The Language Teacher

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JALT2022

Learning from Students, Educating Teachers: Research and Practice

FUKUOKA

Nov. 11–14, 2022

The Japan Association for Language Teaching

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https://jalt.org/main/publications

To explore our unrestricted archives:

https://jalt-publications.org

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

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

In this month's issue . . .

JALT2022 Conference Preview

As calendars flip the page to September, we are counting the days to our main event of the year—the annual JALT2022 international conference! This year we will be back in person at the Fukuoka International Congress Center (Fukuoka City) on November 11–14, with some sessions offered in hybrid mode. Please check the conference website https://jalt.org/conference for information about registration, participation, and the latest updates.

This year's theme—*Learning from Students, Educating Teachers—Research and Practice*—foregrounds the idea of learning as teachers as opposed to learning from teachers. This flipped classroom narrative is reflected in this issue's plenary speakers' articles. **Jim McKinley** discusses the importance of classroom-based research informing teaching practice, and **John Creswell** offers valuable insights on how to use mixed methods for language classroom research. **Kensaku Yoshida** invites teachers to learn about students' motivations for practical language use to meet their needs and interests, which echoes **Yilin Sun**'s ideas about employing Culturally Responsive Teaching strategies to integrate students' cultures as part of instructional practice. **Ryoko Tsuneyoshi** brings up the dangers of the Japanese interpretation of foreign language learning in terms of English only, and **Karen Hill Anton** encourages always staying open to learning from different cultures in the deeply personal story of her years-long cultural journey in Japan. Invited speakers **Marianne Perfecto** and **Jo Mynard** further consider learning as language teachers through the lens of critical reflection.

But that's not all! In this issue, you will also find an insightful *TLT* Interview with Makiko Deguchi about the role of the Japanese privilege in educational contexts and two Wired articles on using ZenGengo and TimelineJS for language instruction. Make sure to check out an overview of this year's

Continued over

TLT Editors: Paul Lyddon, Bern Mulvey
TLT Japanese Language Editor: Mami Ueda

TILES2022

Sunday, Oct 2, 13:00-16:00

Hirosaki Gakuin University, Hirosaki, Aomori

Theme: Effective Use of Out-of-class Time

Main speaker: Adrian Leis speaking about Flipped Learning in the EFL classroom (proper title to come later)

CfP open now for presentations related to the topic (submit via email to forsythe@hirogaku-u.ac.jp). Deadline for proposals: Sunday, Aug 21.

JALT ICLE SIG – 2nd Conference

September 10, 2022 online, free

The 2nd conference of JALT ICLE SIG with the theme Intercultural Communication in Language Education will have an appealing program with novel ideas and pedagogical activities enhancing cross-cultural understanding with both research-based presentations and hands-on activities.

Why don't you come and see? Find out more at https://jalticle.org/

JALT OLE SIG

Multilingual Café on September 21, 2022

The next Multilingual Café opens on Wednesday, September 21st at 7:30 PM will take place online. The OLE SIG wants to provide a space to meet and share using languages other than English, creating a community of practice. Why don't you join?

Find out more and sign up!

Professional Development (PD) and Technology in Teaching (TnT) workshops, and JALT Junior special event for those who teach young learners.

We look forward to seeing you in Fukuoka soon!

— Irina Kuznetcova, TLT *Guest Editor*

JALT2022年次国際大会予告

9月に入り、JALTの主要なイベントである年次国際大会の時期が近づいてきましたが、皆様、いかがお過ごしでしょうか。さて、今年の大会は、まだ一部はハイブリッドで行われるものの、3年ぶりに対面で11月11日～14日まで福岡市の福岡国際会議場で開催されます。最新情報は大会公式サイトhttps://jalt.org/conferenceをチェックしてください。参加登録方法に関する情報も掲載されています。

