co-editor

## — VOTE —

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\*Meet the candidates on page 43 of this issue of TLT.



# Use of Repetition in the ELF Context of Japanese Primary School English Lessons

Ayano Shino  
Waseda University

This study investigates how repetition is effectively utilized among homeroom teachers (HRTs), assistant language teachers (ALTs), and pupils in English lessons in the English as a Lingua Franca (ELF) context of a primary school classroom to achieve clear understanding. In the study, conversations among the HRTs, the ALTs and the pupils in English classes were audio-recorded for about 50 hours in total and analyzed based on existing research on analytic approaches to classroom discourse (Sinclair & Coulthard, 1975; Walsh, 2013), conversation (Schegloff, et al., 1977), and classroom-based conversation (Seedhouse, 2004). The results of the current study revealed that repetitions with various functions such as securing the pupils' understanding, encouraging the pupils to answer a question in English, and confirming what the pupils and the ALTs said, are frequently and effectively used in primary English lessons not only by the HRTs and the ALTs but also by the pupils.

本研究は、互いの明白な理解を達成する為に、共通語としての英語（本研究は、互いの明白な理解を達成する為に、英語が共通語（ELF: English as a lingua franca）として使われている小学校の英語の授業の中で、学級担任（HRTs）、外国語指導助手（ALTs）、そして児童の間でいかに繰り返し（repetition）が使用されているかということについて調査している。研究では、学級担任、ALT、児童の英語授業中の会話を合計で約50時間録音し、得られたデータを、教室談話分析（Sinclair & Coulthard, 1975; Walsh, 2013）、会話分析（Schegloff, et al., 1977）、教室会話分析（Seedhouse, 2004）のアプローチを用い分析した。その結果、繰り返しは学級担任やALTだけでなく児童によっても頻繁に且つ効果的に使用され、児童の理解を深め、英語での回答を促進し、そして児童やALTが言ったこと（あるいはALTの発話）の確認等、様々な機能を持つことが明らかになった。

<https://doi.org/10.37546/JALTTLT46.3-1>

The year 2020 marked a significant milestone for primary English education in Japan as English became a formal subject for fifth and sixth graders, and English activities also became compulsory for third and fourth graders in all Japanese public primary schools (MEXT, 2018). As a result, there are now more opportunities for homeroom teachers (HRTs), assistant language teachers (ALTs), and pupils to interact with each other using English; consequently, further investigation on primary English education in Japan will be needed more than ever. Through the observation of English lessons in a Japanese primary school, this study found that repetition was frequently and effectively utilized as a prominent learning tool by HRTs, ALTs, and pupils. Thus, the research question of this study is: what functions of repetition are observed in English lessons in a Japanese primary school where the three parties use English as a lingua franca?

## Repetition in Language Classroom Contexts

Repetition, “the act of doing or saying something again” (Cambridge University Press, 2021), is often utilized both by teachers and learners for various purposes in language classrooms. Between teachers and learners in language classrooms, the former utilizes repetition for evaluating learners' answers and modifying learners' speeches; however, the latter uses it for both signaling a lack of competence, showing competence, showing active participation, and negotiating meaning (Duff, 2000; Tsui, 2001). On the other hand, teachers in a team-taught language classroom use repetition to show their mutual involvement, ability as a co-teacher, acknowledgement, and confirmation (Lee, 2016).

For example, Duff (2000) described how repetition was used by teachers in high school EFL immersion classes in Hungary and university foreign language classes (German and Hebrew) in America. In their evaluation of students' comprehension, teachers used repetition in initiation-response-evaluation (IRE) exchange patterns. Duff pointed out repetition is also beneficial for learners to realize a problematic term and acquire new knowledge of the foreign language together with peers; Duff stated that repetition in classrooms is utilized not only for teachers' evaluation of pupils' answers but also for learners' acquiring new knowledge (p. 135).

Similar to Duff (2000), Tsui (2001) examined classroom interaction between native English teachers (NSs) and non-native English students (NNSs). The study showed that teachers use repetition to make their speech comprehensible to students (p. 131), whereas when NNS students cannot understand what NS teachers say, the students try to negotiate meaning by repetition. In Tsui's study, both teachers and students used repetition in classrooms as a way to build mutual understanding.

In addition to the studies by Duff (2000) and Tsui (2001), Lee (2016) also investigated interactions in a team-taught language classroom at a Korean primary school, with a focus on the use of repetition between teachers. Lee found that repetition was used by both the lead teacher who was the English-speaking teacher (ET) and the co-teacher who was the Korean-speaking teacher (KT). This allows

the KT to show his/her involvement and ability as a co-expert who “shares immediate access to the correct response” (p. 3-11) with the lead teacher, for the ET to show his/her acknowledgement, and for both KTs and ETs to indicate confirmation.

In all the studies, repetition was investigated in an EFL/ESL classroom context. However, repetition has also been investigated in the English as a lingua franca (ELF) context. In the current study, ELF interactions among the three parties both inside and outside of the classroom are examined. Therefore, the next section will examine repetition in academic ELF contexts.

### Repetition in Academic ELF Contexts

Compared with repetition in EFL/ESL classrooms, repetition in academic ELF interactions is utilized to show explicitness (Björkman, 2014; Kaur, 2012), confirm understanding (Björkman, 2011; 2014; Kaur, 2012), achieve mutual understanding to avoid communication breakdowns (Kaur, 2009; 2012), and adjust to linguistic diversity among speakers (Cogo, 2007). Although these studies occurred in different educational contexts, they demonstrate that ELF academic interactions place more importance on maintaining participants' shared understanding regardless of their positions to one another as teachers or students.

In the present study, English is utilized by all the participants, the ALTs, the HRTs, and the primary school pupils. Interactions occur in an ELF context where both speakers of various backgrounds and English proficiency communicate with each other using ELF as well as Japanese as a lingua franca (JLF). Therefore, I will utilize the concept and understanding of repetition found in ELF contexts as well as those found in EFL/ESL classroom contexts in the data analysis of this study. Because English is used as a lingua franca (ELF) among the three types of participants, the study will also investigate the primary English classroom contexts from an ELF perspective.

### Methods and Data

This study is a part of a large-scale longitudinal research project (Shino, 2020) on interaction between HRTs, ALTs, and pupils at a primary school in Japan. I observed English classes from 2009 to 2013 in a primary school in Eastern Japan. I was allowed by the Board of Education to observe and record English lessons in S Primary School under condition of participant anonymity. I was both a participant observer and a teaching assistant who taught English with the ALTs and HRTs for grades 1 through 6. All speech by the HRTs, ALTs, and pupils in the English classes was

audio-recorded, and transcribed.

The recorded data were analyzed for prominent interactional features with a particular focus on how repetition was used among the HRTs, the ALTs, and the pupils. For this analysis, analytic approaches to classroom discourse (Sinclair & Coulthard, 1975; Walsh, 2013), conversation (Schegloff, et al., 1977), and classroom-based conversation (Seedhouse, 2004) were utilized. Classroom discourse analysis is helpful to explore language functions and communication systems in classrooms. Conversation analysis is useful to investigate what and how speakers respond to what has been said by interlocutors in natural conversation. Using these analytic approaches, the next section will present the repetition observed in the data.

### Results and Discussion

In the present study, repetition was often used and found to play an important role in classroom interaction serving several functions such as securing the pupils' understanding, encouraging the pupils to answer questions, and confirming what the pupils said. Each function will be discussed in order below.

#### Repetition for Securing Understanding by the ALTs

Repetition is frequently utilized during English lessons in the primary school class to secure the pupils' clear understanding by the ALTs, as seen in Extract 1. Here, the ALT (A1) conducts a direction activity and asks the pupils in the sixth grade class to guide Ken - one of the characters in a textbook - to the park using English. In this study, two different ALTs (A1 and A3) and three different HRTs (H3, H7, and H8) will appear in each extract hereafter. In addition, all names used are pseudonyms.

#### [Extract 1] Repetition for securing understanding by the ALT

- 1 → A1: Now, I don't know I don't know. Help me help me. Umm, I am Ken. I am  
 2 → Ken. Where is the park? Where is the park?  
 With Ken. Everyone look in a  
 3 → book. So Ken goes to the park. Please tell me tell me.  
 4 H8: 教えてって。ダニエル先生がKenだと思って教えてあげて  
 (Daniel asks you [the way to the park]. Assume that Daniel-sensei is Ken, and tell him the way.)

(Extract from Interaction 6)

In this extract, the ALT uses repetition to achieve the pupils' clear understanding (Kaur, 2012; Tsui, 2001) by repeating 'I don't know', 'help me', 'I am Ken' in line 1, 'Where is the park?' in line 2, and 'tell me' in line 3. The use of repetition by the ALT tries to ensure the HRT's clear understanding which would also enhance the pupils' understanding. In response to the ALT's repetition, in line 4, the HRT also explains to the pupils in simple Japanese what the ALT has said in English.

According to Kaur (2012), self-repetition plays a significant role in ELF conversations to "enhance the clarity of expression" (p. 593) and achieve recipients' understanding. In this way, its use could pre-empt "understanding problems from the outset" (p. 598). Kaur points out that self-repetition in academic ELF interactions leads to "clearer, more explicit talk in ELF and, in so doing, may facilitate the recipient's understanding of it" (Kaur, 2012, p. 600, see also Kaur, 2009), which could be applicable to the use of repetition by the ALT in Extract 1.

### Repetition for Encouraging the Pupils to Answer by the ALT and the HRT

Repetition for encouragement is also used when the teachers encourage the same sixth grade pupils to speak out in English in class. Extract 2 is a situation where the ALT (A1) asks the pupils where the school is.

#### [Extract 2] Repetition for Encouragement by the ALT and the HRT

- 1 A1: Where is the school?
- 2 →H7: 英語で英語で、行けるぞ (*In English in English. You can do it.*)
- 3 →A1: Come on! Come on!

(Extract from Interaction 10)

Here, the HRT in line 2 first repeats the phrase in Japanese '英語で (in English)' twice to encourage the pupils to answer in English. The ALT then also encourages them to answer the question in English, stating 'Come on! Come on!' in line 3. Thus, both the HRT and the ALT collaborate in encouraging the pupils to answer in English, using both Japanese and English respectively.

Repetition for encouragement is also conducted by way of praising pupils in order to increase their motivation. Extracts 3 is a situation where the ALT (A1) praises the sixth-grade pupils because they can do the activity of direction-giving correctly using English during the same class as shown in Extract 1.

#### [Extract 3] Repetition for Encouragement by the ALT's Praising

- 1 A1: What is it?
- 2 Ps: School.
- 3 →A1: Very good. You guys you guys are perfect. You got it! You got it!
- 4 → Very nice very good cool.
- 5 ((The ALT claps his hands while saying 'Very nice very good cool' and starts another direction activity.))

(Extract from Interaction 6)

In Extract 3, the ALT repetitively praises pupils to encourage them to try another direction activity. Here, the effectiveness of the encouragement is increased by the repetition of the praise words 'very good!' and 'You got it!' twice in lines 3 and 4. The ALT also repeats 'you guys' twice in line 3 to emphasize who are perfect (see Björkman, 2011 for the use of repetition for the sake of emphasis).

Oxford and Shearin (1994) regard praising as "teacher-provided rewards" (p. 20) to raise learners' motivation and further point out that teachers use praising as a strategy to decrease language learner anxiety, which could be applicable to the situation in Extract 3. By listening to words of praise, pupils may be encouraged and motivated. As a result, their anxiety level might decrease.

#### Repetition for Confirmation

In this section, I will explain the use of repetition for confirmation, which is used when the ALT (A3) confirms what a pupil said. Extract 4 depicts a situation where the ALT asks the pupils in the second grade how many points they got in a game activity. There are three pupils from the second grade (P2-3, P2-4, and P2-6) taking part in the dialogue.

#### [Extract 4]

((The ALT, A3, asks how many points each group got in a game activity in order from Groups 1 to 4))

- 1 A3: はいNo. 5 (*[How many points did you get,] Group No.5?*)
- 2 P2-3: Eighteen
- 3 →A3: Eighteen
- 4 Ps: えー! (*What!*)  
((Other pupils seem to be surprised with the high score of Group No. 5))
- 5 A3: はいNo. 6 (*How about you, Group No. 6?*)
- 6 P2-6: Fourteen

- 7 →A3: Fourteen. はいChampion No. 5! (*Fourteen. Well, Group No. 5 is a champion!*)
- 8 H3: 拍手! (*Let's clap your hands!*)
- 9 ((Everyone in the classroom claps his/her hands.))
- 10 A3: Very good
- 11 P2-3: え?(*Huh?*)
- 12 P2-4: え?五班ってこと?(*Huh? Does it mean that Group No. 5 is a winner?*)
- 13 →H3: そう五班だよ (*Yes, Group No. 5 won.*)
- 14 A3: うんgood (Group No. 5 got) eighteen yes. (*Yes, good. Group No. 5 got eighteen points, yes*)
- 15 A3: Yes はい, 机をお願いします (*Now, please put your desks back where they were.*)
- 16 →Some Ps: 机をお願いします (*Please put your desks back where they were.*)

(Extract from Interaction 32)

Here in line 1, the ALT asks the Group 5 members how many points they got in the game activity by stating only 'はい No. 5 (Group No.5?)', but omitting stating explicitly 'How many points did you get' to make his request simple for the 2nd graders, who are not used to listening and answering English yet. P2-3 in line 2 answers by saying 'Eighteen', which is repeated by the ALT in line 3 'Eighteen' as a confirmation (Lee, 2016). Other pupils are surprised with the high score of Group No. 5, stating 'えー! (What!)' in line 4. The ALT in line 5 continues asking the Group 6 members how many points they got by saying 'はいNo. 6 (How about you, Group No. 6?)'. One of the pupils (P2-6) in the group answers 'Fourteen' in line 6, which is also repeated by the ALT to confirm what P2-6 said, stating 'Fourteen', followed by 'はいChampion No. 5! (Well, Group No. 5 is a champion!)' in line 7. The HRT in line 8 tells the pupils to clap their hands to admire Group 5. Everyone in the classroom claps his/her hands in line 9, however, P2-3 and P2-4 did not understand which group has won the game activity, saying 'え?(Huh?)' in line 11 and 'え?五班ってこと?(Huh? Does it mean that Group No. 5 is a winner?)' in line 12.

In response to these questions, the HRT in line 13 confirms what they said by stating 'そう五班だよ (Yes, Group No. 5 won.)' in Japanese by partially repeating the word '五班 (Group No. 5)', which was uttered by P2-3 and P2-4. The ALT in line 14 also confirms what P2-3 and P2-4 said, stating 'うんgood (group No. 5 got) eighteen yes. (Yes, good. Group No. 5 got eighteen points, yes)', partially using a Japanese casual confirmation 'うん (Yes)' at the beginning of the

utterance, which seems to show his solidarity to the pupils (Cogo, 2007). After that, the ALT in line 15 asks the pupils in Japanese to put their desks back, which is repeated by some pupils in line 16 '机をお願いします (Please put your desks back where they were.)' to confirm what the ALT said and tell other pupils. Repetition for confirmation as operationalized by Lee (2016) of what interlocutors said by the ALT in lines 3 and 7, the HRT in line 13, and the pupils in line 16 has been observed both in English and Japanese.

This type of repetition is especially important for Japanese children in second grade and below because they are not yet accustomed to using English; they have English lessons only once or twice a month. Additionally, learners need to listen to and understand what the ALT said as well as speak English during lessons (Izumi, 2017). Therefore, confirmation of what the pupils said by the ALT and the HRT gives the pupils a sense of security and accomplishment on learning and using English because they feel they are able to answer the question in English and understand what the ALT said (Mitsugi, 2018; Walqui & van Lier, 2010). Thus, repetition in the study is utilized by the ALT to secure the pupils' and the HRT's understanding, by the ALT and the HRT to encourage pupils to answer, and by other parties to confirm what the pupils or ALT said.

## Conclusion

This study has found that repetition is frequently and effectively used for various functions in primary school English classes in the ELF educational contexts, such as securing the pupils' understanding, encouraging the pupils to answer, and confirming what the pupils and the ALTs said, not only by the ALTs and the HRTs but also by the pupils. The use of these types of repetition is important in English lessons because it leads to the pupils' clear understanding and positive attitude toward using English (Kaur, 2012; Oxford and Shearin, 1994). Also, the ALTs in the study were observed to use not only repetition in English, but also in Japanese to confirm what the pupils said and to ask a favor from them, showing their solidarity with the pupils (Carless, 2006; Cogo, 2007). On the other hand, the HRT in this study also used repetition in Japanese to encourage the pupils to speak English and confirm what the pupils said (Björkman, 2011). That is, the ALTs and the HRTs collaboratively try to conduct smooth team teaching with the use of repetition, utilizing the linguistic resources available (Seidlhofer, 2011; Widdowson, 2003) of Japanese and English as well as non-linguistic resources such as clapping hands in order to promote the interlocutors' clear understanding and maintain good relationships among them in an ELF



context. These efforts by all three parties seem to have led to effective language teaching and learning in English lessons at the primary level. That is, utilizing techniques such as using repetition and both languages could allow the participants with diverse linguistic backgrounds and repertoires to form a successful language learning community. As one of the limitations, it is difficult to generalize the findings of the current study to other contexts since the data were collected from one primary school. However, the results might be helpful in that HRTs and ALTs in Japan can learn more about what teachers in a similar context do to conduct more effective team-taught English lessons in primary schools.

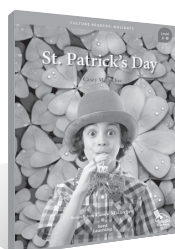
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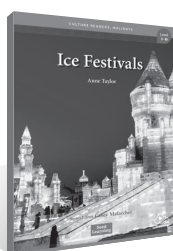
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## Preparing Local Students for the Global Workplace Through Inquiry-Based Language Learning

Andrew Pitman

To foster learner development of the types of English skills necessary for eventual participation in the global marketplace, teachers in modern learning environments can utilise digital technologies and the internet to take learning beyond classroom walls and into real-world contexts, where students can more easily engage in inquiry-based learning and, thus, more easily engage with real-world problems. This paper provides a practical illustration of such a technologically supported inquiry-based pedagogy in the design of an inquiry-based unit of study for intermediate to advanced proficiency Japanese high school and university learners of English.

グローバルなビジネス市場への参加に必要な英語力を育むため、現代の学習環境における語学教員はデジタル技術やインターネットを駆使して、学びの場を教室から実世界に広げている。学習者はこれによってより容易に探究型学習を行うことができ、現実社会の問題に取り組むことができるようになった。本論は、探究型学習の枠組みにおいて、日本の高校・大学における中級から上級レベルの英語学習者に実践したICT活用の探究型学習の実例を示す。

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**J**apanese policy makers for English language education “highlight the need for Japanese universities to cultivate students with English skills to participate in the global market” (Chin Leong, 2017, p. 2). The development of business-related language skills can be facilitated by inquiry-based learning, which challenges learners to engage with real-world problems. In modern learning environments, teachers can also utilise technology to help students move beyond the confines of their classroom walls into real-world learning environments. Together, inquiry-based learning and technology can aid the development of language skills and facilitate students’ transitions from local students to global professionals.

This article proposes a pedagogical design for inquiry-based language learning in the context of intermediate to advanced language programs at Japanese high schools and universities. The design is foregrounded with an outline of inquiry-based learning design philosophy, followed by a discussion of inquiry-based learning design principles.