JALT2022のテーマはLearning from Students, Educating Teachers—Research and Practiceで、学生が教師に教わる、というよりはむしろ、教師が学生に教わるという考えを前面に出しています。この反転された考え方は本号の基調講演者にも反映されています。Jim McKinley氏は教室内活動をもとにした研究が教育法を形成する上でいかに大切か論じています。John Creswell氏は、言語学習教室の研究のための混合調査法はどのように使えばいいのかについて、貴重な考えを述べています。また、Kensaku Yoshida氏は、Yilin Sun氏の提唱している生徒たちの多様な文化を教育法に組み入れるという、Culturally Responsive Teachingのストラテジーともつながるものですが、生徒たちの実践的な言語を学びたいという動機は、どのようなニーズや興味をもとにしてなりたっているのか教師が理解していくことの大切さについて述べています。Ryoko Tsuneyoshi氏は外国語学習イコール英語学という、日本人の陥りがちな考え方の危険性を指摘しています。Karen Hill Anton氏は、日本で長年に渡って自身が経験してきた文化的な旅の話の中心にしながら、いつも異文化から学ぶことを受け入れていこうと提唱しています。また、招待講演者のMarianne Perfecto氏とJo Mynard氏は、批判的内省をしながら語学教師として学んでいくことを考えさせられます。

しかし、これだけではありません！本号には教育環境において、日本人特権の役割についてのMakiko Deguchi氏とのインタービュー記事、さらには、言語教育におけるZenGengoとTimelineJSの使い方についてのWiredの記事も二本掲載されています。さらには、今年のProfessional Development (PD)とTechnology in Teaching (TnT)のワークショップ、また、子供に教えている方を対象としたJALT Juniorの特別行事の概要も掲載されていますので、それらも合わせて是非ご覧ください。

それでは、近く皆様と福岡でお会いできるのを楽しみにしております！

— Irina Kuznetcova, TLT *Guest Editor*

JALT2022 Conference Preview

Hello readers. JALT2022 sees a return to the face-to-face format, but we not strictly staying face-to-face. JALT2022 will bring a hybrid experience to our flagship conference event. We will have a curated number of presentations that will have presenters giving a physical onsite presentation to both live and online audiences, and this is just one of the many highlights available at this conference. Here is a brief overview of JALT2022—from registration pricing to childcare information to hotel reservation details. While there is a lot of important information here, what you have is an overview, please visit https://jalt.org/conference for everything related to JALT2022. Updates will be coming regularly!

https://jalt.org/conference/jalt2022

Registration

You can register online, by postal payment (postal *furikae*—see the form in the back of this *TLT*), or onsite. We encourage you to take advantage of the lower early bird registration rates by registering by 31 October 2022.

	Early Bird Registration		Regular Registration	
Registering For	JALT Member	Nonmember	JALT Member	Nonmember
1-Day (12, 13, or 14 Nov)	¥10,000	¥18,000	¥15,000	¥21,000
Full conference (11-14 Nov)	¥15,000	¥25,000	¥25,000	¥30,000
JALT Junior (12 or 13 Nov)*	¥5,000	¥7,000	¥7,000	¥10,000
JALT Junior (12-13 Nov)*	¥8,000	¥10,000	¥10,000	¥12,000
TnT/PD Workshops (11 Nov)**	¥5,000	¥7,000	¥7,000	¥10,000

- Please note that presenters MUST register by 1 October 2022, to remain in the program.
- Face-to-Face (registrants for Face-to-Face also receive online access)
- Associate Members, and International and Domestic Affiliates pay the JALT Member Rates.

Childcare at the Conference

There will be accessible onsite childcare at the Fukuoka International Congress Center. These services will be operated by an outside agency and mediated by JALT. More information regarding sign-up forms, schedules, payments, and procedures will be provided for those who wish to use the childcare options.

Guardian Program

If you wish to bring a caretaker to the conference, for whatever necessary situation you have, JALT will provide that person with a conference so they can freely enter the facilities and travel around as necessary to perform their duties. Please email our Central Office at jco@jalt.org with the name and reason this person needs to be in attendance. If you have any questions, please email our JALT Central Office.

Environmental Levy

The JALT International Conference has been working to improve the environmental performance of the conference in recent years. This includes local sourcing of sustainable products, reducing waste, and increasing recycling. Since some environmental impact is inevitable, especially from transport, we have also been arranging carbon offsets to compensate for our carbon footprint. After the event end, a carbon offset project will be selected to receive these funds.

Cancellations

Cancellations will be acceptable only if received in writing (postal mail or email) by JALT Central Office before the following deadlines, and are subject to the following cancellation charges:

- By Monday 31 October 5 pm: Cancellation charge 30% of registration fee
- By Monday 7 November 5 pm: Cancellation charge 50% of registration fee
- No refund will be given for any cancellation received after the second deadline, 7 November.

** Late refund requests that arise due to exceptional circumstances must be made in writing to JALT Central Office and will be dealt with at JALT's discretion.*

Travel Reservations

For assistance with information on travel reservations, see https://amarys-jtb.jp/jalt2022/. JTB has partnered with JALT to help conference-goers book necessary accommodation. The JALT Central Office will not accept payment for hotel or travel reservations, nor will it be responsible for any mistaken payment of these. Please make reservations at your own initiative, or contact our agent, JTB Global Marketing and Travel Inc: jalt2022@gmt.jtb.jp

Message from the Conference Chair • Gregory Hadley

JALT2022 in Fukuoka is almost upon us, and we are building upon what we have learned from three years of the world pandemic to present an innovative and resilient hybrid conference (see https://jalt.org/conference/jalt2022 for more details). In this issue, you will find a preview of what is come from our exciting lineup of world-class scholars and dynamic language teachers, all of whom have transformative ideas as well as key insights to share during this year's conference.

For those looking forward to a return to face-to-face conferencing, you will find it at the Fukuoka International Congress Center. We will have opportunities to meet and interact with colleagues, while at the same time following responsible protocols and practices to ensure each other's safety due to the ongoing concerns to the COVID-19 Pandemic. For those of you who cannot attend in person, there will be a wide variety of presentations offered through our new hybrid option, thereby providing you with teaching ideas and findings you can apply to your classroom practice—all from the comfort of your home.

Whichever way you decide for this year, on behalf of all of us working to make JALT2022 happen, we hope that you will participate in this year's conference. As we make the slow but intentional shift towards a post-pandemic world, we encourage you to make JALT part of the process towards reconnecting with colleagues, reflecting on the lessons we have learned, and reorienting ourselves as we prepare for the journey ahead.

—Gregory Hadley, JALT2022 Conference Chair

JALT 2022 COVID-19 Prevention Measures

To curb the spread of COVID-19 during the event, the following measures will be implemented:

Personal Health Measures

- All conference participants and staff members will be required to wear masks.
- Mandatory temperature checks by conference staff upon registration and at conference events; temperature screening stations.
- Hand sanitation stations.
- Health questionnaire before the event.

Organizational Measures

- Pre-registration procedures and session attendee cap.
- Frequent disinfection of conference building rooms and surfaces.
- Acrylic panels to separate conference staff, speakers, and attendees.
- Appropriate distance between seats, tables, and other pieces of furniture.
- Organized movement routes marked with signs to avoid crowds; separation of entry and exit flows.
- Thorough ventilation of the conference premises.
- Special zones for eating and drinking

COVID-19感染防止対策（短縮版）

大会期間中における参加者のコロナウィルス感染防止を目的として、以下の対策を実施する。

個人の健康対策

- 大会参加者およびスタッフへのマスク着用の義務付け
- 受付時および大会開催中の大会スタッフによる検温の義務付け、ならびに検温ステーションの設置
- 手指消毒ステーションの設置
- 大会参加前の健康アンケートの実施

組織的な対策

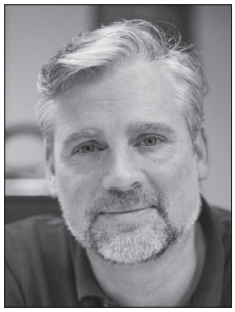
- 事前登録手続きの徹底と、セッション参加者数の上限設定
- 会場各所の頻繁な消毒
- スタッフ、講演者、参加者の区分け用アクリル板の設置
- 座席、テーブル、その他の備品間の適切な設置間隔
- 混雑回避のための移動経路標識の設置、ならびに入退場動線の分離
- 会場内換気の徹底
- 飲食のための特別ゾーンの設置

JALT2022 Plenary Speaker • Jim McKinley

Supporting the Teaching-Research Nexus: From Practice to Research and Back

Jim McKinley
University College London

This paper explores the concept of a teaching-research nexus, which addresses the important relationship between teaching and research. It describes the benefits of grassroots teaching-informed or teaching-led research as a way to disrupt assumed unidirectional flows of knowledge within this nexus, which have historically been established from the perspective of research-informed teaching. I further focus on the implications for language educators who are working in policy-driven teaching-focused higher education in Japan.