### Inquiry-Based Learning Design Philosophy

Inquiry-based learning is a process by which students critically engage with resources related to a real-world problem. The process is aimed at fostering the metacognitive skills that are vital for developing disciplinary knowledge (Laurillard, 2012). In inquiry-based language learning, learners’ development of language-related knowledge arises from critical engagement with the language appearing in resources related to real-world problems.

According to van Joolingen et al. (2005), the inquiry process consists of five successive stages: 1) analysis, 2) hypothesis generation, 3) experiment design, 4) data interpretation, and 5) conclusion. Applied to language learning, analysis might consist of deconstructing exemplar models of language functions. Hypothesis generation would then involve learners formulating researchable questions related to topics of their own choosing. In their experiment design, learners can decide what types of linguistic data to collect and how. Data (i.e., language) interpretation involves comparison (synthesising data), critical thinking (evaluating data), and demonstration of the language function in focus for assessment. Finally, useful concluding tasks include reflections upon what was learnt about language, what was difficult, and how such difficulties may potentially be overcome in the future.

### Inquiry-Based Learning Design Principles

Regardless of theoretical orientation, inquiry-based learning design is based on three main principles, related to tasks, resources, and guidance (Conole et al., 2008; Hmelo-Silver et al., 2006; Laurillard, 2012).

Inquiry-based learning designs set tasks that challenge learners to synthesise disciplinary theory with examples of real-world practice. These tasks aim to guide learners towards their own discoveries and formulations of knowledge by fostering inquiry skills, such as “questioning, investigating, analysing, hypothesizing, designing, interpreting, sharing, arguing, [and] synthesizing” (Laurillard, 2012, p. 125).

In an inquiry design, learning resources consist of what is available to students both within and outside the classroom. Rather than merely representing knowledge formulated by experts, teacher-provided resources serve as models of examples that students are tasked with locating within structured domains. Therefore, clearly delineating the scope of resource options and preparing students to adequately analyse and select appropriate resources from among these options, rather than providing students with a narrow range of materials. This approach fosters inquiry skills that will equip students to learn independently, beyond the classroom.

A hotly-debated, focal principle of inquiring learning design is guidance, or the degree of scaffolding provided. On the one hand, Hmelo-Silver et al. (2006) argue that inquiry learning needs to be highly scaffolded and should therefore be strongly guided. On the other hand, Laurillard (2012) suggests that the more scaffolding a learning approach entails, the more it approximates rote learning. Regardless of these contrasting views, in the context of language learning, students must first memorise linguistic expressions to a certain degree in order to be able to identify their usage in real-world contexts. In addition, students still need a high degree of guidance in the identification of language functions that have been newly learnt. Therefore, for inquiry-based learning to be effective for language development, a high degree of scaffolding is initially required in terms of students' learning of linguistic expressions as well as the identification of their functioning in real-world contexts. Greater guidance is required in the early stages of an inquiry and with less proficient English users. However, scaffolding should be relaxed as students progress so that the learners can independently produce examples of the intended outcomes (such as those given at the link provided in Appendix 2). Students must also receive feedback for work produced at each stage of inquiry so that their skills can be consistently developed and improved.

### **Situating Inquiry-Based Learning Design in Language-Learning Contexts**

The bulk of recent studies related to inquiry-based learning in connection to language learning and technology advocate the use of certain technologies to aid the development of language skills in particular and to improve language learning motivation in general (e.g., Dooly & Sadler, 2016; Ebadi & Rahimi, 2018; Park & Hiver, 2017; Yamazaki, 2018). However, the language education literature lacks research on the implementation and evaluation of inquiry-based learning designs. A shift

in focus from the technologies that can aid pedagogical design to the robustness of the design itself would benefit the profession on a broader pedagogical level in relation to fostering inquiry skills and language knowledge.

The pedagogical design proposed here (see Appendix 1) focusses on persuasive language as it is used in relation to issues presented in various forms of news media. The design is suitable for intermediate to advanced learners of English at senior high school and university levels. The unit consists of ten core lessons, followed by student presentations, and then a final reflection lesson. Moreover, the unit is divided into six task stages, which are based on the inquiry process stages proposed by van Joolingen et al. (2005), outlined above in the section on Inquiry-Based Learning Design Philosophy. In Task Stage 1, students nominate and discuss topics within the domain of current social issues in the media. In Task Stage 2, persuasive language concepts are introduced. In Task Stage 3, students analyse news media texts related to the selected topic. Task Stage 4 has students work in pairs to find additional topic-related resources and evaluate materials suitable for supporting their own viewpoints on the topic. In Task Stage 5, students present their own TED Talks-styled presentations, using persuasive language tools with the aid of visual resources. For the sixth and final task stage, students contribute to a class blog to reflect on what they learnt throughout each stage of the inquiry process. To adapt the design for lower proficiency learners, more scaffolding would be required. For example, at Task Stage 1 (topic selection) and Task Stage 4 (resource selection), students could be provided with specific examples to choose from. In this pedagogical design, topical and functional vocabulary, as well as typical grammatical structures used for persuasive oration and writing, should be focussed upon in detail, as students at lower proficiency levels may lack the ability to discover these independently.

Inquiry-based learning is motivated by topic content (Laurillard, 2012). For content to be motivating and relevant, students should be placed at the centre of the topic nomination and selection process. The role of teachers is to facilitate this process by providing structure. For language learning, this structure may consist of focus on a language function (e.g., persuasive language, as in the proposed design) combined with a resource domain (e.g., news media). In this example, the proposed pedagogical design begins with an introductory lesson (Task Stage 1) consisting of small group and whole class discussion of current media issues, with related images and video used to elicit ideas. Motivated



by prior research findings (e.g., Lee & Hsieh, 2019), technology is used to facilitate discussion with the aim of decreasing student L2 anxiety and increasing willingness to communicate. To keep students at the centre of the topic selection process and to facilitate fair and equal contribution of ideas throughout the class, students discuss issues in groups of three or four and then post their ideas anonymously on Poll Everywhere (<https://pollev.com/>) using their mobile phones, tablets, or laptops. Students' ideas are displayed to the class. Then, the more stimulating and popular issues (e.g., nuclear power, the economy, immigration) can be highlighted by the teacher to direct class discussion, which should cover the source and nature of these issues as well as the contrasting viewpoints of their various stakeholders. Next, the students are asked to brainstorm and discuss the nature, purpose, and domain of persuasive language as a segue into Task Stage 2.

With topics nominated and selected by students, Task Stage 2 involves the deconstruction of exemplar authentic texts (Rothery, 1996) to expose students to relevant linguistic expressions, in this case of persuasive language, used in real-world contexts. Articles from newspaper websites (e.g., *The Asahi Shimbun*) and TED Talks presentations offer a broad range of resources. Students are tasked with identifying examples of persuasive language use and categorising them according to the Aristotelean concepts of *ethos* (appeals to the authority or credibility of sources), *logos* (appeals to logical thought or argument), and *pathos* (appeals to emotions) (Kaewpet, 2018) to better understand persuasive techniques and facilitate their use. In this task stage, each of the three persuasive concepts (or techniques) is focussed upon individually in a lesson using multiple sources predominantly featuring it. Students then develop definitions of the persuasive techniques by comparing different examples of persuasive language covered in the three lessons. Refined class definitions can be compared to the original Aristotelean concepts. With this approach, students are guided towards discovering persuasive techniques on their own rather than simply being tasked with locating "correct" examples of certain ones. This process enables the activation and development of inquiry skills, including questioning, analysing, and interpreting (Laurillard, 2012).

For Task Stage 3, students are tasked with sharpening their understandings of *ethos*, *logos*, and *pathos* via a more procedural and guided deconstruction (see Rothery, 1996) of additional authentic texts. In a language lesson, student comprehension of texts is of foremost importance. Simple comprehension questions based on readings and presentation viewings can be completed, peer-checked,

and discussed as a class. Then, students should be ready to identify the use of persuasive language within those texts. This step can be approached by tasking students to find examples of persuasive devices within a text, appropriately categorise those examples, and justify their decisions. Answers can be shared via Padlet (<https://padlet.com/>), allowing students to post ideas to a class discussion board. To extend further, students can compare texts and evaluate them for their persuasive effectiveness, developing and exercising critical thinking skills in the process (Laurillard, 2012). To this end, students can compare the appropriateness of persuasive devices and the effects these have on target audiences. For example, is *pathos* more likely to affect people who can relate to an issue from personal experience? Is *ethos* more likely to resonate with lower or higher levels of education? Students can also identify and characterise intended audiences to develop a deeper understanding of persuasive devices within social contexts (Valdés et al., 2014).

With clearly defined persuasive techniques in mind and inquiry skills at hand, students should be ready to explore and evaluate resources independently to formulate and support a position on their chosen issue in Task Stage 4. Teacher delineation of the scope of resources should be guided by what students can access in their daily lives (Laurillard, 2012), such as TED Talks presentations, newspaper articles, and publicly available governmental and NGO statistics. For Task Stage 5, students are paired by topic and tasked with creating their own contrasting TED Talks-styled presentations (e.g., one advocating the use of nuclear power and one opposed) using a slideshow application to facilitate and encourage the integration of persuasive visuals such as images, graphs, and tables. In this way, although students are playfully pitted against each other, they work together to respond to major opposing arguments and pool resources to create the most persuasive presentations possible. This method also serves to shift the focus away from students' emotional responses and towards the skill of persuasively arguing a viewpoint.

The domain of the presentation can break learners out of the confines of the traditional classroom construct (Kress, 2013). Students can present not only to the class but also to the wider school community and upload their videos on YouTube to engage with the general public. This approach broadens social presence (Garrison et al., 2010) so that students can receive feedback from a real-world audience beyond their teacher and classmates. Note, however, that students need to be made aware of YouTube's terms of service before proceeding and

that teachers should maintain responsibility for the account used for uploading presentations.

Finally, students are tasked with contributing to a class blog using Kialo (<https://www.kialo.com/>) to reflect upon what they have learnt in the inquiry process (Laurillard, 2012). This activity garners peer feedback regarding the effectiveness of approaches to inquiry for the benefit of and application to future learning. The teacher can summarise student contributions using Voyant Tools (<https://voyant-tools.org/>), which enables teachers to quickly present student ideas to the class as creatively visualised keywords and concordances and ideally help students remember what they have learnt more effectively than through more conventional means. The reflection process is useful for students to apply what they have learnt to future inquiry units and to language-related challenges. Feedback is also useful for teachers in making adjustments to the pedagogical design and improving their approach to future inquiry-based study.

Examples of technological utilisation within this pedagogical design are included in the link in Appendix 2.

## Conclusion

This paper presented an approach to preparing local language learners for participation in the global workforce by means of inquiry-based learning. Motivated by Japanese language policy for English education, it illustrated an inquiry-based learning design specifically focussing on persuasive language and targeted at intermediate to advanced Japanese high school and university students of English. Further research on the development and effectiveness of inquiry-based learning designs may prove useful for the alignment of language education outcomes with language policy goals.

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returned to Australia and completed a Master of Applied Linguistics, receiving first-class honours. His minor thesis focussed on language testing validation and successful graduate-level L2 university writing, whilst his PhD focusses on the academic English language needs of undergraduates in their first year of university study.

### Appendix 1

#### Model Inquiry-Based Language Learning Pedagogical Design (Based on Laurillard, 2012)

Task stage	Characteristics
1. Students nominate and discuss topics within the domain of current social issues in the media. (one lesson)	Topics are elicited with the aid of recently published images, articles, and video material from established media sources. <b>Scaffolding:</b> Low. Structure is provided as a guide, placing students at the centre of the topic selection process.
2. Teacher introduces language function (persuasive language: ethos, logos and pathos). (four lessons: one per concept, then feedback/summary lesson).	Via deconstruction of exemplar texts, students define the Aristotelean concepts of ethos, logos, and pathos. <b>Scaffolding:</b> Medium. Students are led to defining concepts of persuasion via questioning, analysing, and interpreting exemplar texts. <b>Feedback:</b> Development and comparison of class meanings to original concepts (comparison with “expert” views).
3. Students are socialised via finer deconstruction of additional exemplary texts. (three lessons: two for analysis, one for feedback/summary)	Online newspaper articles and TED Talks presentations are deconstructed for student comprehension and fostering of comparative, evaluative, and critical-analytical skills. <b>Scaffolding:</b> High-Medium. Students are tasked not only with comprehension but also with comparative evaluation of texts and critical analysis. <b>Feedback:</b> Comprehension and critical analysis teacher feedback; class discussion feedback from evaluation, comparison, and critical analysis of texts.
4. Students work in pairs to: a) search for resources within teacher-delineated domains, and b) evaluate materials suitable for supporting viewpoints. (two lessons)	Resources can come from TED Talks videos, credible online media publications, government, and NGO websites. <b>Scaffolding:</b> Low-Medium. Resource domain is delineated but broad; students must put their developed comparative, evaluative, and critical-analytical skills into practice. <b>Feedback:</b> Teacher feedback for completed text analysis worksheets, ensuring that resources provide relevant and rich information. Exemplary completed forms can be offered as examples to any pairs who may be having difficulties.
5. In pairs, students successively present contrasting viewpoints. (number of lesson periods depends on class size; presentations should be approximately five minutes’ duration)	Students present their own TED Talks-styled presentations using persuasive language tools with the aid of visual resources to persuade their audiences, with school community members encouraged to engage with the presentations. <b>Scaffolding:</b> Low: Presentation guidelines are provided as <i>suggestions</i> to aid persuasion. Structure is provided – for example, Microsoft Power Point as the baseline presentation technology. <b>Feedback:</b> Teacher (and guest teacher) expert evaluation, comments from the wider school community and the general public.
6. Students reflect on their learning. (one lesson)	Students contribute to a class blog to reflect on what they learnt throughout each stage of the process. <b>Scaffolding:</b> Low. Domain and structure only. <b>Feedback:</b> Student to student only. Teacher marks the task as being completed and summarises comments to wrap up the unit.

### Appendix 2

#### Link to Examples of Technological Utilisation Within the Pedagogical Design

- <https://sway.office.com/hlFACzu9bPLb5pg6>



## Torrin Shimono & James Nobis

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

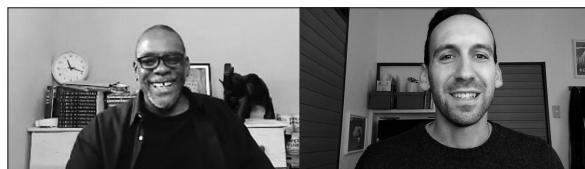
Email: [jaltpubs.tlt.interviews@jalt.org](mailto:jaltpubs.tlt.interviews@jalt.org)

Welcome to the May/June edition of *TLT Interviews*! For this issue we are happy to bring you two separate conversations. The first brings you Baye McNeil. Baye is an author, columnist, ALT and activist, born and raised in Brooklyn, NY. He is the author of two critically acclaimed books on life in Japan, and his column, *Black Eye*, featured in *The Japan Times*, focuses on the image of “blackness” in Japan, and the lives of people of African descent and those from the African continent living in Japan. His first book, *Hi! My Name is Loco* and *I am a Racist*, has been translated into Japanese. It has also been made into an audiobook and both will be released this year. He currently resides in Tokyo with his wife and two adorable cats. Michael Ellis coordinates the EFL program at International Christian University High School in Tokyo. He holds an M.A. in TESOL from Teachers College, Columbia University. His research interests include reflective teaching practice and the use of CLIL to amplify marginalized voices. So, without further ado, to the first interview!

## An Interview with Baye McNeil

Michael Ellis

International Christian University High School



**Michael Ellis:** In your JALT2021 plenary, you used the word “activation” to describe when your mother and you became involved in activism. It was the first time I had heard the word used in that way, and this reminded me of the more recent and somewhat controversial term “woke.” Do you have any thoughts on that term—its meaning or how it is used?

**Baye McNeil:** The way I use *woke* refers to people who are aware of the problems that are faced by minorities and disadvantaged people. That’s it. I think

that the meaning that has been given to it by other groups is a meaning that they know privileged people will find complicated and difficult to support. That’s their goal. As for activation, I had actually never heard it used that way before. I don’t know why I used it that way. It just felt natural. When Naomi Osaka was in the Australia Open—I think it was 2019—Nissan made an animated commercial featuring her and in that commercial they lightened her skin considerably and made her hair straight to Europeanize her. I wrote a story about how she had been whitewashed. At the time, she was focused exclusively on tennis and not involved in anything to do with the Black Lives Matter movement. When this was brought to her attention, she was focusing on winning the Open but then reporters were hitting her with questions about being whitewashed by a Japanese advertising firm. At the time, I think her remarks were that she wasn’t aware how she would be portrayed, that there was some miscommunication between the American and Japanese offices of the advertising firm, and that they were putting this out without her approval. I think she realized in that moment that she could be manipulated in that way, and that activated her. That was the beginning of her realizing that she claims several heritages—American, Haitian, Japanese—and that both the Haitian and American wing of her character are in jeopardy constantly. Therefore, she felt the responsibility to speak about that as well as honor her Japanese heritage. At the time, that wasn’t well received in Japan. Some of the reporters told her to shut up and play tennis, similar to what LeBron James was told by a Fox News reporter when he spoke up, that he should “shut up and dribble!” They didn’t want to hear her ideas or her politics. This pushed her towards activism, and that’s the first time I thought of the term “activation.”

This is not new—how language that we’re using is being used against us to undermine the efforts of disadvantaged and underprivileged minorities is new. Sometimes the language is so undermined that I don’t even want to use it anymore. Words like *woke* have become so tainted, and the meaning has been stolen and hijacked, and I really hate that.



*It's refreshing to hear that this isn't new, but also somewhat sad to hear that you've given up on that word.*

That changes the focus to the ownership of that word as opposed to the ideas behind it. I'd rather focus on the ideas. That word in particular has become a trigger for conservatives and triggering that kind of nastiness isn't working in our best interest.

*That's not the fight we need to have.*

Right, that's not the fight.

*You described your primary school's intentionally balanced education which highlighted the history and achievements of people of African descent. It seemed like a really ideal upbringing to me, but I wondered if you felt there was anything you lost as a result of that education? As an educator, is there any aspect you would go back and change?*

In some ways, I think they might have villainized White people in order to highlight Black people's heroism. I think that's problematic, and that people need to be dealt with to avoid perpetuating the same problems we've been fighting against since we were kidnapped and brought to the U.S.. It was perhaps natural. My mother was born in Savannah, Georgia, a child of sharecroppers and she picked cotton. I'm just one generation from that. My great-great-grandmother was a slave. These problems are still recent, and the emotional baggage and pain in our DNA is still there. That school found one way to channel it into something useful, but in order to do that, it might have fed too much into the fact that we were wronged. I didn't get over that until university.

*Was it an unlearning process?*

No, it was just having positive experiences with White people. I mention in my first book that I grew up in a neighborhood at the tail end of the White flight from the Black community. I did have White friends who stayed around longer than others and we were close. People like them and my professors at university helped me to judge people as individuals without labeling an entire skin color. I wish my primary school had encouraged that more.

*I can empathize with how you seem to feel grateful but also conflicted about the way you were educated. Would it be fair to say that the philosophy behind your school is something you support and agree with, that it's compensating for the racism that exists in America, but also not the true balance that we should be striving for?*

Yeah, that's accurate. I love them still and the gifts they've given me have made it possible for me to achieve the things I have.

*Speaking of your achievements, has the reaction to your work, specifically your blog and books, varied between Japanese and non-Japanese people? How has the reaction been from your colleagues and students?*

I wrote the book primarily targeting non-Japanese people in Japan. From that group, the response was overwhelmingly positive. It hasn't been consumed so much by Japanese readers yet, but it is currently being translated so hopefully I can answer that part of your question then.

*You mentioned in your plenary that the publication of your books pushed your identities as a teacher and an activist author together so that you couldn't hide the activist part of your identity anymore. I'm wondering what that meant specifically.*

It wasn't just the book. The blog was actually the beginning. I was using an alter-ego separate from Baye. The blog was called Loco in Yokohama, and I was known as Loco. When the first book came out I was at a monthly meeting of an ALT dispatch company. I was talking to a friend about the book and another coworker overheard us. She said, "Oh what's the name of your book?" I said, "*Hi, My Name is Loco and I'm a Racist*" and she said "Oh, you're Loco?" and suddenly it became a thing in the office. The second book took that to a next level and then the column was beyond that. The first time the worlds collided was after the Masatoshi Hamada incident when he wore blackface to impersonate Eddie Murphy. I tweeted about that and was then featured in Japanese media. That was when I started being recognized on trains and by my Japanese colleagues and students.

*Do they feel a sense of pride in having such a teacher at the school?*

Yes, they realize that I am an asset for more than English now, that I can teach at the crossing between social justice and language acquisition.

*It must be empowering to feel valued in that way.*

It is.

*Has that led to a greater awareness of racial justice? Personally, I struggle to explain this topic to my friends and colleagues in Japan. For example, without a nuanced understanding of the parallel but different history and context of American blackface, they might view the backlash against blackface like the Rats & Star (Japanese pop group) example you described in your*

*plenary as oversensitive, or an infringement on freedom of expression. Is it fair to say that activism should be applied differently in the U.S. and Japan, and if so, do you have any strategies for explaining the U.S. context to those unfamiliar with it?*

Yes and no. In the book, I write about topics like the Five-Percent Nation of Islam which is an offshoot of the Black Muslims. This is heavy stuff, so on one hand it doesn't translate so well to an audience without some of that content knowledge. Many Japanese people think simply: Black people are Black people. *Kokujin wa kokujin desu*. The difference between a Senegalese, a German, a Fijian, and a Black American is zilch, because they just see a Black man and attribute their ideas and presumptions to that person.

However, in many ways the White American and Japanese reactions to these topics are exactly the same. We are considered oversensitive in America too for speaking up about these topics. Furthermore, other groups are oppressed in Japan too, and I think there's a correlation between disadvantaged groups. So in a sense you can approach these topics the same way. Many Japanese people might be unfamiliar with Blackness, but they likely know more about the struggles of "Zainichi Koreans" or *burakumin*. If they can make those connections they feel that they ought to know more. Something like Black Lives Matter might feel like an alien thing, and I get that, but it's important to recognize that one in thirty children born in Japan are mixed race. A good number of them have a Black parent, and that number is growing. Facts like these can help bring the issue closer to home, which is so important. The only way we're going to be able to address these issues meaningfully is with wide collective action.

*In your workshop on Sunday, you encouraged participants to reflect on and dismantle their own presumptions about others. Though I found this exercise important and rewarding, I also asked myself whether presumptions might ever be useful. For example, if they might sometimes expedite perfunctory interactions like ordering food at a restaurant. I have refused English menus in the past, in part to push back against such presumptions, but the non-Japanese person next to me might then ask for a fork for their sushi. Might presumptions sometimes have a place?*

I draw a line at race-based presumptions. I don't think they have a place anywhere. Such presumptions are problematic, even if they're on point sometimes. We need to approach individuals as individuals to avoid discriminating against anyone.

This is rough because it goes against some core elements of Japanese culture like *omotenashi*. Part of *omotenashi* is anticipating the needs of your guests, but we should have conversations before making such assumptions. I understand what you are saying, and I even agree that some presumptions are unavoidable or might be in the best interest of the vast majority of people. But non-Japanese people should be included in that discussion. That will lead to better results.

*It seems to me that avoiding such conversations is actually a central goal of omotenashi, and that this naturally puts all guests, not just non-Japanese people, outside of a discussion through which they could actually convey what would be most comfortable. If omotenashi is successful, no discussion takes place at all.*

Right, and it's complicated because you don't want to destroy Japanese culture. *Omotenashi* would become a relic because it unavoidably results in discrimination too often. You have to generalize and make presumptions which have racial implications. There are many false presumptions made about Japanese people as well.

*Actually, I wanted to ask you about just that topic. One of the strategies you suggested for reducing presumptions is to focus on similarities. This made sense for me when interacting with people who are ostensibly different, but of course we can also hold presumptions about people who look the same, and perhaps in this case it might be useful to focus on differences to emphasize how unique we all are. I wonder if you would agree, and if so, how we can achieve a balance.*

I think people instinctively look for differences, so you don't need to do it consciously. But looking for similarities isn't so automatic. Perhaps in Japan especially, noticing differences is already a common practice so I don't think we need to make extra space for that.

*You explained how some activists of the past inspired and affected you. Are you inspired by any activists today?*

In Japan, I have a friend named Loren Fykes. I admire him a lot. He's an activist for LGBTQIA issues. He created an organization called Fruits in Suits and inspires me a great deal. I admire Colin Kaepernick, the football player who took a knee during the national anthem. What he did took a lot of courage and hurt him considerably. He stood by his guns, and it's great to now see him recognized for that.

*In closing, do you have any advice for teachers in Japan who want to become activated and tackle social*

justice issues in their classrooms, but are afraid to take a first step?

It's OK to begin with a low bar and focus simply on awareness raising as a first step. Start from scratch and approach students here with the understanding that they might not know anything. Become more aware yourself of issues of oppression in Japan so that you can use them to make powerful connections. Don't be afraid to let them surprise you either. I think Japanese people are generally progressive. In my experience, our students' minds are open to these ideas. With some more time and effort, their hearts will be too.

For our second talk, we share a discussion with Stephen Krashen. Stephen Krashen is an Emeritus Professor of Education at the University of Southern California. He is best known for developing the first comprehensive theory of second language acquisition, introducing the concept of sheltered subject matter teaching, and as the co-inventor of The Natural Approach to foreign language teaching. He has also contributed to theory and application in the area of bilingual education and has done important work in the area of reading. He is the author of *The Power of Reading* (Krashen, 2004) and *Explorations in Language Acquisition and Use* (Krashen, 2003). His recent papers can be found at <http://www.sdkrashen.com>.



The Kobe, Kyoto, and Osaka JALT chapters jointly sponsored Dr. Stephen D. Krashen to Japan in December of 2019. He spoke to approximately 100 people at Konan University's Nishinomiya campus. The questions he focused on during his lecture were: Is there a gift/special talent for language acquisition? Is "immersion" best? Should we force students to speak more? What about writing? And what about accent? JALT's membership chair prepared a form for participants to submit questions to Dr. Krashen. The following questions and responses were transcribed and edited for brevity and accuracy by Marian Wang who is an associate professor at the Institute for Language and Culture at Konan University in Japan. She holds an Ed.D. from the University of Liverpool, an M.A. in TESOL from the Monterey Institute of International Studies, an M.A. in Law and Diplomacy from The Fletcher School at Tufts University, and a Certificate in International Studies in Economics and Politics from The Graduate Institute of International Studies in Geneva, Switzerland. She is the membership chair for the Kobe chapter of JALT.

## Follow-Up With Dr. Stephen D. Krashen on Some Current Issues in Second/Foreign Language

Transcribed by Marian Wang  
Konan University

**Participant Question:** *I agree that forced speech is harmful to learners when it causes embarrassment and anxiety. Rather than concluding that teachers should use a strictly input-based approach, I think there's also a question of providing opportunities to speak—safe environments where speaking is not painful. Do you think this is a responsibility of language teachers? How would you approach facilitating this?*



**Stephen Krashen:** First, there is very good reason for emphasizing input. The evidence is now overwhelming that input is the cause of language acquisition; approaches emphasizing comprehensible and interesting input have been consistent winners in the research. Second, to my knowledge, nobody has insisted on or even recommended a "strictly input-based approach"—that is, *forbidding* speaking. Rather, the concern is about requiring students to speak using language they have not acquired, in other words, "forced output." It is "forced output" that causes anxiety, not output that is within the competence of speakers. Forced output does not improve language competence, and it raises anxiety. I review the evidence here (Krashen, 2018).

*Why is speaking so unlike writing? If writing over and over again makes people better writers, why does the same not work with speaking?*

Writing "over and over again" doesn't make you a better writer. There is no relationship between how much you write and how well you write. What makes you a better writer in terms of writing style and accuracy is reading (input). I have tried to document this in my publications over the last few decades (Krashen, 2004). The same goes for speaking. Speaking is output, and we acquire language by input, not output (Krashen, 1994). But writing does something else, something different, but very important. Writing can help you solve problems and



make you smarter! This happens through revision, the core of the “composing process” (Krashen, 2021).

*The Ministry of Education is planning to introduce a speaking and writing test for university entrance exams. Are you totally against this government policy?*

I am definitely against speaking and writing tests. (1) They will encourage more speaking and writing, with a focus on grammatical accuracy. Speaking and writing more does not result in better speaking and writing (in terms of accuracy and style) (Krashen, 1994). (2) Timed writing tests send the message that writing does not require planning and revision. In other words, timed tests discourage using writing to discover and solve problems. In the real world, there is little concern about how long it takes to solve an important problem: “I’m sorry Dr. Einstein, we cannot accept your paper on Special Relativity, it is one day late. . .” Timed tests deny the value of breaks. All writers on all topics experience writer’s block. Writer’s block is often a sign that the writer is about to discover something new, have a new insight. Writer’s block can be good news. A powerful way to deal with one is to take a short break and do something that requires little thinking. This allows your subconscious to deal with and actually solve the problem (Krashen, 2001). Speaking (interview) tests are even worse, requiring speaking on your feet about a topic given to you a minute ago. I am faced with situations like this in public, but I can only give satisfactory answers if the questions are about an issue I have already written about. Also, writing only works (helps us solve problems and makes us smarter) when we write about a problem that is important to us. We are all different, and have different interests. Finally, tests of writing and speaking are difficult to evaluate. Raters often do not agree with each other. In other words, it is hard to achieve interrater reliability.

*What do you think prevents educational institutions from implementing more efficient and effective language programs?*

One big reason: Many educational institutions have a limited idea of what is efficient and effective in education. Researchers have known for decades, for example, that simply having students write a lot will not improve their writing, and that encouraging reading produces better results. This finding was published over 50 years ago (DeVries, 1970) and has been replicated many times since. Why don’t administrators know about this kind of progress? The answer is that the research is buried in professional journals and books that most teachers and educational administrators are not aware of.

Also, few people have access to this research, many articles are unnecessarily long and too often poorly written (in “tortured prose”), and professional books and journals are typically very expensive. The cure is short, clearly written articles published in open access journals and books, available to everyone free of charge. Here are a few of my very short and free papers on why we need short papers, why they should be free of charge, and why we need to write more clearly (Krashen, 2012a, 2012b, 2019).

*Is there any advantage to sheltering grammar based on The Natural Order Hypothesis? In other words, using a grammatical syllabus in which rules are presented in the order they are naturally acquired.*

No advantage at all. (1) It is not necessary: Our hypothesis now is that, given lots of very comprehensible and interesting input (Krashen & Mason, 2020), the grammar the acquirer is ready for is present in the input. This even includes rules that have not been described yet, and complex rules that are too hard to teach (but can be acquired). Any deliberate syllabus will leave out a lot of these rules. *Untargeted* input is much better; it contains all the grammar and vocabulary that linguists have described as well as those that have yet to be discovered and described. Given the right input, grammar will be acquired in the natural order, and there will be natural review. (2) What is at  $i + 1$  for one student may not be at  $i + 1$  for others. There is individual variation in rate of acquisition. (3) Any targeting, any focus on certain rules, constrains the aural input and the reading and often makes input very boring. These points are made in more detail in Krashen (2013).

*Many universities in Japan require students to read a lot of books and track their word count using online quizzes. Some people suggest this is forced reading and not pleasurable. What do you think is the best way to encourage and assess extensive reading without forcing?*

There are very good alternatives that do not involve forcing. The first step is to make sure there are plenty of good books and other reading material available, and that they are easy to access. This means, of course, a library with attractive displays that make it easy for readers to find books that are right for them. (A school library I visited in Switzerland displayed books of possible interest on the staircase leading to the library.) Second, provide some help so students can find books that they might like. This is especially important for readers in English as a foreign language. Methods such as Guided Self-Selected Reading (GSSR) include this,



with teachers who are knowledgeable about books and sensitive to their students' reading interests making suggestions. Readers are not, of course, obliged to select every book that teachers suggest, nor are they forced to finish each book they start to read (Mason, 2019). Another factor: The presence of professional school librarians to select and suggest books for students. This is supported by research. The presence of a good book collection and a certified professional school librarian makes a difference in students' reading achievement (Lance & Kachel, 2018). Comic books! Researchers reported that placing comic books and graphic novels in a school library, but not allowing them to circulate, resulted in strong increases in library circulation of non-comic book material (Dorrell & Carroll, 1981). High school librarian LaDuska Adriance (2010) proposed a promising method of promoting reading: Her "Star Method" is simple—students draw a star or place a star-shaped sticker in the inside corner of library books they like. She recommended creating a special display of starred books, easily visible when students enter the library, and she reported great interest in the display among her students. The idea is that with time, books accumulate stars. This increases the visibility of popular books, not necessarily prize-winning books, or books recommended by adults, but books that fellow students have enjoyed. This needs to be tried out, and the results shared. What not to do—rewards. Kohn (2018) has pointed out that giving students rewards for reading sends the message that reading is so unpleasant that readers need to be bribed to do it (see also Krashen, 2007; McQuillan, 1997).

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\*Meet the candidates on page 43 of this issue of *TLT*.



## Lorraine Kipling & Heather Yoder

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](mailto:jaltpubs.tlt.my.share@jalt.org) • Web: <https://jalt-publications.org/tlt/departments/myshare>

Welcome to My Share, where TLT readers share their original and practical classroom activities for the benefit of the community. Welcome also to Heather Yoder, who is joining me as Co-editor now that Steven Asquith has moved on to pastures new. While for us at My Share headquarters this is a time of transitions and new beginnings, I am mindful that by the time this issue reaches you, the summer semester will be well under way, so here we have a handful of fun and accessible activities that you can incorporate into your core schedule with minimal fuss.

First up, Scott Sustenance's storytelling activity provides pick-up-and-go grammar practice by stealth. Next, Yumico Cochrane details how to practice describing photos in preparation for the oft-overlooked Part I of the TOEIC exam. After that, Steven Ashton has devised an engaging syllabic poetry activity that helps students improve elements of speech as well as creative expression. Finally, Tsai I- Ting has put together a nifty mnemonic technique for guessing vocabulary from context, which once introduced can be used in most learning contexts.

We hope that you find some mid-semester inspiration in the above offerings and our extensive back catalogue at <https://jalt-publications.org/tlt/departments/myshare>. As ever, we invite you to submit an activity that you have devised, so feel free to get in touch at [jaltpubs.tlt.my.share@jalt.org](mailto:jaltpubs.tlt.my.share@jalt.org) and we'll be happy to hear from you!

—Lorraine Kipling

Hi everyone! I'm so pleased to be working with Lorraine on My Share, and I look forward to helping you share your classroom activities with all the TLT readers.

—Heather Yoder

## When Your Words are Numbered

Scott Sustenance

Muroran Institute of Technology

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### Quick Guide

- » **Keywords:** Grammar review, collaborative writing, creative writing, warm-up activity
- » **Learner English Level:** Intermediate to Advanced
- » **Learner Maturity:** High school and above
- » **Preparation time:** N/A
- » **Activity time:** 10-15 minutes
- » **Materials:** A whiteboard and whiteboard pens or a blackboard and chalk

Reviewing grammar patterns can be a tedious exercise for students and teachers alike. This collaborative-writing activity offers a fun and engaging way to “trick” students into reviewing grammar while using their collective imagination to create an original story. Also, as it involves minimal (zero) preparation and can be adapted to most classrooms, it is an ideal addition to any good teacher's repertoire.

### Procedure

**Step 1:** Arrange students into small groups.

**Step 2:** Ask each group to think of a number between 1 and 4 inclusive. The teacher should also choose a number, and then write all the numbers on the board, with the teacher's number at the top.

**Step 3:** Repeat this process, so that each group now has 2 numbers. You might write this as a table with three columns showing, the group, number 1 and number 2 as in the example in the appendix.

**Step 4:** The teacher writes the start of a sentence on the board. This will change depending on what grammar is being focused on. For example, you could write, “Last weekend,” if you wanted to

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review writing about things in the past, or “Next weekend,” if you want to focus on the future.

**Step 5:** The goal of the activity is to create a short story. Each group will contribute the same number of words as the two numbers they originally chose. For example, if the teacher chooses 3 as their first number, the sentence might become “Last weekend, I went to,” with the “I went to” being the three words that the teacher added.

**Step 6:** Each group then adds their contributions in order to create a story. As can be seen in the example in the appendix, if Group 1 adds one word (i.e., “the”), Group 2 adds three words, such as “movies with my.” If the students are having trouble thinking of what to add, which often happens at the start, the teacher can give some suggestions. The teacher is also responsible for correcting any grammar issues while writing the ideas on the board. Students are free to end the current sentence and start a new sentence at any time. The last group is responsible for making sure that their last contribution forms the end of a complete sentence. This can sometimes be challenging, but, so far, has always been possible.

### Extension

Two rounds with 6 groups usually takes about 10 minutes, but if you have more time available, you can ask groups to think of more than two numbers.

### Variation

In the classroom, you can use a deck of playing cards instead of asking the students to think of a number. Use the Ace, 2, 3 and 4 cards from the deck. You can also use the Joker card as a “wild” card.

### Conclusion

This is a fun warm-up activity for reviewing, and checking understanding of, grammar patterns that have been taught in previous classes. The collaborative element seems to help break down affective filters, and giving each group a certain number of words to say serves to both restrain any dominant students and to allow more tentative students to voice their opinion.

### Appendix

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

## Input to Output: Turning Part I: Photographs of TOEIC Test into a Productive Activity

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### Quick Guide

- » **Keywords:** TOEIC, Part 1, describing photographs, productive skills
- » **Learner English level:** Pre-Intermediate or above
- » **Preparation time:** 15 minutes
- » **Activity time:** 80 minutes
- » **Materials:** Digital photos, instructor's computer

The Test of English for International Communication (TOEIC) is an international standardized test for assessing English proficiency. With the growing number of Japanese corporations requiring TOEIC scores for their employees and new recruits, many universities are increasingly offering TOEIC preparation courses. While the test now offers a speaking and writing component, most of the TOEIC textbooks available for university courses remain focused on listening and reading—the two receptive skills of the four core language skills. This activity focuses on Part 1: Photographs from the listening section of the test to provide much-needed opportunities for language output by activating learners' already acquired receptive skills.

### Preparation

**Step 1:** Prior to implementing the following activity, it is recommended to familiarize students with the format of Part 1: Photographs in an earlier class. Teaching strategies, such as making predictions; listening for keywords; describing photos (or objects) in a simple, systematic way; and analyzing their own errors (in association with confusing sounds, words, and spelling), would be of great advantage. Some introduction of phonics would also help.

**Step 2:** Prepare photos. The number of photos may depend on class size (e.g., 3 or 4 photos for a 30-student class).

**Step 3:** Insert them on PowerPoint slides.

## Procedure

**Step 1:** Divide the class into groups of three or four and have each group choose a group leader. Explain to students that they will make sample TOEIC questions in groups.