The concept of a teaching-research nexus addresses the important relationship between teaching and research, one that challenges the presumed unidirectional flow of knowledge from research to teaching. In my *TESOL Quarterly* paper "Evolving the TESOL Teaching-Research Nexus" (McKinley, 2019), I raised the issue of how a growing divide has been noted between language teaching researchers and language teaching practitioners around the world. I argued that the division was due to many teachers' lack of engagement with research on language teaching. This has led to a situation in which "irrelevant" research is seen by some as "out-of-touch with real-world teaching issues" (Sato & Loewen, in press, p. 3). Based on this year's JALT conference theme of *Learning from Students, Educating Teachers: Research and Practice,* I will suggest that by learning from students through teaching, we can leverage the learning experiences of students to provide opportunities for researcher-practitioners to engage in research that tackles real-world teaching issues. The organisation of this paper is based on my own chronology, reflecting first on the origins of language teaching research. I follow this with an overview of current relevant discussions in higher education studies and recent discoveries regarding language researcher-practitioner identities. Finally, I reflect on some Japan-based language-teaching research to highlight examples of researcher-practitioner work that is reaching beyond Japan.

Grassroots Teaching-Informed Research

Language education is a social science, and as such, research grew out of the efforts made to address questions that arose in language education practices. The questions were based on real-world language teaching problems, and the ensuing research often came out of language researcher-practitioners' efforts to answer questions by trial and error in their own language classrooms (McKinley, 2019). Language educators recognise a problem, they conduct research in their own teaching to try to solve it, and they apply the findings of their research to their teaching to see if the problem is solved. As these problems are always in flux, the process is open ended—an ongoing, forward-moving, and circular activity that will grow and take new shape as new problems arise or older solutions are no longer relevant or viable.

This understanding seems to have been lost somewhat over time, as those in positions to inform and educate about language teaching practices are those who are no longer in language teaching classrooms but who now identify primarily as researchers located in "research bubbles" or "research silos," also known as "ivory towers" (Rose, 2019). Language educators—an umbrella term I use to include language teachers, language-teaching researchers, language researcher-practitioners, language teacher-researchers, or any other relevant term—are under increasing institutional pressure to produce research output. Educational policies and structures can force a bifurcation of teaching and research, resulting in the loss of the circular process of teaching informing research and back again. Instead, institutional constraints may leave language teachers without the capacity to engage in research and reliant on language-teaching researchers to provide them with the answers to their questions.

Later in this paper, I will return to the problems of limiting ourselves to research-informed teaching as the only outcome from a teaching-research nexus when considering work in higher education studies, but now, a more personal perspective will help me

to illustrate the problem as I see it, particularly concerning language educators in Japan.

A Personal Perspective

The relationship between teaching and research as a language educator was something I struggled with for more than a decade working full-time at Sophia University in Tokyo. I had moved to Sophia while working on my PhD and, based on my developing studies, I found myself wanting to dig deeper into the *whys* and *hows* of English language teaching from an empirical perspective. The problem was, the job did not have a research element. To interpret it in UK academic contract terms, I was expected to fulfil essentially a "teaching-only" contract, even as I progressed from contract lecturer to permanent lecturer and then associate professor. While problems with Japanese higher education internationalisation policy as it affects contract types have been covered in recent literature (e.g., Morley et al., 2021), the case I raise here is the undervaluing by universities of language educators compared to those working in other academic disciplines, regardless of the contract.

As a Lecturer in English in a multi-disciplinary department, I was not expected to conduct any research. Some of my content area colleagues commented to me that of course the English teachers should teach more hours as they have no need to update materials—they can just teach the same content every term. Another colleague mentioned in a meeting that he felt burnt out and wanted to "take a break" by switching over to teaching the department's English classes for a while. To be fair to them, until I arrived, those in the English section of the department were not research-active, and so these content area colleagues were basing their misunderstanding on what they had perceived as the norm. My colleagues—those in and outside the English department—were surprised to learn of all the research work I did, as it was neither required nor expected. They gradually learned to appreciate my research, as I used it to develop the curriculum for the department's core program and the writing centre.

I was in two minds about my efforts. While the payoff was positive in terms of improvements to the program, I ended up creating more work for those coming into the English education group, as everyone was now expected to be research active while still teaching a heavier load than everyone else in the department. Eventually, after I left, the department did establish the same teaching workload for all, based upon an understanding of a teaching-research nexus, which became a central focus of my research after leaving Japan.

Higher Education Studies and the Teaching-Research Nexus

I place teaching first when referring to the teaching-research nexus to emphasize its importance. I have endeavoured to highlight the benefits of grassroots teaching-informed or teaching-led research to disrupt unidirectional flows of knowledge within this nexus, which have historically been established from the perspective of research-informed teaching (McKinley et al., 2021). Higher education policies and organizational structures encapsulate the bifurcation of teaching and research—whether from a grassroots organic development or from a top-down implementation.