**Step 2:** Show the photographs to the class.

**Step 3:** Have each group choose one photo. If the teacher uses an LMS, post the photos there to share with the class.

**Step 4:** Give each group 10 minutes to describe the picture in a single sentence (This will be the correct statement). Students can first work on their own to produce the sentence and then, as a group, combine these sentences to create an accurate description of the photograph.

**Step 5:** Give the groups an additional 10 to 15 minutes, and have them make three distractors.

**Step 6:** Give them another 10 to 15 minutes to go over what they have produced in preparation for the final step (group presentation). At this time, have them pay attention to the grammar and polish all the produced statements.

**Step 7:** Decide on the order of the group presentation and display on the screen the photo chosen by the presenting group.

**Step 8:** Have everybody in each group read out one of the four statements to the class. Give the rest of the class a few seconds to discuss and choose their answer.

**Step 9:** Repeat Step 8 until every group takes their turn.

**Step 10:** Have each group reveal the correct answer.

## Variations

When there is a time-related constraint, have them record the four statements as homework and play the recording in class. As an extended activity, peer or teacher feedback can also be given to turn students' attention to grammar accuracy.

## Conclusion

In theory and practice, learners require a blend of both input and output to acquire a foreign language. This activity aims to address a lack of language output often recognized as problematic in some EFL environments, such as in Japan. Hopefully, by turning learners' focus on language production, their receptive skills will improve.

# Creative Expression Through Simple Syllable Poetry

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## Quick Guide

- » Keywords: *Poetry writing, pronunciation, syllables*
- » Learner English level: *Intermediate and above*
- » Learner maturity: *High school and above*
- » Preparation time: *20 minutes*
- » Activity time: *90-120 minutes*
- » Materials: *Slides or handouts of example poems*

This poetry-writing activity enables students to showcase their creative writing skills by composing a short poem—the form of which has been designed to restrict the usefulness of translation software and online poetry generators, such as those readily available to produce English haiku. The poems have a three-line, 8-11-8 syllable structure, which is too long for haiku generators, yet short enough to limit the use of prose sentences that can be translated online. The structure is easy to understand and not unduly difficult to write. It provides students with a stimulating outlet for creative expression and an appealing way to improve not just their pronunciation, but also the stress, rhythm, and intonation of their speech.

## Preparation

Make slides or handouts of two example poems (see appendix for examples on the theme of student life). Do not include the syllable counts.

## Procedure

**Step 1:** Show the students the example poems. Have them check their understanding with each other and then discuss their opinions of the situations described. Do they sympathize with the poet?

**Step 2:** Read the poems to the class in dramatic fashion. Then, have students practice reciting them, chorally and in pairs.

**Step 3:** Ask students how many syllables there are in each line. If necessary, demonstrate how to count syllables. For example, place the hand, palm down,



a short distance under the chin. Then say each line aloud, enunciating carefully and opening the mouth wide. Each time the chin touches the back of the hand counts as one syllable. Emphasize that this method only works with correct pronunciation. Encourage students to check their pronunciation in dictionaries.

**Step 4:** Tell students that they are going to write their own poems and ask them to brainstorm other aspects of their lives—positive and negative—that would make good topics.

**Step 5:** Explain that there is only one other rule: Each line of the poem must be wholly and easily comprehensible when considered in isolation from the rest of the poem. For instance, the following revised version of the example below would be invalid:

I wake up scared as my alarm	8 syllables
roars like a lion! It cannot possibly	11 syllables
be six o'clock in the morning	8 syllables

In contrast, the correct version of the example below comprises three distinct lines:

I wake up, scared—my alarm roars!	8 syllables
Six o'clock already? Impossible! No!	11 syllables
Let me sleep ten more minutes ... please ...	8 syllables

**Step 6:** Allow 40-50 minutes for students to write their poems. Monitor and assist as necessary.

**Step 7:** When the allotted time is up, tell students to share their poems with a partner, give each other feedback on the form and content, and make any necessary alterations.

**Step 8:** Have students mingle and read their poems aloud as expressively as possible to each other, changing partners frequently. If time allows, encourage some to read their work to the whole class.

## Conclusion

Students enjoy the challenge of using their own experiences and ideas in completing this unconventional writing exercise. They have fun trying out the suggested syllable counting method and practicing their pronunciation, enthusing themselves and each other with the diversity of the inventive, moving, inspired, and offbeat poems they compose.

## Appendix

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

## Search Carefully! Stimulating Educational Word Guessing Activity

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## Quick Guide

- » **Keywords:** Vocabulary, educational guessing words from context, cooperative learning
- » **Learner English level:** Intermediate and above
- » **Learner maturity:** High School and above
- » **Preparation time:** 20 minutes
- » **Activity time:** 90 minutes
- » **Materials:** A print out of a reading passage and a word list

Words are infinite; therefore, guessing the meaning of words from context is an important skill to learn. However, most students have little understanding of how to do it. This vocabulary activity encourages students to guess definitions of words from context while reading by using the SADIE-O technique. SADIE-O stands for synonyms, antonyms, definitions, inferences, examples, and others. Through learning these reading skills in a cooperative learning environment and applying them in games and speaking, students can become motivated to boost their vocabularies.

## Preparation

**Step 1:** Make a list of ten to fifteen words or indicate the words using bold font on a reading text based on the students' language proficiency level.

**Step 2:** Prepare a slide to introduce SADIE-O to students with examples (see Appendix).

**Step 3:** Put students into groups of three.

**Step 4:** Hand out the word list or reading text to the groups.

## Procedure

**Step 1:** Use one or two example sentences to explain a single technique and go through all six techniques.

**Step 2:** Give some example sentences and have groups of students guess the unknown and highlighted word, as well as how they got the answer. Write down the answers on a small whiteboard.

**Step 3:** Show students the answers that are written on the board. If there are different answers among groups, they can express their thoughts to support their answers. Finally, the instructor will judge the answers and give the point to the group that has the most accurate answer.

**Step 4:** After the introductory group work is done, pass out the reading material and word list. Have students read in groups and circle the words that are on the word list.

**Step 5:** Tell students to work in groups to figure out the meaning of the words on the list by using the SADIE-O technique.

**Step 6:** Students then share what they think each word means with other groups. This might be done by making a sentence with the word, drawing a picture, or doing a gesture. The group that has guessed the correct definition of the word gets a point.

**Step 7:** If it is impossible for any group to figure out the answer, let students look up the meaning in a dictionary. In this case, no one gets a point.

**Step 8:** Repeat Steps 5-7 until all the words on the list have been completed. The group that gets the most points wins.

**Step 9:** Last, each group reads the passage again and uses as many of the words on the list as they can to make up their own story.

## Conclusion

This lesson introduces several word guessing strategies and games that can motivate students to learn new words in an interactive and enjoyable way. Moreover, giving them a chance to figure out and use different new words throughout the year will improve their ability to not only learn new words but also how to use them in a meaningful context.

## Appendix

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# [RESOURCES] TLT WIRED



## 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.*

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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.

## Interactive Videos with PlayPosit

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Video is arguably one of the most captivating tools a teacher can use to engage learners. Krashen (2011) states that “interest may be not enough for optimal language acquisition. It may be the case that input needs to be not just interesting

but compelling” (p. 1). Video offers a rich and compelling source of L2 input that not only exposes learners to authentic language, but also serves to stimulate various aspects of second-language acquisition, such as vocabulary and comprehension (Lin, 2014; Peters, 2020; Rodgers & Webb, 2019). Furthermore, recent developments in web-based video technology are giving birth to new and exciting ways to stimulate students’ motivation to learn, transforming what is traditionally passive content into an active learning experience. There is a plethora of online applications that allow educators to create interactive content using video; however, only a handful of these applications cater to educators. One such application is *PlayPosit*, an interactive web-based video platform, which allows users to add formative assessments to

videos. Educators can select almost any online video and augment it with time-embedded activities such as graded questions, reflective pause, open discussion and much more.

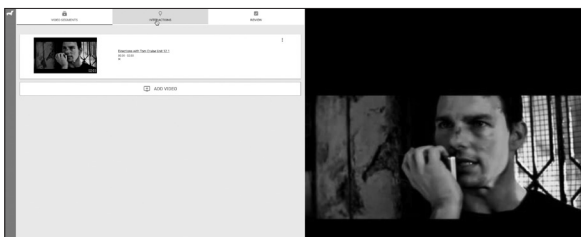
**Figure 1**  
*Screenshot of a Bulb in PlayPosit*



### Getting Started with *PlayPosit*

*PlayPosit* (<https://go.playposit.com/>) is mobile-friendly and offers both free and pro plans. Currently, their free basic plan allows educators to create unlimited video activities (called bulbs), monitor students' progress, and utilize a repository of video lessons. Basic users are limited to 100 learner attempts per calendar month, but there are no limitations on the number of bulbs they can create. Pro users will have unlimited bulb attempts, plus 100 minutes of direct video upload per year. Once you create an account with *PlayPosit*, you will be prompted to create your first bulb. You can choose a bulb from *PlayPosit*'s extensive database of shared interactive videos or you can paste a link to a video on *YouTube* or *Vimeo*. Once your video is added, you are given the option to use the entire video clip or only part of the video to be used for the activity. It is also possible to combine multiple videos to be used in a single bulb.

**Figure 2**  
*Adding a Video From YouTube to PlayPosit*



### Question Types

*PlayPosit* allows educators to embed user responses, graded questions, media elements, and open

discussion interactions into video timelines. The following time-embedded activities are available to both basic and pro users.

### Multiple Choice

Students are presented with several options to choose from in response to a question. This question type has one correct answer.

### Free Response

This enables students to demonstrate understanding via a text response and/or through sharing images and audio.

### Poll

Students are presented with several options to choose from when responding to a question. Students can only choose one answer option without receiving corrective feedback on their response.

### Check All

Students are presented with several options to respond to a question. This question type can have more than one correct answer, but students will only receive full points if they choose all of the correct answers.

### Fill in the Blank

Students are presented with a phrase that is missing one or more words, and they must fill in the blanks with the correct words.

### Discussion

This allows students to post responses and/or reply to comments posted by other students in real time.

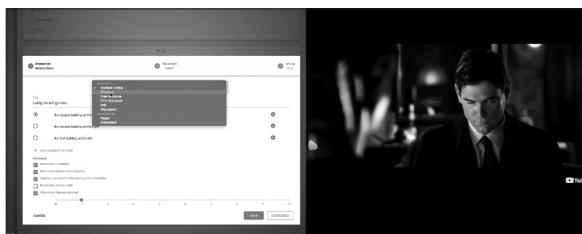
### Reflective Pause

This interaction gives students the opportunity to pause and reflect on video content. It is also an opportunity for educators to supplement information that is not covered in the video.

### Embedded (Web Link)

This interaction allows students to view and interact with a website while viewing the video lesson. This is useful for providing supplemental information to students.

**Figure 3**  
Adding Interactions to PlayPosit



### PlayPosit Class

*PlayPosit* makes it easy for students to join your class by clicking on a single URL. It is also possible to add students via a .csv file. Having a class allows educators to assign bulbs to learners, monitor their students' bulb attempts, and give grades. Once a class has completed an assigned bulb, educators can then open the bulb overview in which they are presented with a question-by-question breakdown of all student responses to each question. From here, teachers have the ability to manually grade certain interactions and can also download student grades as a .csv file. Furthermore, learners can take notes on a video via the Notes tab. Student notes have clickable timestamps and are visible to the

**Figure 4**  
PlayPosit Gradebook

Classes > PlayPosit Class > Bulbs						
Directions with Tom Cruise Line 12.1						
Bulb	Learner Name	Score	Status	00:00:07	00:00:14	00:00:27
<input type="checkbox"/>	Burke, Erin	80%	Completed	B	B	A
<input type="checkbox"/>	Chen, Huihui		Not Started			
<input type="checkbox"/>	Chen, Huihui	80%	Completed	B	B	B
<input type="checkbox"/>	Honda, Sakura	60%	In Progress	B	B	B
<input type="checkbox"/>	Kubota, Hiroshi	60%	Completed	B	A	B
<input type="checkbox"/>	Matsuda, Miki	60%	Completed	B	B	B

Interactions			Points	Answer
00:00:07	1		1	B
00:00:14	1		1	B
00:00:27	1		1	B
00:00:09	1		1	A
00:00:21	1		1	A
00:00:27	1		1	B
00:00:33	1		1	A
00:00:47	1		1	B
00:00:53	1		1	A
00:00:01	0	1	2	

Students	Preview	Edit	Copy Lessons	Feedback Score	Percent
Tom, Huihui	X				0%
Sakura, Huihui	X				0%
Tom, Huihui	X				80%
Chen, Huihui	X				0%
Chen, Huihui	X				0%
Chen, Huihui	X				0%
Chen, Huihui	X				0%

instructor. Lastly, *PlayPosit* can be set up in many Learning Management Systems (LMS) such as *Moodle* and *Blackboard*. Details on how to create a class and connect *PlayPosit* to an LMS can all be found on the *PlayPosit* website.

### Gamification with PlayPosit

Gamified activities focus on increasing user participation by incorporating game elements, such as points, awards, and immediate feedback to motivate learners. According to Werbach and Hunter (2012), gamification is “the use of game elements and game design techniques in non-game contexts” (p. 26). One example of how to gamify a lesson using *PlayPosit* is to create a choose-your-own-adventure-style bulb. In such an activity, if a learner selects a specific answer or if they get a question right or wrong, the learner can skip to a different point in the video. Students receive points as they progress through the adventure. Also, discussion forums can be added, allowing learners to debate the next best path.

### Learner-Made Bulbs

Learner-made bulbs are a fantastic way to empower students. Students have access to the *PlayPosit Designer*, which allows them to upload their own videos and add interactions. Once learners submit their learner-made bulb, the *PlayPosit* monitor page provides instructors with several options, such as being able to preview and edit a bulb before sharing with others as well as the ability to grade and add feedback to the bulbs. Please note that this feature is only available in the pro version of *PlayPosit*.

### Conclusion

*PlayPosit* offers a full range of interactive video affordances, which support flipped and blended learning environments. In the author's experience, *PlayPosit* has been an excellent tool for integrating videos as authentic learning materials in the EFL classroom. It is a user-friendly application designed for educators that serves as not only an excellent tool for formative assessment, but also as a way to further engage students in the learning process.

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## [JALT PRAXIS] YOUNGER LEARNERS



### Mari Nakamura & Marian Hara

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

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## Getting Young Learners to Speak Out in Class

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In my capacity as a teacher-trainer and presenter at teacher-development workshops and seminars over the years, I have often shown video footage of my lessons to other teachers. At these times, teachers are very often surprised by how expressive in English my students appear to be. There is surprise that my students don't hesitate to use English, they don't display reluctance to interact with each other in English, and that they don't use Japanese in class. Lesson footage of my elementary school-aged students in particular attracts teachers' interest because lessons for this age-group are only once a week, and in other classrooms around the country this age-group often uses a lot of Japanese in class.

Through a large number of lesson observations over the years, and through conversations with other teachers, I have noticed a number of features of English language lessons in Japan.

1. Teachers often use Japanese in their lessons, and their students do, too.
2. Teachers often use English only in their lessons, but their students use Japanese.
3. Teachers often apply an "English only" rule in the classroom. The students however appear quiet, a little shy perhaps, and there is a general reluctance to speak out.

In all of these cases, most of the English that students say in the classroom is textbook English or "Target English" that is repeated or practiced. Students very rarely use English. It would seem that while teachers want their students to "communicate in English", in reality it's not really happening.

This short video (<https://youtu.be/nbeuZlMq3AA>) is a collage of some of my lessons. Although originally designed for the purpose of demonstrating examples of communication in the classroom, it serves this article well because students of a variety of ages are speaking out in class.

Because I have generally been able to get students to speak out in practically all of my classes, including those with so-called "shy" children, I'm often asked "How do you do it?"

I've always been interested in student *output*. I've always found it more interesting when students USE *their* English than when they *repeat the textbook* English. As a teacher, I am more inspired by students using English than students practicing English because I like to be surprised by how students express themselves. When students use English, it lets us know how effective we are as their teachers. Because of my obsession with students' output, I have identified the following three important factors that help students' output to develop and grow.

1. **An All-English class environment.** Details on how to create this can be left for another article, but it helps when students and teachers share a common attitude of "We study English, so we need to USE English inside the classroom, not Japanese."
2. **The teacher's care when reacting to and correcting students' errors.** This too needs not

be discussed in detail here, but teachers need to be aware that over-correction of students' mistakes often results in them reducing their output.

**3. The Non-Target English Approach®.** Now, let's discuss the Non-Target English Approach (NTE) because this is the most important factor in having students speak out.

It's imperative to understand that NTE is an "approach", not a "method". It's the essence of what makes communication happen, and so it can be utilized in conjunction with any teaching method. You may be familiar with the term "Target English". It refers to the English that the students "study", it usually appears in students' textbooks as English to be "drilled", "repeated", and "practiced", and it's the English that frequently appears "on the test". The NTE approach has the teacher trying to generate English from the students *other than* Target English.

The NTE Approach is rooted in a belief that children tend to speak out when they *want* to and *need* to express something. The former is difficult for the teacher to do much about because the student's own motivation controls their expression. The latter, however, the *need* to speak out, can very easily be stimulated by the teacher through the creation of situations in the classroom that trigger the need for the students to respond.

Perhaps the best introduction to the NTE approach is to understand how it was conceived in the first place. Together with a colleague of mine, a very talented teacher called Ron Martin (Ph.D) in the early 2000s, I was watching video footage of a recent lesson I had taught at a public elementary school. During the lesson, something intriguing happened. Its significance went unnoticed during at the time of the lesson, but it caught our attention as we watched the video recording.

In the lesson, I was handing out a worksheet to the students. I had overlooked a student at the back of the classroom, and he didn't get one. That student's reaction to the situation, an energetic outburst of "Matthew-sensei! Paper, please!" struck us as being the only English from any of the students that wasn't repeated or "practiced" within an activity. As we observed this moment in the video, we immediately understood the difference between *practicing* and *using* English in class. It dawned on us that our English education had mostly been focused on practice, thereby denying students adequate experience of usage.

In the lessons that followed that video observation, both my colleague and I decided to try to recreate the same situation. We deliberately "forgot"

to hand one student a worksheet, and sure enough it brought about the same or similar reactions from the students. Some students said, "Paper, please", but other students said, "Can I have a paper, please?" Some students said, "No paper!", but others said, "I don't have a paper!"

We realized that it doesn't really matter which expression the student chooses to use; the important thing is that the students were *using their own* English in a genuine way, for a genuine purpose, within a genuine (yet deliberately created) situation. With this, we decided to apply the same principle of "situation creating" at other times of our lessons, for the purpose of having students *use their English*, and this gave birth to the NTE Approach.

Consider this moment, a very common one, in English classrooms throughout Japan. The teacher says, "Open your textbooks to page 26, please". What happens? The students diligently and quietly open their textbooks to page 26. You may possibly hear certain students murmur "26 . . ." as they flick through pages. But that's about all.

Now, imagine what might happen if the teacher says, "Open your textbooks please." The students will likely begin flicking through the pages, but it will soon dawn on them that they don't know the page number. Before long, someone will say, "What page?" Here, the teacher has created a very simple need for students to speak out. By deliberately not providing the page number, students were placed in a situation whereby they *needed* to ask, "What page?" This is the core of the NTE approach; the teacher deliberately creates situations for students to speak out, to *USE* their English.

Try this in your next lesson; when the last student arrives to class, lead the other students into a sudden, unexpected, rousing rendition of "Happy Birthday to You . . . !" This will create for the last, and very surprised student a strong and urgent need to say, "It's not my birthday!" Or the next time you sanitize your students' hands at your classroom door, surprise them with only a few drops of sanitizer, before inviting them inside. This situation requires a phrase such as, "It's not enough!" In short, the NTE approach has the teacher create a variety of situations for students that have them *feel a need* to say something.

As you read this, you may be wondering, "How can students use English expressions they don't know yet?" The expression "It's not enough!", or even "It's not my birthday!" may be cases in point. Or you're thinking perhaps, "Shouldn't we teach students English expressions before we provide opportunities to use them?"



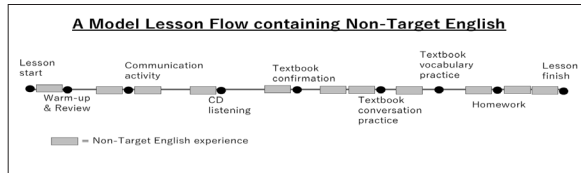


(NTE), then they can put the purpose of *practicing* English (TE) into perspective.

The diagram in Figure 3 shows the balance of TE and NTE experiences in a typical English lesson for children.

Figure 3

*A Model Lesson Flow Containing Non-Target English*



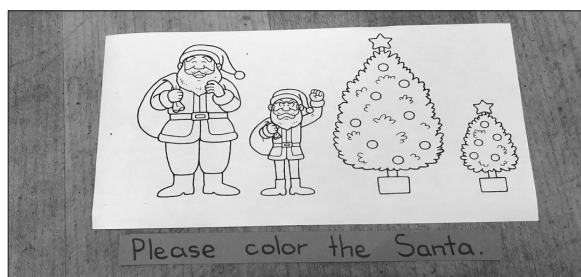
The placement of NTE experiences for students at these times in a lesson is spontaneous because situations that require them to say something can occur naturally. If students don't know what textbook page to turn to at the start of the textbook section, they'll need to use the question "What page?". If the CD begins too loudly at the start of the CD listening section, they'll need to use the expression "Turn it down, please" or something similar.

These situations can be planned in advance, or be taken advantage of spontaneously as they happen. Teachers who crave students to speak out will think quickly on their feet, and can recognize moments when a situation can potentially be created. If a student drops her pencil case accidentally, a quick-thinking teacher may ask her "Hey, why are you angry?!" to immediately create a situation in which she has to deny she's angry: "I'm not angry!" or "I just dropped it!" or "It was an accident!"

Activities that involve reading and writing can also very easily generate NTE from the students. Consider the following reading task. Students who read the text in Figure 4 will find themselves not knowing which Santa to color! They will need to ask "Which Santa do we color?"

Figure 4

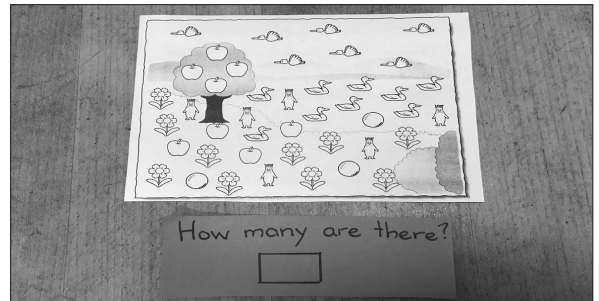
*Two Santas, Two Christmas trees. "Learning World 1 Workbook" by Mikiko Nakamoto (1998)*



Here is something similar.

Figure 5

*Counting and Coloring Worksheet From "Welcome to Learning World Yellow Workbook" by Mikiko Nakamoto (1996)*



Students reading this will find themselves not knowing what to count. They will need to use "How many what?" or "What do I need to count?"

Perhaps the most interesting and important aspect of the NTE approach is that after a while, once students begin to feel success with using their English in situations that are created by the teacher, they very often initiate their *own* output, this time *choosing* to speak out as opposed to only speaking out when it's needed. Arguably, the NTE approach can positively affect students' motivation to speak out. When individual students start to speak out, this can trigger their classmates' motivation to speak out. In this way, students can learn language and develop good attitudes to speaking not only from the teacher, but also from each other.

Do you see the potential implications of this? If students of English in this country can start using English in the classroom more, through situations that are deliberately created by the teacher (the NTE Approach), and with this process in turn motivating students to speak out on their own, then current Japanese attitudes towards using English, and the ability to do so, can be greatly improved.

Our students live in this century of instant global interaction where the amount and quality of information they can give and receive depends on the ability to communicate freely in English. If children can develop this skill in classrooms today by way of the NTE Approach, they will undoubtedly be better prepared for tomorrow.

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**Matthew de Wilde** (BA in Music Education, Diploma in TESOL) is the Director of Bright Up English Immersion Pre-School, Kiba, Tokyo, and a Director of English Uplift Teacher Development (<http://www.englishuplift.com>).



## — VOTE —

...in the 2022 JALT Board of Directors and Auditor Elections! Look for your individualized ballot in your email inbox from April 1st, 2022.

\*Meet the candidates on page 43 of this issue of *TLT*.

## [JALT PRAXIS] BOOK REVIEWS



### Robert Taferner & Stephen Case

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

Email: [jaltpubs.tlt.reviews@jalt.org](mailto:jaltpubs.tlt.reviews@jalt.org)

Web: <https://jalt-publications.org/tlt/departments/book-reviews>

### ELT Training Library

[Language Fuel, 2021. <https://www.eltraininglibrary.com>. \$24.50/month, \$125/6 months, \$245.00/year.]

Reviewed by Chelanna White, Kyoto Prefectural Board of Education

**E**LT Training Library is an online collection of short courses designed for novice English Language



**ELT Training Library**  
LANGUAGE FUEL

Teaching (ELT) educators. As of June 2021, there were 68 courses taught by 24 different instructors, with new courses added monthly. The courses take about 20 minutes to complete, and include animated videos, response and reflection activities, and downloadable resources such as lesson planning templates. The *ELT Training Library* works on a subscription model. Courses can also be purchased individually, or in bundles of related courses.

The *ELT Training Library* could be very useful for novice educators without much formal training, or those wanting to brush up on specific skills, such as those found in the *Contexts* or *Technology* sections. In Japan, assistant language teachers (ALTs), and *eikaiwa* instructors may find this library service particularly useful to fill in some gaps left by rudimentary training (Borg, 2018).

The courses are currently divided into 18 categories, listed alphabetically in the *Catalogue* section: *Career Pathways*, *Classroom Management*, *Content and Language Integrated Learning (CLIL)*, *Contexts*, *Course Bundles*, *Cultural Awareness*, *Language Awareness*, *Language Proficiency*, *Lesson Planning*, *Listening*, *Literacy*, *Proficiency*, *Pronunciation*, *Reading*, *Speaking*, *Technology*, *Vocabulary*, and *Writing*. Some categories have more courses than others, but with additional courses being added each month, the *ELT Training Library* is a resource that will continue to grow.

The courses are all presented in a similar way with graphics and activities that bring a sense of cohesion to this library service despite the wide range of topics. A typical course begins with a short author biography and course introduction, followed by an animated video that demonstrates a common problem faced by novice educators in the classroom. Users can usually respond to the instructor through a sorting activity or a short answer writing activity. Most courses also have a downloadable summary or reflection sheet and additional resources. After completing a course, users can download a certificate of completion.

There are also two free courses, which are a great place to start to get a sense for how it works and the content it offers. In addition, *Getting Started with the ELT Training Library* is an overview of how to use this library service, though it is fairly intuitive to use without completing the course. *Basic Classroom Management* is another free course that is representative of the content commonly found in this library. The course author Jill Hadfield introduces

four principles of classroom management: student interaction patterns, classroom environment, teacher language, and monitoring and feedback. This course overlaps with many of the themes that can be found in her co-authored book *Introduction to Teaching English* (Hadfield & Hadfield, 2012), but the course is designed to be much more accessible and engaging.

After completing the free courses, I would recommend starting with the CELTA Preparation Course Bundle. The title is a bit misleading, as it is neither affiliated with Cambridge Assessment English, nor the Certificate in Teaching English to Speakers of Other Languages (CELTA). Rather, it is a collection of 17 introductory courses curated from various categories in the *ELT Training Library* that cover a wide range of basic ELT concepts such as lesson planning, concept checking questions, and error correction techniques. The objectives of this bundle are to prepare users for pre-service training programs, and introduce concepts that users might learn in those programs. Although the courses are not written with ALTs or *eikaiwa* instructors in mind, the materials provide a good basis in ELT that can be built upon and adapted to fit individual circumstances.

The *Contexts* section contains courses on teaching one on one, teaching younger learners, and teaching teenagers, which might better suit the teaching situations of ALTs and *eikaiwa* instructors. Many of the courses focus on English as an additional language (EAL), English as a foreign language (EFL) is a more common designation. Azkarai and Oliver's (2018) discussed the difficulties of teaching young learners in an EFL context, such as the fact that teachers may be solely responsible for providing meaningful English input, and therefore might be useful to teachers of young learners in Japan. They also provide several collaborative tasks that can be used to make the most of the limited time allotted for English instruction.

While *ELT Training Library* is generally easy to use, there are a few features that seem out of place, giving the whole site an unfinished feeling. However, the publishers were very responsive to issues that I brought to their attention. Overall, *ELT Training Library* is an attractive, engaging, and growing resource for novice teachers.

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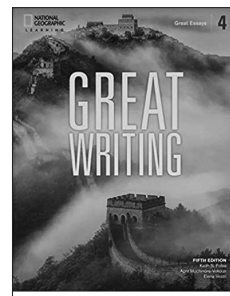
## Great Writing: Great Essays 4 (5th edition)

[Keith S. Folse, April Muchmore-Vokoun, & Elena Vestri Solomon. National Geographic Learning: Cengage, 2020. pp. i + 198. <https://myelt.heinle.com/> ¥3,430. ISBN: 978-0-357-02085-2.]

Reviewed by Nick Boyes, Meijo University

**G**reat Writing: Great Essays 4 is an excellent choice for teaching the standard five-paragraph essay. It is the fourth book in the *Great Writing* series that starts with paragraph writing and finishes with research essays. The textbook *Great Essays 4* has a wide variety of sample essays and exercises. In the new edition, the sample essays are even more interesting and applicable to students' lives. The textbook uses a process writing approach (Harmer, 2004) consisting of four stages: brainstorming, outlining, drafting, and editing. It has five units that cover different academic essay genres as well as an introductory warm-up unit *Exploring the Essay*.

The different essay genres are: Cause and Effect, Comparison, Argumentative, Problem-Solution, and Reaction. Hyland (2004) advocates this genre-based approach to writing which adds variety to student writing throughout the semester. The textbook uses outlining and transition word activities to make students notice essay structure. Students are asked to read the sample essay and then fill out an outline, and circle or choose transition words for an example essay. Students are sometimes asked to write the hook, thesis statement, and topic sentence of essays. Exposing students to many types of essays adds variety to the semester and is invaluable for them because students are often unfamiliar with the five-paragraph essay format. Even if you are not familiar with all of the essay genres, the textbook



contains plenty of scaffolded material to guide you and your students through each genre.

My students are upper-intermediate second year university English majors. The objective of our writing course is to prepare students to write their graduation theses. The textbook is targeted at Common European Framework of Reference (CEFR) levels B2 to C1. According to the textbook's appendix, 53% of the included vocabulary is at the B2 level, and 29% of the vocabulary is C1 level. The material is challenging, but doable for my students. However, my students tend to write slowly. To save valuable class time, I have them underline the parts of the essay in their book rather than rewrite the sentences as is recommended in the instructions. In my class, along with the introductory unit, we selected three different units to cover, and thus three different genres of essays to write. We usually covered one example essay every week, and then students are assigned online homework from the textbook for review.

The topics of some of the sample essays are a little difficult for my students, for example, the essays about insomnia, parenting, or becoming an entrepreneur are sometimes outside the realm of their vocabulary level and life experiences. To help students, words they may not know are bolded and glossed in footnotes. The textbook is written completely in English, and there are no bilingual glosses. There are many current topics that engage students such as online shopping, urban versus rural living, school uniforms, and smartphones. Additional vocabulary and grammar exercises are in every unit as well.

The textbook comes with optional online homework on Heinle's MyELT platform (<https://myelt.heinle.com>). While teaching online for the last two years, I made Google Forms activities that walked students through pages of the textbook (simulating what I normally would have done in a face-to-face class), and then I assigned the MyELT homework as usual. Although I have found the MyELT system difficult to use with other textbooks, the content for the *Great Writing* series is very straightforward. The premade MyELT assignments reduce the teacher's burden of creating, collecting and checking homework.

The MyELT online homework system can take some time to get used to at first, but it is well worth the effort. To register, students and teachers must enter: their email address and name, the content code from inside their textbook, and the class code, which is automatically generated when a teacher creates a course. I recommend having students sign up with their university email to keep things

orderly. By doing so, teachers can see student login names and reset student passwords. My students reported that they usually spend about 20 minutes per week on the online homework.

Overall, *Great Writing: Great Essays 4* is a challenging yet supportive and versatile textbook for teaching the standard five-paragraph essay. The textbook uses a process writing and a genre-based approach to writing. There are plenty of supplementary activities and example essays both in print and online. Whether you're a seasoned veteran or novice teacher, *Great Writing: Great Essays 4* offers plenty of customizable support for teachers and students.

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### Correction

In the January Issue 46.1, we misspelled the name of Lesley Ito who is one of the authors of the *10 Ways To* series of books. We apologize for this error and thank Lesley for helping us correct this.

## Recently Received

### Julie Kimura & Ryan Barnes

[jaltpubs.tlt.pub.review@jalt.org](mailto: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 postal 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 June 30. 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](mailto: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.]

- \* *The hound of the Baskervilles*—Doyle, A. C. [Retold by A. Trewin. Sir Charles Baskerville is dead. Can Sherlock Holmes and Doctor Watson stop the hound from killing again? Level: Starter, CEFR Pre-A1.]
- \* *Tales of adventurous girls*—[Retold by F. Mackenzie & F. Mauchline. Four folk tales tell the stories of brave girls from four different countries: Zanzibar, Japan, India, and China. Level: 1, CEFR A1.]
- \* *Boy*—Dahl, R. [Illustrated by Q. Blake. Retold by E. Dowsett. The story of the famous writer Roald Dahl when he was a boy. Level: 2, CEFR A1+.]
- \* *Dracula*—Stoker, B. [Adapted by H. Holwill. Jonathan Harker visits Count Dracula to buy a house in England. While he is there, he discovers terrible things about his client. As strange things begin to happen in England, Jonathan sees that Count Dracula must be stopped! Level: 3, CEFR A2.]
- \* *Pride and prejudice*—Austen, J. [Retold by C. Degnan-Veness. Elizabeth Bennett meets Mr. Darcy, a rich man who owns land. At first, she hates him, but slowly her feelings start to change. Can she fight her pride and find happiness? Level: 4, CEFR A2+.]
- \* *Wuthering Heights*—Brontë, E. [Retold by A. Trewin. A man rides through Yorkshire to visit a house called Wuthering Heights, where he learns about Catherine, who lived there years before. Her story of love and sadness still affects those in the present. Level: 5, CEFR B1.]
- \* *New getting into English*—Cronin, J., & Bray, E. Nan'un-do, 2021. [This coursebook was written for Japanese learners of English who need to review what they learned in junior high and high school. The text is filled with enjoyable, communicative activities, so students will have opportunities to improve speaking, listening, and pronunciation skills. Audio download available.]
- \* *Shape it! It's your world*—Cochrane, S., Lewis, S., Reid, A., Thacker, C., Vincent, D., & Wilson, M. Cambridge University Press, 2020. [Through a combination of learner training and project work, this four-level series of coursebooks helps high school students become more confident and independent learners. Materials include textbook and workbook for students as well as classroom audio, teacher's book, and project book with a digital resource pack.]
- \* *Unlock: Listening, speaking & critical thinking 2 (2nd ed.)*—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 develops skills required for productive speaking tasks. Online audio and video available, as well as a classroom app and an online workbook.]

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

Contact: Greg Rouault — [jaltpubs.jj.reviews@jalt.org](mailto:jaltpubs.jj.reviews@jalt.org)

- \* *Critical applied linguistics: A critical re-introduction (2nd ed.)*—Pennycook, A. Routledge, 2021. <https://doi.org/10.4324/9781003090571>
- \* *Language learning environments: Spatial perspectives on SLA*—Benson, P. Multilingual Matters, 2021. <https://doi.org/10.21832/9781788924917>
- \* *Linguistic tactics and strategies of marginalization in Japanese*—Kroo, J., & Satoh, K. (Eds.). Palgrave Macmillan, 2021. <https://doi.org/10.1007/978-3-030-67825-8>

## [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](mailto:jaltpubs.tlt.ta@jalt.org)

The Teaching Assistance Column Editor interviewed a graduate student, who majors in English education and is currently teaching foreign languages at Veritas English School.

## An Interview with Aaron Ozment on How to Teach Poetry

Teaching Assistance: Please introduce yourself to our readers.

Aaron Ozment: I graduated from Oakland University, Michigan, with a degree in Japanese language and literature. I have taught English in Japan since 2015. During this time, I have also taught music, theater, and dance. I have given speeches on subjects such as *rakugo*, public speaking, and applied phonetics. I have been a Master's student and a teaching assistant (TA) since 2020.

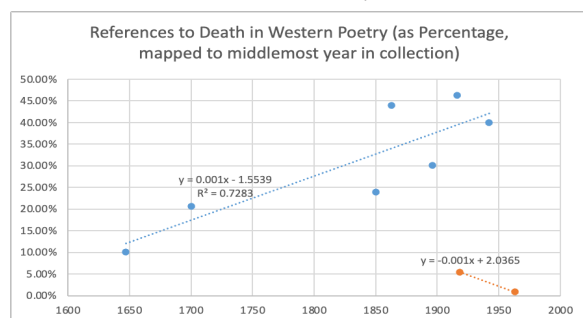
TA: Perhaps you have heard of Three Minute Thesis (3MT) competitions (McMurray, 2018)? If you had three minutes to introduce your MA thesis with the help of just one diagram to an eclectic audience, what would you say?



AO: To describe my thesis in three minutes, I would show Figure 1 and say this: The Meiji cultural exchange influenced poetry much more than is generally understood. Furthermore, the exchange impacted Japan and the Anglosphere in very different ways. Japanese poets used the models of Western poetry to create poetry that was more in line with the natural culture emerging in the Meiji era. Contrary to this, English speaking poets used Japanese models to create Western poetry that was more and more remote to the cultures emerging in their homelands. We can measure this by looking at key words, and their distribution over time. Western poetry had a long and storied history of death poetry, whether lamentations, elegies, or other forms. These poems tended to deal with death as a specific topic to be named. The Japanese tradition of death poetry refused to use specific words, preferring to use the imagery of nature to describe death. During the Meiji era (in Japan) and slightly after (in the West) this historical trend suddenly diverged, and the topics of poetry and the language used in it changed.

Figure 1

Graph Plotting References to Death in Western Poetry From 1650 to the Mid-20<sup>th</sup> Century



Note. The upper dotted line traces poetry from Edmund Waller through the Tennyson years to the War Poets. The lower dotted line traces haiku by the Academic Poets, a term coined in the 1960s for graduate school creative writing professors (Ozment, 2022 p. 49).