Higher education sectors globally are constantly revising their approaches in response to political and economic pressures, and for some time now in many parts of the world, we have experienced the reimagining of universities in the so-called "enterprise era." The enterprise educational ideology is the most recent of the four raised by Trowler and Wareham (2007) that represent changes in attitude towards teaching and research. These ideologies were outlined in a broadly chronological order by McKinley et al. (2021) as follows: We started with *traditionalism*, where the teaching-research relationship was especially strong between researchers and research students. This moved loosely to *progressivism*, where the nexus was strengthened by the inclusion of teaching in research activities. The third ideology of *social reconstructionism*, with its shift toward a social justice agenda, strengthened the nexus even further. However, the most recent *enterprise* ideology is best understood as a drifting between teaching and research, where research agendas see a focus on innovation taking the place of teaching.

This is particularly concerning for the humanities and the social sciences, where the shift from social reconstructionism to an enterprise ideology may be aligning innovation with entrepreneurship. Such alignment compromises the earlier agendas of criticality and social justice, which in turn compromises the relationship between teaching and research.

Certainly, these ideologies affecting a teaching-research nexus vary widely in different national and institutional contexts. There are policy and organizational structures to consider at the institutional level that push teaching and research apart. For example, evaluating teaching and research separately at a systemic level strains the relationship in the daily practices of the two activities, leading to individuals making compromises (McIntosh et al., 2022). In some higher education sectors, such as those in the UK, we also see management roles sep-

arated, with different heads of research and heads of teaching, as well as research-led or teaching-led promotion pathways (McKinley et al., 2021).

In Japanese higher education, policy-driven teaching-focused higher education seems to suggest that *enterprise* ideology-inspired organizational structures may not have had the same impact. The most recent higher education policy initiatives have targeted internationalization, maintaining a focus on students and the development of competitive graduates (Aizawa & McKinley, 2020; Rose & McKinley, in press). This has meant increasing support for students by increasing resources for English language educators and advisors, as well as support for content instructors to deliver effective teaching in English (Bradford & Brown, 2017). These initiatives have big implications for language educators in Japan. With the realization that to meet policy objectives, students need to develop both English language skills and content knowledge. There is a growing body of research highlighting the importance of learning from students to inform curriculum and policy formation for the purposes of better supporting students (e.g., Rose et al., 2020).

Taking such research further, we can see it has the potential to conceptualize a nexus in which teaching and research are mutually beneficial. An inherent problem with many higher education policies and structures is the conceptualization of the teaching-research nexus being a point at which the two meet, as if on an axis. This conceptualization itself is a bifurcation of the two activities. If we can understand the nexus to be more holistic (more along the lines of the *traditionalism* ideology), the nexus can be seen as more of an ongoing process, such as the one described at the start of this paper—one in which teaching can inform research, which can in turn inform teaching (McKinley, 2019). The idea of teaching and research as a holistic activity is one that has been mentioned in the literature as the activity representative of the "holistic academic." However, is this just a bygone ideology—an unrealistic endeavour? Is it necessary to place our focus on teaching *or* research? How we identify ourselves as researcher-practitioners may not necessarily align with institutional or systemic pressures. It is therefore worthwhile to investigate such identities, and to consider whether they also contribute to supporting or eroding a teaching-research nexus.

Language Teacher Identities

Are language teaching and language-teaching research inescapably divided? Is such a divide due to language teachers not, or no longer, engaging with language-teaching research as purported in the literature? I approached these questions in a recent study (Rose & McKinley, in press), which explored the teacher identities of more than 400 researchers of language teaching, to highlight that the teaching-research community may not be as divided as some people suggest. This exploration was done in two stages, first via text analysis of authors' biographies, and second via a questionnaire completed by 233 of those authors. We found through the biographical text analysis that teaching was rarely mentioned, in favour of highlighting areas of research expertise, academic qualifications, and other publications. From the questionnaire data, we discovered that these authors did, in fact, have a lot of teaching experience as well as teaching qualifications, but the teaching aspects were frequently underreported in the author bios. There are certainly many possible reasons for this underreporting, from authors' understanding of the genre of author bios, to limited word counts in author bios and a belief that teaching aspects may be seen as less impressive to readers who they want to instil with confidence that their work is worth reading. Ultimately, we argue that authors with relevant teacher identities should highlight their professional expertise, especially in journals most accessed by language educators and that claim to support a teaching-research nexus.

Disrupting the Flow: Nurturing Teaching-Informed Research

Japanese higher education and its conceptualizations of a teaching-research nexus are changing. As universities continue to change their recruitment criteria for language educators, such as requirements to hold a doctorate or to have a track record of research publications (McCrostie, 2010), more people in language education are embodying a researcher identity. These researcher-practitioners are functioning within integrated ideologies affecting a teaching-research nexus, solving real issues in their classrooms which are then feeding into important theories and notions in research communities. Examples include the body of work in the 2010s in Japan on Global Englishes (Galloway, 2013; Galloway & Rose, 2014, 2018; Rosenhan & Galloway, 2019), which has spurned a new research field and attracted new researcher-practitioner communities in other areas such as Thailand (e.g., Boonsuk et al., 2021). There has also been valuable work produced by scholars in Japan on the topic of native speakerism and the impact on English language teaching (Houghton & Hashimoto, 2018; Lowe & Pinner, 2016). Earlier examples of impactful Japan-based

research include a wealth of motivational research on topics like Willingness to Communicate (WTC) (Watanabe, 2013; Yashima, 2002) and silence in the classroom (King, 2013), which were born from the work of researcher-practitioners in Japan who were seeking more interactive and communicative classrooms. This practice-oriented research has helped to develop a strong empirical basis for these fields, ensuring research is practically grounded and relevant to solving real classroom issues.

Conclusion

To conclude, I reflect on the impact of teaching on research, particularly concerning the current situation for language educators in Japan. The bifurcation of teaching and research, spurned by shifting ideologies and enterprise-era educational contexts, threatens to strengthen the unidirectional flow or knowledge within the nexus by adding further emphasis to research and its presumed influence (by researchers) on teaching and to weaken the potential for teaching to inform research. Language educators are continuing to make compromises as they develop their research profiles within such structures. In my own experience in Japan, I feel somewhat complicit, having pressed my department to recognize and value research at a time when the academic culture did not demand it. However, I also feel a strong sense of accomplishment in raising the recognition of language teaching research in that department. While Japan might be changing, there are more opportunities, and more value is placed on research activities at the nexus—research that has grown out of addressing real issues in language education. The important point about recognizing these opportunities going forward is to prioritize support for research that is not removed from teaching, to place more value on teaching-informed research, and to remember that the reason for the language teaching research is to address real-world problems in language education.

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JALT2022 Plenary Speaker • John Creswell

Introducing Mixed Methods Research in Language Learning and Teaching

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Few mixed methods research studies have been published in language learning and teaching. To encourage this methodology among English language teachers and researchers, I will introduce a simple logic model of interconnected steps in this research approach. The model starts with a mixed methods problem and continues with the collection and analysis of quantitative and qualitative data, the combination or integration of the two databases, the framing of integration within a specific type of mixed methods design, analysis of integration within a table of data, and finally, the interpretation or metainferences drawn from the quantitative and qualitative data combination. Through this process, participants will learn the language of mixed methods research, will be introduced to state-of-the-art thinking, and will see the practical value of using this methodology. I will end with a proposed mixed methods study in Japanese language learning based on my own experiences illustrating the steps in the logic model.

Mixed methods research studies are found in many fields in the social and health sciences. For language teaching and learning, authors of the overviews of using this methodology have lamented the lack of research studies. However, the conversation about using mixed methods has begun in language learning. In 2017, an entire book addressed its application in language learning and teaching (Riazi, 2017). A year earlier, my colleagues at Cambridge English and I authored a book titled *Second Language Assessment and Mixed Methods Research* (Moeller et al., 2016). Our efforts focused on bringing mixed methods in the second language field and encouraging their use. I remember studying carefully and citing a well-written language learning article by Wesely (2010) that addressed the motivation to learn languages in an immersion program. More recent publications in language studies provide a systematic research synthesis in language writing (Park et al., 2021) and explore web-based classroom instruction in language learning (Ebadi & Rahimi, 2018). Still, few articles link mixed methods to language teaching and learning.

My experiences in presenting workshops and lectures in Asian countries have encouraged me to clarify the meaning of mixed methods research for non-English speaking researchers. Consequently, in this paper, I present a simplified logic model that describes the major components of this approach. I will begin with an overview of the model, detail each component, and end by proposing a mixed methods study based on my experiences during the last three years as a language learner of Japanese.

This paper reinforces the JALT2022 theme of educating teachers with the latest research practices.