TA: How can the ideas presented in your MA thesis be practically taught to a group of foreign language learners in a university classroom in Japan?

AO: My thesis, *The Effects of the Meiji Cultural Exchange on English and Japanese Poetry*, can be a starting point for further studies of poetry within Japanese classrooms (Ozment, 2022). In the paper, I described how I identified culturally significant words, used them as markers, and tracked their distribution over time. Using this data, I theorized

that there was a link between word distribution and cultural attitudes. Students of comparative culture can use the sources and methodology described in the paper in order to chart the progress and development of other ideas across time in the East and West. Students of language and literature can use these methods to research the development of language and the tendency of various words to rise and fall within poetic traditions. Furthermore, students can measure the gap between poetry and its culture and between poetry and its market to infer and to drive decisions regarding publishing and content creation.

TA: Since 2020, a pandemic has brought the topic of death to our classrooms. Borrowing from a poem by Emily Dickinson (1830–1886), “Because I could not stop for death He kindly stopped for me,” there seems to be little time for euphemism when death suddenly affects you, a loved one, or indeed someone you don’t know from among the six million who have so far succumbed to the disease. How are poets adapting to this sudden change? Do you think that death and dying will become common themes in Western and Japanese poetry?

AO: Death certainly has been all around us since the start of the coronavirus pandemic. Nearly everyone knows someone who has died or whose life has changed because of the disease. Within the world of English language poetry, I do not expect COVID-19 to be of lasting importance—at least not with respect to the ways in which a person describes death. What poetry I have read during these past two years about the pandemic was often political, rather than a poem trying to deal with the explicit nature of death. At other times, the poetry that made it into the front pages of Google appeared to be obsessed with the minutiae of the changes to the daily lives of the authors and poets. There is a pervasive trend in English poetry to make things personal and political. Death, though, is universal; while our own individual deaths are of course personal and politics may add years to your life the universality of death is something that appears to have vanished from the Western poetic world. Of course, a poem is capable of dealing with the personal, the political, and the universal at once. However, universalism is out of fashion and has been for some time. Vagueness and meticulous detail are in vogue. Although not especially good, here is an example of something I wrote, which perhaps deals with death on a few different levels, including not only the personal and the political, but also the universal. It attempts to find a balance between the overly vague and the needlessly specific.

My neighbor dragged his trees across the street  
So that their burning wouldn’t singe his grass.

But now he is not even free to meet  
His mother as she dies behind the glass.

TA: Which Western and Japanese poems best elucidate your arguments on how to teach poetry?

AO: A. E. Housman's (1994) *A Shropshire Lad*, poem II, "Loveliest of Trees the cherry now," is an excellent example of how to teach the impact of Japanese poetry on western poetry. This poem has been used, time and time again, to demonstrate the natural ways in which Japanese and Western cultures can harmonize around beautiful and elegant themes together. This poem appears to be a longer form English haiku, with its references to the seasons, with cherries used as a symbol for fleeting life, and with a general sense of melancholy in the midst of beauty and life. I have not uncovered any direct evidence of Housman being a fan of Japanese literature, but I think that I can argue that, as he wrote *A Shropshire Lad*, there was "something in the air," so to speak. Within a few years of that book's completion, a number of epoch-making translations of Japanese poetry would come to the fore. The poem is pleasing to the ear of Westerners, but also useful for teaching the elegant ebb and flow of English intonation to Japanese speakers. Altogether, as a poem for understanding aesthetics, cultural osmosis, or the simple beauty that English is capable of, few poems in the history of the language can honestly compare.

Nobuo Ayakawa's *Saigon 1943* is an excellent poem to show the culmination of western experience on Japanese poetry, and how the effects of westernization and modernization are not always benign (Graham, 1998). In it, we see a clash of culture manifest as Japanese soldiers enter into Saigon, victorious over the French. But at what cost? His friends are dead and dying. France is defeated, and Japan is victorious, yet their sons both cry out in agony from the same wounds. Saigon in defeat is viewed as somehow neither western nor eastern, but as some kind of nothing, which ought to have had a form. Nobuo's writing is decidedly western, yet his sensitivity to detail—details that he expands on while leaving much to the reader's imagination—are excellent ways to show how Japanese notions of suggestion and understatement can balance the western tendency towards grandiloquence. The poem clearly achieves a balance that his heart never could. This is the genius and tragedy of the poem.

TA: If you were asked to pivot your studies toward the field of "poetry-for-performance," how might that assist in the teaching of poetry in a university classroom in Japan?

AO: Teaching poetry-for-performance as opposed to lecturing on classical poetry allows for a kind of immediacy and memorability that literary poetry really isn't capable of. Poetry that is performative by design contains mnemonic elements that can aid in memorization. It can also give itself a sense of immediacy that is impossible on the page. Poetry-for-performance, furthermore, requires less from the readers. Rather than requiring a high degree of language ability to determine the stress, the emphasis, and the focus of lines of syllables and ideas, a performed bit of poetry is structured in order to do that kind of mental heavy lifting for its listeners. A great poem or a bad poem can be easily misunderstood by a reader of any level. The errors come in from gaps in language on both sides. However, a great poem or a bad poem, if performed competently, can make its point clear without much of the listener's participation. Poetry-for-performance is less a question of language and more a question of general communication. In what ways can methods outside of words be used to emphasize or heighten words themselves? In non-performative poetry, we have to depend on the reader to pick up the hints that the author included. Poetry-for-performance gives the performer a greater deal of control over the work's reception.

If I were to shift my teaching to the realm of poetry-for-performance, it would be in teaching a holistic understanding of the English language. Students would need to understand the nuances in tone, in spacing, in ebb and flow, in volume, in body language, and in much more. It would also require less of a focus on vocabulary and language comprehension. There is a great deal of merit in doing so as a well performed poem is capable of teaching its performers how to reach the hearts of their audience in a way far more natural and casual than in the formal composition of a work.

TA: Do you think that English language and literature professors abandoned the classical forms of poetry in order to recruit more students?

AO: I do not think that professors have abandoned more classical poetry because of any particular desire to recruit students. However, they are caught in a difficult position because while many people prefer the old ways, to admit so is to sabotage one's own career. One of the most difficult aspects of my research was trying to gauge the popularity of poetry over time. While it is very difficult to say which traditional English poets are the most popular or famous, certainly the best-selling English poet of the 20<sup>th</sup> century was Dr. Seuss whose series of children's books still outsell most modern poetry books

decades after his death. Constant reprints of classic poems show that there is still a desire for these old poems, but the old styles are sitting dusty and unused on display shelves. Somebody really ought to take them down and use them again

TA: Thank you for sharing your fascinating views on how to teach poetry in English. I wish you the best of success in your teaching career.

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Figure 2

Aaron Ozment Defended his Master's Thesis While Wearing Haori and Hakama

## [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](mailto:jaltpubs.tlt.writers.ws@jalt.org) • Web: <https://jalt-publications.org/psg>

## Tools to Improve Academic Writing

Sarah Deutchman

Waseda University

Writing for publications can be daunting for novice writers as it involves joining a new discourse community. Because each academic community is shaped by its own manner of recording information and communicating knowledge (Cotos, 2018), it is necessary to learn the best ways to present work based on the expectations of the

academic community and its publications (Hyland & Jiang, 2018). Thus, to publish academically it is important to master a manner of writing and sequences of words (i.e., formulaic expressions) to match what experts look for (Hyland, 2008). These word sequences can be referred to as *lexical bundles*, *chunks*, or *clusters*. Examples of lexical bundles include *in this paper we will discuss*, *due to the fact that*, and *as can be seen*. Mastering this language effectively is imperative because not using the correct register may preclude the publication and communication of important research (Englander, 2006, as cited in Hyland, 2019). Free online language resources are useful tools to aid the selection of phrases for effective communication. This article will introduce a few of these resources and explain how to use them.



## Academic Phrasebank

The *Academic Phrasebank* ([www.phrasebank.manchester.ac.uk](http://www.phrasebank.manchester.ac.uk)) lists phrases according to their functions (e.g., describing trends, defining terms). It is a free online resource from the University of Manchester created by John Morley that helps users understand how and when a particular phrase is used. An example can be seen in Figure 1 which shows how to define a difficult term.

Figure 1

### Phrases Showing How to Define Difficult Terms

— Indicating difficulties in defining a term
X is a contested term.
X is a rather nebulous term ...
X is challenging to define because ...
A precise definition of X has proved elusive.
A generally accepted definition of X is lacking.
Unfortunately, X remains a poorly defined term.
There is no agreed definition on what constitutes ...

## Sketch Engine for Language Learning (SKELL)

*SKELL* ([skell.sketchengine.eu](http://skell.sketchengine.eu)) is a tool that can be used to look for patterns in text. By combining *SKELL* with the *Academic Phrasebank*, a better picture of how phrases are used in context can be obtained. Figure 2 illustrates the analysis of the phrase *in accordance with the*. *SKELL* provides examples of this queried phrase in a sentence. These examples can inform the writer of where the phrase is placed within a sentence and which words precede or follow it. Here, we can see that immediately following the phrase is a noun or an adjective.

Figure 2

### Concordance Lines of “in accordance with the”

in accordance with the	9.56 hits per million
1. In accordance with the process objective and subjective neurological symptoms varies.	
2. Thus analogy is in accordance with the text.	
3. These traits were derived in accordance with the lexical hypothesis.	
4. Maintain records in accordance with the records retention policy 2.	
5. A verdict in accordance with the medical evidence was returned.	
6. This is in accordance with the Australian marketplace.	

## AntConc

*AntConc* ([www.laurenceanthony.net/software/antconc](http://www.laurenceanthony.net/software/antconc)) was created by Laurence Anthony (2022) and can be downloaded from his website. The software can be used to create a corpus of texts that can be used to identify patterns. The results in Figure 3 were obtained by first uploading several reference articles used to write this paper into *AntConc*. A

search of the word *learner* was then carried out to find clusters. This tool can sort words by frequency and show them in context within the imported works. This technique can be useful for analyzing a journal or resource to see how certain words or phrases are used. Furthermore, Anthony (2022) posts videos on *YouTube* where he explains how to use the software in detail.

Figure 3

### AntConc Cluster Results for “learner”

AntConc 3.5.9 (Windows) 2020									
File	Global Settings	Tool Preferences	Help	Concordance	Concordance Plot	File View	Clusters/N-Grams	Collocates	Word List
Corpus Files				Total No. of Cluster Tokens 20					
"In this paper we sug				Rank	Freq	Range	Cluster		
Academic clusters- tex				1	7	2	learner corpus		
Academic publishing &				2	2	1	learner corpora		
admin.+2.txt				3	1	1	learner academic		
Applied Linguistics Re				4	1	1	learner and		
Applying the Bundle-A				5	1	1	learner awareness		
As can be seen- Lexica				6	1	1	learner language		
AWSum-Manual_E.txt									
Corpus-based analysis:									
3-1-10-acorpusbased:									
3 Mizumoto & Chujo.t									

## Vocabulary Profilers

*Vocabulary profilers* comprise a set of tools that can analyze writing to categorize vocabulary into frequency levels. The data in Table 1 was taken from the vocabulary profiler available on the EAPFoundation website ([www.eapfoundation.com](http://www.eapfoundation.com)), where there are different options for analyzing a text. Table 1 shows the results of analyzing an abstract with the *New General Service List* (NGSL) and the *New Academic Word List* (NAWL). This type of profile can show the NGSL level of words and if those words are on the NAWL. The NGSL shows more common words, while the NAWL features more academic vocabulary. The resulting analysis indicates that the abstract contains mostly high-frequency words. A writer can use this approach to determine the academic level of particular words and make choices more suitable to their needs.

Table 1

### Analysis of an Abstract at the EAPFoundation Using the NGSL and NAWL

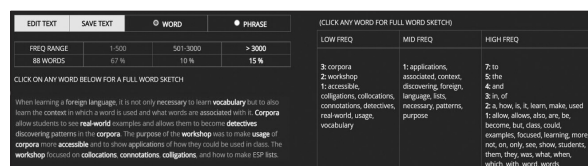
Number of words (total and unique) in each level						
Level	TOTAL			UNIQUE		
	# words	%	cumul %	# words	%	cumul %
NGSL 1k	75	84.3%	84.3%	51	82.3%	82.3%
NGSL 2k	1	1.1%	85.4%	1	1.6%	83.9%
NGSL 3k	0	0%	85.4%	0	0%	83.9%
Total for NGSL	76	85.4%	85.4%	52	83.9%	83.9%
NAWL	5	5.6%	91%	4	6.5%	90.3%
Supplemental	0	0%	91%	0	0%	90.3%
Off-list	8	9%	100%	6	9.7%	100%
Numbers	0	/	/	0	/	/
Totals	89	100%	100%	62	100%	100%



## Words and Phrases

*Words and Phrases* is another vocabulary profiler, one that has been incorporated into COCA, the Corpus of Contemporary American English ([www.english-corpora.org/coca](http://www.english-corpora.org/coca)). The sample in Figure 4 shows how this tool makes it possible to determine vocabulary levels within a text. Low-frequency words are considered more academic than mid- or high-frequency ones. The *Word* function displays the genre, collocations, lexical bundles, synonyms, and concordance lines.

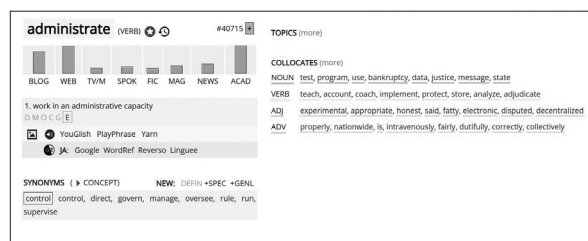
Figure 4  
Analysis of an Abstract with Words and Phrases



In this sample, most of the words used are not considered academic because they are high-frequency. With this knowledge, an author can now choose to replace these items with more academic synonyms or analogous phrases.

Word profilers can also be used to determine the vocabulary level used in a particular journal in order to gauge acceptable levels of academic word usage. Figure 5 shows part of the results of using the *Word* function in Words and Phrases to look up *administrate*. The collocates usually paired with this word are displayed, along with links to other websites where the word can be heard as part of a short video clip. Links to Japanese translations are also provided.

Figure 5  
Information on “administrate” Using Words and Phrases



## Academic Word Suggestion Machine (AWSuM)

Swales's view of genre theory (as cited in Cotos, 2018) was built on the moves and organization used to convey a message in ways preferred by a particular discourse community. In genre theory, text is organized into several moves (Cortes, 2013). These moves can also be separated into different steps. For example, Table 2 features the framework used for tagging moves in an abstract, which was taken from Mizumoto et al. (2017). The first move of an abstract is the *Introduction*, the first step of which could be *Arguing for prominence*. Subsequent moves are *Presenting the research*, *Describing the methodology*, *Summarizing the findings*, and *Discussing the research*. New web-based tools such as AWSuM ([langtest.jp/awsum](http://langtest.jp/awsum)) have been built upon this theory. AWSuM contains an autocomplete feature that suggests the most frequent lexical bundles in a move within a particular sample of text (Mizumoto et al., 2017). As a result, AWSuM can suggest phrases based on what part of the article is being written and the writer's intention.

Table 2  
Move Framework Used to Create AWSuM

Sections	Moves	Steps
Abstract	[01] Introduction (Establishes context of the paper)	<ul style="list-style-type: none"> <li>Arguing for topic prominence (Claiming centrality)</li> <li>Making topic generalizations</li> <li>Defining terms, objects, or processes</li> <li>Identifying a gap in current knowledge</li> <li>Justifying the research study</li> <li>Stating the purpose directly</li> <li>Describing the participants</li> <li>Describing the instruments or equipment</li> <li>Describing the procedure and conditions</li> <li>Describing the main features or properties of the solution or product</li> <li>Deducing conclusions from results</li> <li>Evaluating value of the research</li> <li>Presenting recommendations</li> </ul>
	[02] Presenting the research	
	[03] Describing the methodology	
	[04] Summarizing the findings	
	[05] Discussing the research (Interpreting or extending results beyond the scope of the paper, drawing inferences, pointing to applications or wider applications)	

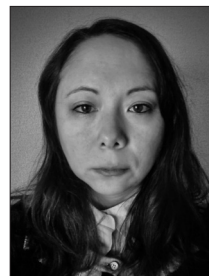
## Final Thoughts

Technology has made it much easier to notice patterns most used in academic writing and isolate them for deeper reflection. These phrases are ones that experts often expect to see when reviewing an article. Corpora such as *SKELL* and *COCA* show how particular phrases are used in context. AWSuM supplies suggestions for the deeper structures of each section of a paper. The tools mentioned in this article are just a small sample of what is freely available online. Novice writers are encouraged to make use of these resources to improve their chances for publication.

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**Sarah Miyoshi Deutchman** teaches at Waseda University as a part-time lecturer. She has taught English for over 14 years in three different countries. She has been teaching at the university level for four years. Her areas of research include data-driven learning, corpus linguistics, and vocabulary. Email: [sarah@aoni.waseda.jp](mailto:sarah@aoni.waseda.jp)



## [JALT FOCUS] SIG FOCUS



### Robert Morel & Satchie Haga

JALT currently has 30 Special Interest Groups (SIGs) available for members to join. This column publishes an in-depth view of one SIG each issue, providing readers with a more complete picture of the different SIGs within JALT. For information about SIG events, publications, and calls for papers, please visit <https://jalt.org/main/groups>.

Email: [jaltpubs.tlt.sig.focus@jalt.org](mailto:jaltpubs.tlt.sig.focus@jalt.org) • Web: <https://jalt-publications.org/tlt/departments/sig-news>

Collaboration is a cornerstone of JALT activities and the same goes for SIGs. While many people often think of collaboration within a SIG, there is an ever-growing amount of collaboration between SIGs as well as among SIGs, chapters, and other groups. This year, the SIG Focus column would like to highlight SIG collaboration in all its forms. Please feel free to contribute or suggest ideas by emailing us at [jaltsigfocus@gmail.com](mailto:jaltsigfocus@gmail.com).

## Listening SIG

**Naheen Madarbakus-Ring**

*SIG Coordinator*

**Marc Jones**

*SIG Publicity Chair*

### Who We Are

The Listening (LIS) SIG was formed in February 2021 to bring together teachers, learners, and

researchers interested in L2 listening. For teachers, the SIG aims to provide practical ideas for the listening classroom. For researchers, the SIG provides a networking and collaboration platform to help members and non-members share their knowledge, expertise, and research on listening. The SIG organized a forum at the JALT international conference with invited international presenters and has already contacted speakers within its membership to present at future events. In 2022, the SIG aims to hold three events, hosting a showcase in July at the PanSIG 2022 conference, a conference day devoted to listening (Kyoto, September), and the annual forum/Annual General Meeting at the JALT2022 international conference (November, Fukuoka).

### Collaborating with JALT

The SIG aims to work with other SIGs and chapters of JALT. Although the group's central focus is listening, the SIG is also interested in collaborating with other SIGs to present research on listening and vocabulary, assessment, and teacher training,

among other areas. The group is also interested in working with JALT chapters to share ideas about listening with schools and institutions. The SIG's officers have already worked with JALT chapters to present listening workshops. In the last year, Tottori and Nagano chapters invited SIG officers to present on listening tasks and resources to their members. In the future, the group would like to share presentation topics on listening and vocabulary, assessment, and pedagogy, and we welcome any collaboration ideas with other chapters and SIGs.