Mixed Methods Logic Model

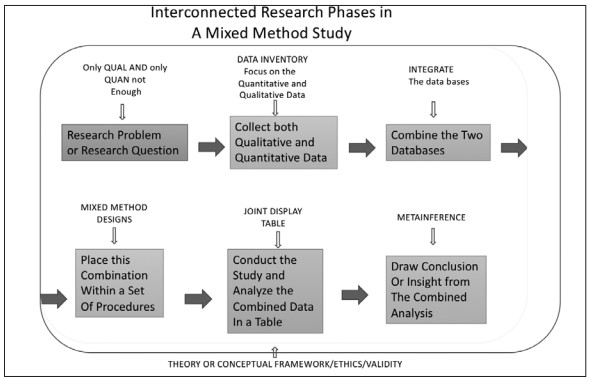
As mixed methods research has expanded around the world to new countries and disciplines, many researchers are learning about this methodology for the first time. Consequently, I want to make mixed methods as accessible as possible. Recently, I found an article by Curran (2020) titled *Implementation Science Made Simple*. This brilliant article succinctly summarized the major components of implementation science, a field that researchers often struggle to understand. By adapting this idea to mixed methods research, I have developed a simple way of explaining it.

An Overview of the Model

This overview is presented in Figure 1. The major components are in the boxes, and I present these in the order researchers use to design and conduct a study.

Figure 1

Interconnected Research Phases in a Mixed Method Study



The process of conducting research in this figure may be familiar. It begins with a research problem and a research question posed by the researcher. To answer the research question, the mixed methods researcher collects both quantitative and qualitative data. A key element in mixed methods is the combination of datasets. Although useful information develops from collecting and analyzing the quantitative and qualitative data, more insights emerge from combining the datasets. The researcher plans procedures for combining the data (the use of a design). Then, after collecting and analyzing the results from the two datasets, the researcher examines the results together to see what insights emerge and interprets them. Now I will discuss each component in more detail.

Mixed Methods Problems and Research Questions

What type of mixed methods problem is suitable for a mixed methods study? Unfortunately, the literature in the field does not address this question often enough. The suitable problems come from many disciplines and fields. Certainly, some fields support only quantitative approaches to research (e.g., economics), and some tend to highlight only qualitative approaches (e.g., anthropology). A cursory look at social sciences and health journals reveals the publication of many mixed methods studies across diverse fields. First, the problem needs to be addressed best with data from quantitative and qualitative sources. This means gathering information based on instruments, observations, and documents that will yield numeric scores. It also means obtaining personal perspectives from people and respecting and collecting their viewpoints. Thus, either quantitative or qualitative data alone will not suffice to best understand the problem or question. Second, the problem can best be understood not only with the two sources of data but also with the insight to emerge from combining them. The researcher realizes the importance of looking across the two databases for information about the research problem. Thus, mixed methods are suitable when the researcher (1) has an opportunity to collect both quantitative and qualitative data and (2) realizes that something more—more insights—will emerge by combining the two databases. With this understanding of collecting quantitative and qualitative data and seeking insight from the merging of the two datasets, the research questions for a mixed methods study naturally follow. The researcher raises quantitative questions that probe both descriptive (e.g., frequency of something happening) and inferential questions (e.g., how can the results be inferred from a sample to a population). These inferential questions often address the relationship among variables (e.g., independent and dependent) or comparisons among groups (e.g., how does group 1 differ from group 2?). Qualitative questions allow participants to give responses (e.g., what are the views about X?). In mixed methods research, we have a third question which addresses what insight emerges from combining the two databases. It is easiest to form this question once a researcher identifies a mixed methods design or procedure for the study because the question differs depending on the type of design. Further, this question is

unique to mixed methods research because of the combined feature of this methodology. Examples of mixed methods research questions can be found in Creswell and Plano Clark (2018).