### Collaborating Beyond JALT

The SIG's international membership is working to create links with other conference planners and institutions around the world. We are also collaborating with websites, such as [www.ello.org](http://www.ello.org), to sponsor our website and podcast. This will provide our members with the latest listening resources and materials to work with in their classrooms. We would be interested in hearing from anybody who would like to discuss any sponsorship opportunities with us.

The first issue of the SIG's journal, *The Listening Post*, is scheduled for June 2022. The call for submissions is still open and the group welcomes teachers, learners, and researchers who would like to contribute research articles, reviews, or share lesson activities. We welcome any submission related to listening research methods, the teaching of listening, and the learning outcomes from listening in various language learning contexts. Our journal is peer-reviewed and all of our contributors will receive full support in developing their papers for our publication. Check one of the links in the *Resources* section or get in touch if you would like to contribute or find out more.

### Online Links

In terms of digital participation, our main focus is to act as a bridge between practice and research and ultimately make listening research more accessible. The SIG website is regularly updated with the latest literature, resource ideas, and podcast episodes. The website also hosts interviews where teachers can outline their current research.

The podcast *Hear Us Out!* helps members gain an insight into other teachers' practices. The podcast provides a quick and accessible avenue for teachers' professional development, as peers can learn from each other. The SIG is always eager to hear about new theories and practices, so please get in touch if you would like to be interviewed.

The series *Research Bites!* is available in both blog and podcast form. The segment offers concise summaries of articles to offer working teachers the main practical points from the latest research. The written and audio blogs provide a summary of the main research points that can help teachers to develop their teaching ideas and make it easier to keep up with the latest education research.

Our bi-annual newsletter informs readers of the latest updates with links to new and upcoming resources. The SIG also has a Facebook page and Twitter account where anyone can share comments and ideas. In 2022, there will also be announcements for both online and face-to-face social events, so sign up for the newsletter to find out more.

### Building a Community

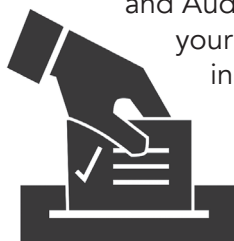
The SIG aims to be a research platform and sharing space for both members and non-members to share their ideas, resources, and research. The group is always happy to hear from anyone with any kind of interest in listening research, teaching, or learning. Please come to one of the events this year, contribute to the podcast or journal, or email us to find out more about the Listening SIG.

### Resources

- Email – [listening@jalt.org](mailto:listening@jalt.org)
- Website – <https://jaltlistening.wordpress.com/>
- Facebook Page – <https://www.facebook.com/groups/489940378896137>
- Twitter – <https://twitter.com/ListeningSig>

## — VOTE —

in the 2022 JALT Board of Directors and Auditor Elections! Look for your individualized ballot in your email inbox from April 1st, 2022.



\*Meet the candidates on page 44 of this issue of *TLT*.



## Malcolm Swanson

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

Email: [jaltpubs.tlt.focus@jalt.org](mailto:jaltpubs.tlt.focus@jalt.org) • Web: <https://jalt-publications.org/tlt/departments/jalt-focus>

## Supercharge Your Language Teaching with ZenGengo!

Whether your classes are face-to-face, blended, hybrid, or fully online, ZenGengo helps language teachers to create engaging and interactive online assignments in just minutes.

With 10 assignment types that have been specially designed for language learning, ZenGengo covers all four language skills: listening, reading, writing, and speaking. Features such as AI voice recognition, text-to-speech, and auto-grading save teachers countless hours while ensuring that students remain motivated and challenged on the path to greater proficiency.

Personalized scoring and feedback are available for Audio Recordings, Video Recordings, and Written Reports. Feedback is simple to administer and can be offered in three modalities: text, audio, and video.

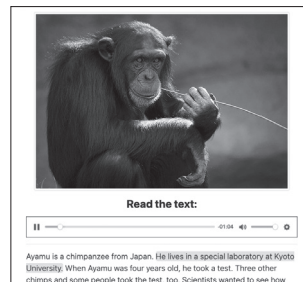
### Free Lesson Library

ZenGengo also has a large (and ever-growing) library of pre-made content. No subscription is required to browse lessons or share them with your students, but those who join ZenGengo can import and modify lessons as well as track student progress and administer feedback. The library can be searched by title or by CEFR level, and you're sure to find plenty of inspiration here for your language classes.

### ZenGengo Academy

Just for Japan, ZenGengo has launched an online service for providing CEFR-levelled homework tasks

aimed at university students. Teachers can use the platform for free while students purchase access cards from the campus bookstore. Those interested in signing up for ZenGengo Academy should contact us directly at [support@zengengo.zendesk.com](mailto:support@zengengo.zendesk.com).



ZenGengoを使えば、対面の授業でも、オンラインの授業でも、またそれらのミックスやハイブリッドな授業でも、語学教師の皆さんは、楽しくてインタラクティブなオンラインの課題を数分で作成できます。

ZenGengoには、語学学習のために考えられた10種類の課題が用意されており、聞く、読む、書く、話すの4つ全ての語学スキルを網羅しています。音声認識AIや、テキスト読み上げ、自動評価などの機能で、教師の皆さんの作業時間を大幅に削減し、また学習者が言語を習得する過程でのモチベーションとやる気を保ちます。

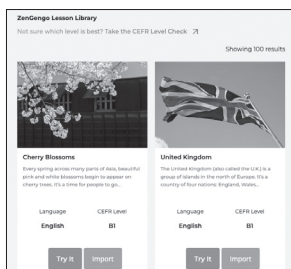
音声録音、ビデオ録画、レポートでは、各学習者に向けた採点やフィードバックもできます。フィードバックは、テキスト、音声、動画の3種類で簡単に作成し、管理できます。

### 無料レッスンライブラリー

ZenGengoには、数多くのコンテンツをあらかじめ用意したライブラリーもあり、今後もますます充実する予定です。ZenGengoに登録しなくてもレッスンを閲覧したり、学習者と共有することができますが、ZenGengoに登録するとレッスンのインポートやエクスポート、学習者の進捗の確認、フィードバックの管理が可能です。ライブラリーは、タイトルまたはCEFRのレベルで検索でき、語学授業のヒントとなるたくさんの教材を見つけることができます。

### ZenGengoアカデミー

ZenGengoは、日本の大学生向けに、CEFRのレベルに準じた宿題を提供するオンラインサービスをスタートしました。教師の皆さんはこのプラットフォームを無料で使用でき、学生は大学の書店でアクセスカードを購入します。ZenGengoアカデミーへの登録については、こちらまで直接ご連絡ください。 [support@zengengo.zendesk.com](mailto:support@zengengo.zendesk.com)





## 2022年総会開催通知 Notice of the 2022 JALT Ordinary General Meeting (OGM)

- 日時: 2022年6月26日(日)  
Date: June 26, 2022 (Sunday)
- 時間: 14:30 – 15:30  
Time: 14:30 – 15:30
- 場所: 〒461-0004 愛知県名古屋市中区葵3-7-14, imy 会議室(8階大会議室)/ オンライン(ハイブリッドミーティング)  
Location: Large Conference Room, 8F, imy Kaigishitsu Building (3-7-14, Aoi, Higashi Ward, Nagoya, Aichi 461-0004) (hybrid meeting)

### 議案 / Agenda:

- 第1号議案 2021年度事業報告 / Item 1. Business Report (2021/04/01-2022/03/31)
- 第2号議案 2021年度決算報告 / Item 2. Financial Report (2021/04/01-2022/03/31)
- 第3号議案 2021年度監査報告 / Item 3. Audit Report (2021/04/01-2022/03/31)
- 第4号議案 2022年度事業計画 / Item 4. Business Plan (2022/04/01-2023/03/31)
- 第5号議案 2022年度予算 / Item 5. Budget (2022/04/01-2023/03/31)
- 第6号議案 2022年度全国選出役員選挙の結果 / Item 6. Results of the 2022 National Officer Elections

- 第7号議案 定款第26条の変更: 総会の定足数 / Item 7. Amendment to Article 26 of the Constitution: Quorum of General Meeting

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

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

Eメールがお手元に届きましたら、不在投票の方法に従って投票をしてください。

本総会は、特定非営利活動法人(NPO)としての地位を保つ為に必要なもので、過半数以上の会員の皆様による出席(定足数)をもって、正式に開催することができます。

幸い当学会では、会員の皆様に向けて電子投票システムを提供させていただいており、不在投票をしていただくことで、本総会の出席者としてみなすことができます。

お手数をおかけいたしますが、ご支援とご協力のほどよろしくお願い申し上げます。

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

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

## 2022 JALT Board of Directors and Auditor Elections

The NPO JALT Nominations and Elections Committee is happy to announce the 2022 elections for the JALT Board of Directors and Auditor. All JALT members in good standing will be invited to cast a ballot in this election.

Voting will begin on April 8, 2022, and end on May 22, 2022, with the results being announced on May 30th, 2022, and then submitted for approval to the JALT Ordinary General Meeting. The newly elected Board of Directors and Auditor will begin their official position on January 1, 2023, for two years. An email with an individualized ballot and further instructions will be sent to every JALT member.

—Marybeth Kamibepu NPO JALT NEC Chair

### Nominee for Position of President Clare Kaneko

#### Statement of Purpose

For two years I have worked with both the board of directors and the chapter presidents as the chapter representative liaison (CRL). This position has not only exposed me to the different challenges chapters face, but has also given me valuable insight into the activities and commitment required as JALT president. As president, I intend to develop collaboration at all levels of JALT. We need to find solutions to help our organization work smarter, and harness the knowledge gained due to the pandemic. I will continue to support our members and volunteers.



この2年間、私は支部代表リエゾン(CRL)として、理事会および支部長と協力してきました。この役職は、各支部が直面するさまざまな問題に触れるだけでなく、JALT会長として必要とされる活動やコミットメントについても見識を深めることができました。会長として、私はJALTのあらゆるレベルでの協力関係を発展させたいと考えています。私たちは、組織がよりスマートに機能するための解決策を見つけ、パンデミックによって得られた知識を活用する必要があります。これからも、会員やボランティアの方々にサポートしていきます。

### Education / 学位

- MA in TEF/SL, University of Birmingham (U.K.) / バーミンガム大学修士
- Bachelor of Business, Edith Cowan University (Perth, Australia) / エディス・コワン大学ビジネス士号

### Employment / 職歴

- Associate Professor, Niigata University / 新潟大学准教授

### JALT Experience

- JALT Elected officer Chapter Representative Liaison (2020 – present) JALTナショナルオフィサー
- Niigata JALT Chapter President (2019 – present) 新潟支部、会長
- Niigata JALT NEAR Language conference, conference chair (2017 – 2018, 2021) / 新潟支部、NEAR大会委員長
- Niigata JALT Public Relations (2016) / 新潟支部、広報委員長

## Nominee for Position of Vice President

### Kenn Gale

#### Statement of Purpose

As Vice President, my goal will be to follow in the footsteps of the great individuals that I have learned from who served in this position before me. Recently, as JALT has had many changes and new direction within the organization, I look forward to coming in as a support role to the President, and for JCO, who I will be working closely with and doing my best to ensure the organization not only carries on but also sees growth and structural development. Working behind the scenes and adding my experience and support to the Board and JCO and the organization as a whole is my focus and I look forward to serving the community for the next term if allowed.



#### Education & Employment / 経歴書

Kenn, originally from Los Angeles, California, currently lives in Nagoya, Japan, with his wife and 2 young daughters, Karina and Miley. After university and majoring in psychology, his educational career started off working for Apollo Group and various educational institutes and colleges in the United States. In 2007, He left California to travel for several years. After that, he settled down in Southeast Asia and worked for the Ministry of Education of Thailand. He spent several years working for the

## 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. Go to <https://tinyurl.com/PIESIGCONFERENCE> to submit proposals. For any questions, see <https://jaltpiesig.org/conferences-events/> or email [jaltpiesig@gmail.com](mailto:jaltpiesig@gmail.com) for information.

## Back to School 2022

Osaka JALT's 12th annual spring conference • Sunday, May 15, 2022  
9:30am to 9:30pm

Back to School 2022 is Osaka JALT's 12th annual spring conference aiming to share ideas on a wide range of topics related to language teaching and learning to help everyone in the new academic year. This year's conference will again be online due to the ongoing pandemic, which, as in the past two years, has the benefit of allowing us to welcome presenters and participants from all around the world.

<https://jalt.org/event/osaka/22-05-15>

MOE and opened up schools in Thailand. During that period he also assisted in several joint ventures with international schools in Singapore, Vietnam, and China. Currently, Kenn is the Director of Operations/Principal of 6 international kindergartens in Aichi with over 100 staff and 1000 students. He is also on the board of the American Chamber of Commerce in Japan (ACCJ) and the President-elect of the Tokyo Association of International Pre-schools (TAIP) and is a founding member of the Tokai International School Association (TISA) and several other community-based organizations.

### *JALT Experience / JALT 関連*

Kenn has been a member of JALT for several years. He was actively involved in the Teaching Younger Learners SIG for two years as the SIG

Coordinator. He truly loves working with young learners and is passionate about the field. He is a firm believer in JALT and what it aims to accomplish and the platform which it provides for teachers in Japan. He can bring great enthusiasm, a fresh perspective, and organizational management skills to the position of Vice President.

### **Nominee for Position of Director of Membership Julie Kimura**

#### *Statement of Purpose*

I am honoured to be nominated for the position of JALT's Director of Membership. Unfortunately, due to the ongoing coronavirus pandemic, we have seen a slight drop in membership numbers. However, as we

move forward, I hope we can think about what kind of organization we would like to become. First and foremost, I would like to continue Melodie Cook's work. Furthermore, while consulting with JALT chapter presidents, SIG coordinators, and most importantly, the JALT membership at large, I hope we can not only recruit more members who reflect the diverse demographic of language teachers in Japan, but also increase participation. My outsider perspective, paired with my work ethic, will enable me to be an asset to JALT. この度、JALTの会員担当理事にご推薦いただき、光栄に存じます。残念ながら、パンデミックが続いているため、会員数が若干減少しています。しかし、これから先、どのような組織にしていきたいかを共に考えていければと思います。まず何よりも、メロディ・クック氏の仕事を引き継いでいきたいと思っています。また、各支部長やSIG代表だけに留まらず、JALT会員の皆さんとも相談しながら、日本の語学講師の多様性を反映した会員を増やすだけでなく、(各種研究会への)参加者も増やせたいと願っています。私のアウトサイダー的な視点と仕事に対する倫理観をJALT発展のために寄与できるように努めます。



### **Call for The Listening Post journal submissions and reviewers**

*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. If you would be interested in reviewing articles for our journal too, please contact us.

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](mailto:listening@jalt.org)

### **Call for The JALT Listening SIG Conference**

**Kyoto (September 2022 – date TBC)**

The Listening SIG are delighted to announce their first event. The Listening SIG conference will be a one-day event taking place in Kyoto in late September. We are currently looking into venues, speaking with local chapters, and also contacting listening experts to speak at our event. A call for speakers to present their own work will be announced in late April – more details coming soon. If you would like to find out more, then please contact us at [listening@jalt.org](mailto:listening@jalt.org)

#### *Education / 学位*

- Ph.D. Temple University/博士(テンプル大学)

#### *Employment / 職歴*

- Lecturer, Mukogawa Women's University, Nishinomiya /武庫川女子大学(講師)

#### *JALT Experience / JALT 関連*

- Osaka JALT Membership Chair, Member at Large/大阪支部:メンバーシップ委員、無任所役員
- The Language Teacher Recently Received Col-

umn Coeditor/コラム編集者

- JALT Post-Conference Proceedings Content Editor/コンテンツエディター

## Nominee for Position of Director of Program Wayne Malcolm

### Statement of Purpose

The Director of Program is a high profile, intense and rewarding position to volunteer for, so with the support of all those that make up JALT, I would like to continue serving our community. If re-elected, I will carry out the functions of Director of Program as prescribed by the JALT Constitution, By-Laws, and Standing Rules. I have some continuing plans and ideas. I would like to try and get conference themes ahead by one-year, search for newer venues, but also keep reliable ones, and continue to encourage volunteering on the conference team. I have more plans and ideas, and given another



opportunity it is my intent to continue to represent JALT's dynamic community of practice with a progressive mindset, while holding to what has kept JALT a valued member of Japan's language education community. プログラム・ディレクターとしての職務は、人前に立ち、努力を要し、そして奉仕するに値するポジションです。これらJALTを作り上げるすべての要素を支えに、地域に貢献し続けたいと考えます。再選された暁には、JALT憲章及び諸規則に基づき、プログラム・ディレクターとしての職務を全うする所存です。私には他にも様々なアイデアと計画があります。日本の語学教育業界において重要で、漸進的マインドを持つ活動的なJALTコミュニティの代表として、その発展に引き続き寄与することを希望します。

### Education & Employment / 経歴書

I have taught in various sectors of Japan's English language teaching industry. I currently teach in the area of college and university education. I graduated from Syracuse University with a Bachelor of Arts in Political Science. I also have a Masters of Management in International Management from University of Phoenix, as well as a Doctorate of Education in Educational Leadership specializing in Curriculum and Instruction from the same university. 来日以来、

### JALT CEFR & LP SIG

#### Aligning Current Practice to the CEFR : A Workshop with Dr. Neus Figueras

May 21, 2022 (Sat) - 15:00 - 17:30

Free of charge - JSPS Kaken 20K00759

More info: <https://cefrjapan.net/events>

This workshop targets practitioners who wish to intervene and improve current practices following the core concepts and philosophy of the CEFR and using various scaled descriptors of the CEFR but who have not initiated action. The workshop will begin with a talk by Dr. Neus Figueras, who is a co-author and co-editor of *Aligning Language Education with the CEFR: A Handbook* (in print) and *Common European Framework of Reference for Languages: Towards a Road Map for Future Research and Development* by Multilingual Matters (2021) followed by a discussion of participants' concerns about their practices in small groups.



### JALT ICLE SIG

#### 2nd ICLE Conference

September 10, 2022 (Online)

Call for Papers by June 5th, 2022

More details see: <https://jalticle.org>

The theme of the conference is *Intercultural Communication in Language Education* and its purpose is to promote the core values of the ICLE SIG: exchange ideas and share best practices for incorporating culture in various settings, thereby, bringing practice and research together. We are looking for novel ideas and pedagogical activities enhancing cross-cultural understanding in online, hybrid, and face-to-face environments across primary, secondary, and tertiary education settings, including Eikaiwa teaching. We are happy to include both research-based proposals and hands-on activities that enhance intercultural understanding and awareness. Looking forward to your submissions. On behalf of the ICLE SIG Team





英語教育業界で様々な分野における指導を行ってきました。現在は高等教育機関での指導に携わっています。私は、シラキュース大学で政治科学の学士号を取得し、フェニックス大学で国際マネジメントの修士号、及び教育学博士号を取得しました。博士論文のテーマは、カリキュラム・指導に焦点を置いた教育におけるリーダーシップです。

### *JALT Experience / JALT 関連*

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

### *Nominee for Position of Director of Public Relations*

**William Pellowe**

#### *Statement of Purpose*

I started doing the job of Director of Public Relations for JALT at the beginning of 2019. I've accomplished a lot in that time, but I feel that I still have more to contribute, so I would be honored to be elected to serve one more term. I'm pleased with the positive reception of the JALT Talk newsletter, with its expanded coverage to include local events and calls for participation, as well as notifications of all JALT publications, making this monthly newsletter more relevant to our members. As a member of the board of directors, I've pushed for transparency in the advertisements appearing in JALT media and transparency within JALT, and I support the efforts to increase the diversity within our organization, its leadership, and among its conference speakers,



as well as the efforts to create more family-friendly conferences. If elected, I will continue to serve JALT, its officers, and its members to the best of my ability.

### *Education / 学位*

- MA in TEFL with distinction from the University of Birmingham (U.K.) バーミンガム大学(英国)TEFL修士

### *Employment / 職歴*

- Associate Professor, Kindai University (campus in Izuka City, Fukuoka Prefecture) 近畿大学 産業理工学部(職名:准教授)

### *JALT Experience / JALT 関連*

- Joined JALT in 1990
- Fukuoka JALT program chair 1995 - 1997
- Fukuoka JALT chapter president 1998 - 2002; again 2010 - 2019
- Created and maintained JALT.org's first online event calendar (2001 - 2008, see <https://hosted.jalt.org/calendar/archive.php>)
- TEVAL SIG webmaster 2015 - 2021
- PanSIG Conference webmaster 2016 - present
- Acting Director of Public Relations Feb. 2019 - June 2019
- Director of Public Relations June 2019 - present
- 2019年6月 - 現在:広報担当理事
- 2019年2月 - 2019年6月現在:広報担当理事(理事代

### **JALT OLE SIG**

#### **Multilingual Café**

May 25, 2022 19:30 – Themed Café

JALT OLE SIG wants to provide a space to meet and share using languages other than English, creating a community of practice. This is the Multilingual Café: Meet and chat in your favorite language. The languages available depend on the participants at the event depending on what languages the participants might speak.

See more details on the JALT OLE SIG Homepage: <https://sites.google.com/view/jalt-olesig/multilingual-caf%C3%A9>



行)

- 2016年1月 - 現在:JALT PanSIG大会 ウェブサイト担当
- 2015 年1月 - 2021 年6月:試験と評価研究部会 (TEVAL SIG)ウェブサイト担当
- 2010年11月 - 2019年2月:福岡支部支部長
- 2008年3月 - 現在:JALT年次大会 提出論文の選考委員
- 2001年 - 2008年 :jalt.orgのイベントカレンダーウェブサイト担当
- 1998年 - 2002年11月:福岡支部支部長
- 1995年 - 1997年:福岡支部企画委員長
- 1990年 JALT入会

### Nominee for Position of Director of Records #1 Samantha Kawakami

#### Statement of Purpose

Over the years I have found JALT to be a great source of inspiration, but I had resisted getting more deeply involved, due to not feeling like I had much to offer. However, I feel that there is something that I can do for JALT now. One of my skills is creating and organizing documents that are concise, relevant, and easy for the end user to follow. I used these skills to create protocol documents for room hosts for the JALT Conferences in 2020 and 2021. Through the teams I worked with during the JALT conferences these past two years, I have honed these skills and learned ways to improve document design.



I feel very strongly that JALT as an organization has a lot of knowledge that could benefit from being better organized. As Director of Records, I would like to use my skills to help make this knowledge more accessible to members. Two tasks that I feel strongly about are updating the standing rules and working to gather and organize documents so that there is a library of resources readily available for both new and long-term members as they take on new roles.

#### Education / 学位

- BA in Communication (Japanese minor), Alma College (Alma, Michigan, USA)

#### Employment / 職歴

- Associate Professor, Matsue Kosen (Matsue, Shimane) (until very recently Part-Time Teacher at Shimane University and Owner/Teacher of Sam's English School)

#### JALT Experience / JALT 関連

- 2021 JALT2021 International Conference, On-line Conference Coordinator
- 2020 JALT2020 International Conference, Room Host Coordinator
- 2013-present Member of Hiroshima Chapter and BRAIN SIG
- 2003-2009 Associate Member (Macmillan LanguageHouse)

### Nominee for Position of Director of Records #2 Michael Phillips

#### Statement of Purpose

I have been living and working in Japan since July 2001 and have a wide range of JALT experiences (as detailed below). I have been participating in EBM's since 2012 and a lot has happened in the last decade, with JALT facing challenges and changes scarcely imagined even a few years ago. One of these is the way information is received, processed, distributed, and stored, meaning that the continuity of information flow and data management has become an increasingly important component within our organisation. One response has been the implementation of the new servers, website, and jalt.org emails. Another has seen the shift in administrative discussions from EBM.net to Basecamp. Most recently, groups such as the newly created OSC, of which I am a member, have begun to critically review and revise some of the documents currently in use on the website. The process of records management is ongoing and I feel that my educational administrative experiences (both in Australia and Japan) and existing professional network have well prepared me for the demands of the DoR role. I therefore look forward to continuing to work with the directors and supporting JALT into its future.



#### Education / 学位

- Postgraduate Certificate (TSL) with Distinction, University of Southern Queensland
- Master of Education (TESOL) with Distinction,

University of Southern Queensland

### Employment / 職歴

- Lecturer, Ritsumeikan Asia Pacific University (2012-)

### JALT Experience / JALT 関連

- Kitakyushu Chapter day member (2001-2008)
- Kitakyushu Chapter member (2008-2012)
- Kitakyushu Chapter Treasurer (2010-2013)
- Oita Chapter member (2013-)
- Oita Chapter Treasurer (2013-2014)
- Oita Chapter President (2014-2020)
- CALL SIG member (2015-2016)
- BizCom SIG member (2017-2021)
- BizCom SIG Publications Chair (2018-2021)
- CUE SIG Proceedings Co-editor (2019-2021)
- BizCom SIG Coordinator (2020-2021)
- BizCom SIG Publicity Co-chair (2020-2021)
- TLT Proofreader (2020-)
- PanSIG Reviewer (2021-)
- Post-Conference Publication Copy editor (2021-)
- Chapter Treasurer Liaison (2021-)
- Financial Steering Committee member (2021-)
- Development Fund Subcommittee member (2021-)
- GALE SIG member (2022-)
- Officer Support Committee member (2022-)
- TLT SIG Focus Co-editor (2022-)

## Nominee for Position of Director of Treasury Michael Mielke

### Statement of Purpose

My purpose for running for Director of Treasury again is basically the same as my reasons for originally deciding to run -- to provide continuity and build on the strong foundation that my predecessors have laid. In my term as Director of Treasury I have worked hard with the Finance Committee and JCO to update the Treasury Handbook and provide video tutorials on new procedures such as using digital signatures in our monthly accounting reports. I have also tried to support Treasurers by providing a template for online registration and



payment using online payment systems such as Paypal and Wise for online, face to face, and hybrid meetings and conferences. However, there is still more research needed to make these processes smoother and less complicated to manage, but by sharing our experiences, I think we can make it happen. I am also proud of the work done by the FSC to prepare the yearly budget during these pandemic years to enable JALT to continue providing support to teachers, Chapters and SIGs, and plan for the future. I have learned a lot in my time as the Director of Treasury and would like to apply that experience and knowledge in a second term.

### Education / 学位

- Masters in Applied Linguistics and TESOL (in progress), University of Leicester, Leicester, England, UK
- Bachelor of Arts in International Relations, University of British Columbia, Vancouver, B.C., Canada

### Employment / 職歴

- Assistant Professor, Sapporo University, Sapporo, Hokkaido
- English Instructor/Teacher Trainer, Little Tree Eikaiwa, Sapporo, Hokkaido
- English Instructor/Teacher Trainer, GEOS Language Systems, Akita City, Akita; Sapporo, Hokkaido

### JALT Experience / JALT 関連

- JALT National Officer Director of Treasury 2021 - present
- JALT National Officer FSC Chair 2019-2020
- JALT National Officer Chapter Treasurer Liaison 2017-2019
- JALT Hokkaido Chapter Treasurer 2008 - Present
- JALT Hokkaido Conference Coordinator and/or Conference Program Chair 2006 - 2020.

## Nominee for Position of Auditor

### Robert Chartrand

### Statement of Purpose

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



from Hokkaido to Okinawa. I enjoyed meeting people from the JALT community and working with them in different capacities. After having served for four years on the Board of Directors as Director of Treasury and two more years as JALT Vice-President, I would like to use my experience to serve as NPO JALT Auditor to oversee the activities of the Board of Directors, the Executive Board, JALT Central Office and all Chapters and SIGs within NPO JALT. It will be my task to ensure that the Constitution and Bylaws are adhered to within the organization. 長年福岡のJALT会員として、北海道から沖縄まで、地方支部会、CALL SIG会議、PanSIG会議、JALT全国大会に参加し、発表することで大きな恩恵を受けています。JALTコミュニティの人々と出会い、さまざまな立場で一緒に仕事をすることを楽しみました。4年間財務担当理事を務め、さらに2年間JALT副会長を務めた経験を生かし、NPO法人JALT監事として理事会、理事会、JALT事務局、NPO法人JALT内の全支部・SIGの活動を監督したいと考えています。また、NPO法人JALTの定款・細則が遵守されていることを確認することも私の仕事です。

#### Education / 学位

- PhD, Kyushu Institute of Technology (Iizuka, Fukuoka); MA (TESOL), School for International Training (Brattleboro, Vermont, USA) 博士、九州工業大学、福岡県飯塚市; 修士TESOL, School for International Training (アメリカ)

#### Employment / 職歴

- Professor, Kurume University, Institute of Foreign Language Education, Kurume, Fukuoka 教授、久留米大学、外国語教育研究所、福岡県久留米市

#### JALT Experience / JALT 関連

- NPO JALT Vice-President, 2020 - 2022
- NPO JALT Director of Treasury, 2016 - 2020
- CALL SIG Coordinator, SIG Treasurer, Conference Chair, Site Chair, Conference Treasurer, Conference Vetting Chair, Proceedings Editor
- PanSIG Conference Team Member, Proceedings Editor 2011, Proceedings Editor-in-Chief 2012, 2013
- JALT Fukuoka Chapter member since 1995
- NPO JALT 副理事長 (2020 ~ 2022)
- NPO JALT 財務担当理事 (2016 ~ 2020)
- コンピューター利用語学学習研究部会 コーディネーター、会計担当、学会運営委員長、サイト編集長、学会会計担当、プロシーディングズ編集担当
- PanSIG学会運営チームメンバープロシーディングズ編集担当 (2011年)、プロシーディングズ編集長 (2012

年、2013年)

- JALT福岡支部無任所会員 (1995 ~ 現在)

## International Affairs Committee (IAC) Update

JALT members benefit from discounted conference fees at our international partner events. They're also an excellent opportunity to network with language practitioners from all over Asia and the world. IAC maintains a list of upcoming conferences that can be viewed at <https://tinyurl.com/3n7psfj4>. Upcoming partner events are as follows:

Partner Organization	Country	Dates	Format
KOTESOL	Korea	April 30-May 1	Online
IATEFL	International	May 17-22	Belfast, Ireland
TEFLIN	Indonesia	August 5-7	Hybrid (East Java)
BELTA	Bangladesh	November (TBA)	Hybrid (TBA)
ETA-ROC	Taiwan	November 4-6	Taipei, Taiwan
MELTA	Malaysia	TBA	Undecided

The 41st Thailand TESOL International Conference was held January 21-22 as an online event. The conference was widely attended, with many participants from its international affiliates. Director of Membership Melodie Cook represented JALT and gave a presentation titled *Resistance, Engagement and Resilience: Why Teachers Resist Technology and How to Engage Them*. Her presentation was well-attended, and she was pleased with the questions and interaction that ensued. ThaiTESOL regularly publishes double-blind, reviewed proceedings of academic articles, research papers, and review articles of studies presented at its conference.

The Nepal English Language Teachers' Association's (NELTA) International Conference was held March 11-13 as an online event. NELTA also publishes a reviewed proceedings after its international conference. The theme of this year's conference was *Expanding Frontiers of Language Education*:



*Rechanneling the Potentials in the New Normal.* It was widely attended and featured speakers from many places throughout the world. Two JALT national officers attended NELTA 2022 and represented JALT throughout the three days. On the first day, IAC Chair George MacLean made a featured presentation titled *Providing Accelerated Feedback for Speaking Activities Using Online Platforms*, which was well attended and featured lively and thoughtful discussion. On the second day, Director of Program Wayne Malcolm represented JALT at a 60-minute international partners' panel discussion, and he reports the following:

The conference was a joy to attend and participating in the panel discussion was informative and illuminating. The discussion centered around "Future Perspectives of Language Teaching and the Role of the Professional Organizations." Considering the situation of 2020 and 2021 with the global pandemic, this theme was very appropriate. Representing JALT, I said that teaching associations like JALT are well placed

to deal with the future because of the diverse memberships we have as well as the ability to marshal that diversity. JALT has the resources to help smaller organizations, even individuals. At the same time, JALT does not deter its members from forming or joining other communities, so we saw many JALT members give time and energy to grassroots organizations that also support furthering language education professional development. NELTA has a vibrant community that also does the same, and while people did want to be face-to-face, they also understood that being online raised awareness across a wider demographic, and provided people with the opportunity to attend this event, whereas pre-pandemic they would not have been able. Balancing this new reality is where organizations like NELTA and JALT find themselves. It was great to hear ideas and plans to move forward seeking this balance.

More information and further updates about IAC activities are available at <https://jalt.org> (search for IAC). IAC can be contacted at [international@jalt.org](mailto:international@jalt.org).

## — The 2022 PanSIG Conference Plenary Speakers —

### David Beglar: *The Well-Balanced Individual: A Challenge for Educators*

David Beglar is a Professor in the Graduate School of Education at Temple University, Japan Campus. He has published in journals such as Language Learning, Language Testing, Language Teaching Research, Reading in a Foreign Language, RELC Journal, and JALT Journal. He is also the co-author of *Inside Track: Writing Dissertations and Theses and Contemporary Topics 3*, an academic listening textbook. His main research interests are foreign language assessment, vocabulary acquisition, and reading fluency development. He is currently writing a book about his experiences in the Peruvian Amazon and an art book about a modern Japanese woodblock print artist.



### Mehrasa Alizadeh: *Reimagining Technology Enhanced Language Learning: Looking Back, Moving Forward*

Mehrasa Alizadeh is an assistant professor at the Cybermedia Center, Osaka University. She conducts collaborative research on the use of multimodal learning analytics to support learners in face-to-face and remote learning settings. Mehrasa is interested in immersive learning and virtual reality for language education.



### Ann Mayeda: *(Re)framing Mindsets/Attitudes to English Use in Japan*

Ann Mayeda is an associate professor and teacher educator in the Teaching English to Young Learners Program at Konan Women's University. She has a keen interest in learner development and issues in autonomy as it applies to young learners and young adult language learners. She has worked on developing the self-access center and integrating its components into the curriculum, serves on the learning advising team, and oversees the management e-space.



### Yukio Tono

Yukio Tono is a professor at the Graduate School of Global Studies, Tokyo University of Foreign Studies, JAPAN. He received his PhD in corpus linguistics at Lancaster University. His research interests include L2 learner corpus research, L2 vocabulary learning, corpus applications in applied linguistics and CEFR-related research. He is a principal investigator of the CEFR-J Project, and also directs the project called CEFR-J x 28, where the CEFR-J resources are applied to the development of 27 language teaching/learning resources.



# 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

<https://jalt.org>

## Annual International Conference

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

<https://jalt.org/conference>

## JALT Publications

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

<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

## Membership Categories

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

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

<https://jalt.org/main/membership>

## Information

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

## JALT Central Office

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## Joining JALT

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

<https://jalt.org/joining>



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## O, what a happy title do I find (from Sonnet XCII)

For a short time while I was in college, Shakespeare was my boss. This is a fact. I had a part-time job in the university's writing center, offering help to students who felt overwhelmed by their college writing assignments. The writing center director's name was William Shakespeare. He came from a small southwestern US town, from a family of Shakespeares who were apparently descended from the Great Bard's brother.

You can imagine that with his name he must have endured a lifetime of amused reactions and silly jokes every time he introduced himself in public. I don't remember exactly what I said to him at my initial job interview, but I like to think it was something friendly, out of the ordinary, and a bit in-the-know, like maybe, "William Shakespeare!?" The self-same name, but one of better nature, I suppose" (from *King Richard III*). More likely, though, I said something along the lines of, "Wow, minde blown!"

Mr. Shakespeare was a fairly laid-back, straight-ahead boss, not wont to lapse into lugubrious soliloquies or audience asides that would make the staff worry about his sanity or about losing their jobs due to tragic, dramatically ironic events looming in Act V. On the contrary, his main workplace concern was worksheets. In the center's reception area, we kept a large cabinet with dozens of office drawers containing copies of prepared worksheets that explained different research and composing techniques for student writers. Mr. Shakespeare encouraged us to use the worksheets during tutorials, and he supported the staff making new ones if we saw a need. They usually had catchy titles for quick reference. Again, my memory here is sketchy, but I seem to recall a few: "Shall I compare thee to a summer's day?" (Sonnet XVIII) for writing compare/contrast essays; or "Not from the stars do I my judgement pluck" (XIV) for supporting opinions with facts; or "Those lines that I before have writ do lie" (CXV) for avoiding plagiarism. One time I proposed making a worksheet about getting better grades on your papers by sucking up to your teacher, called:

- H: Do you see yonder cloud that's almost in shape of a camel?  
 P: By the mass, and 'tis like a camel, indeed.  
 H: Methinks it is like a weasel.  
 P: It is backed like a weasel.  
 H: Or like a whale?  
 P: Very like a whale. (*Hamlet*)

But Mr. S rejected it outright; perchance he felt the title was too long.

Obviously, I knew that the original William Shakespeare, a master weaver of insightful, stirring lines of luscious language, was not the self-same person as my boss William Shakespeare, an administrator and worksheet maker dealing in abecedarian undergraduate prose. Still, I thought it exciting to be involved in "composition" under the wise tutelage of a Shakespeare. In *The Two Gentlemen of Verona*, Proteus gave Thurio a lesson on writing technique, saying: "Write till your ink be dry, and with your tears / Moist it again, and frame some feeling line / That may discover such integrity." I imagined my boss himself waxing poetic now and then during a tutorial: "Submitting that term paper? Hold your horses! / Have you sufficiently cited your sources? / Style guides differ depending on your courses."

William Shakespeare critiquing your writing must be like getting driving lessons from someone named Michael Schumacher, or finding out Marie Curie is the radiologist performing your MRI. You'd probably feel you're being well taken care of. On the other hand, what if your esthetician's name was Yersinia Pestis (aka bubonic plague), or your orthodontist happened to be called Vlad the Impaler? You might want to remove your bib and say you've changed your mind about the treatment. And it's perfectly alright to change our minds once in a while, right? "There is nothing either good or bad, but thinking makes it so," said Hamlet. Methinks that should a worksheet title be.

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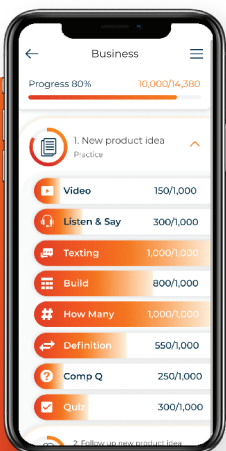
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Grammar 3	Unit 3: Fundamentals 3	10. Not too... yet	Practice	13 OF 80 (33.75%)
Grammar 3	Unit 3: Fundamentals 3	7. Relative Clauses 1	Practice	13 OF 80 (33.75%)
Grammar 3	Unit 3: Quizzes 3-4	Quiz 3: Always, Often, Usually, Never	Quiz	0/2
Grammar 3	Unit 3: Quizzes 3-4	Quiz 4: Compensaries 1	Quiz	0/2