A Mixed Methods Data Inventory

With the desire to answer research questions, the researcher needs to plan and collect quantitative and qualitative data. These two types of data differ. They yield distinct types of information (recognizing that some researchers see less distinction than I do). Some say that quantitative research is numbered (numeric) data and qualitative (text) stories. Others report that quantitative research consists of scores and qualitative research of perspectives. My view focuses on the types of questions participants answer. In quantitative research, the investigator asks a question and provides response options. For example, participants respond on a scale from *strongly agree* to *strongly disagree* in closed-ended response options. In qualitative research, open-ended responses exist. The researcher asks a broad question and allows the participant to form response options. To me, this distinction—between closed-ended and open-ended questions—provides a clear distinction between the two data sources. Within the category of closed-ended quantitative data, I include instrument data, observation checklists, and documents reporting scores. For open-ended qualitative data, I incorporate interviews, observations, documents (with text), and information from visual and social media. In mixed method research, if a central feature of this form of research consists of bringing two databases together, then identifying the two databases separately is necessary. A data inventory table provides a means for accomplishing this division. This inventory is a table with two columns, one for the quantitative data and the other for qualitative data. The researcher lists the sources of data (e.g., specifically identifying attitudinal instruments used quantitatively or focus groups for qualitative data) in each column in this table. The table also includes information, such as the number of participants and the place or site for data collection. With this data inventory table, we can now see the distinct types of both databases for the project.

Integrating the Two Datasets

How do we combine the two datasets? The answer is not intuitive to most researchers. Researchers traditionally keep the two datasets separate and seldom consider combining them. This combination is a major feature introduced into research by mixed methods writers. They call it *integrating* the two datasets. Integration has been a confusing subject even within the mixed methods field (Bryman, 2006). Recently, writers have begun to understand the concept better (Lynam et al., 2019; Moseholm & Fetters, 2017).

Helpful ways of viewing integration are to see it as linking the two datasets in different ways and to consider the intent or reasons for this linkage. In terms of linking the two datasets, there are several ways to accomplish it. Later I will connect these ways to specific types of mixed methods designs. First, the forms of linking procedures are as follows: I can (1) merge the two datasets by bringing them into a single framework, (2) connect the two datasets by starting with quantitative data and then using its results to inform qualitative data collection, (3) connect the two datasets again but start with qualitative data and use its results to inform the subsequent quantitative data collection, and (4) use quantitative and qualitative data to augment a framework or process (e.g., an experimental process or an evaluation framework). These approaches represent ways to conduct the procedures of research.

Second, I can link the two datasets and consider my *intent*. I can link the two databases with the intent of (1) comparing the results from the two databases, (2) using the qualitative data to help explain the quantitative results in more detail, (3) using the qualitative data to help understand the sample or population and then modifying measures for adaptation to a group, and (4) support a framework or process by bringing in diverse perspectives grounded in the quantitative and qualitative data. In summary, I recommend considering both procedure and intent of integrating the two datasets.

A Mixed Methods Design

With an understanding of how and why I am integrating datasets in my study, I can now choose an appropriate mixed methods design. This choice is a difficult step. In the literature on mixed methods, many classifications, names, diagrams, and procedures exist (Creswell & Plano Clark, 2018, in press). Our thinking is to advance a parsimonious set of designs, a strategy we believe helps the new or international researcher. In my books on mixed methods (Creswell, 2022; Creswell & Plano Clark, 2018), we suggest two categories of designs: *core designs* found in all mixed methods projects and *complex designs* based on incorporating cores designs into a larger process or framework.

Core designs are foundational procedures in mixed methods. Complex designs represent a new frontier in designs, and writers use diverse names

to refer to them, such as scaffold designs (Fetters, 2019) or advanced designs (Plano Clark & Ivankova, 2016).

The first core design, a *convergent design*, uses the procedure of gathering both quantitative and qualitative data and merging them into one framework. The intent or purpose is to compare the results of the two databases or to validate one set of data with the other. These two aspects form the integration in a convergent design. Another core design is the *explanatory sequential design*. The procedure involves first collecting quantitative data, analyzing it, and using the analysis to identify participants and research questions for a qualitative follow-up. The intent or purpose of this design is to use the follow-up qualitative data to help explain confusing, surprising, or important findings from the quantitative data. The final core design is an *exploratory sequential design.* The flow of research procedures involves three phases: first, collect and analyze qualitative data; second, use the qualitative findings to design or modify existing quantitative instruments, scales, or variables; and third, test the designed or modified quantitative measures and gather scores. This design is intended to adapt quantitative measures to fit a particular sample or population.

After using these core designs for many years, researchers began presenting us with studies involving many team members, lengthy studies, and extensive resources (Nastasi & Hitchcock, 2015). Today mixed methods as a methodology are being linked to other methodologies (e.g., evaluation studies), theoretical frameworks (e.g., feminist studies), and approaches (e.g., participatory action research) (Plano Clark & Ivankova, 2016). An example of a complex design is embedding a qualitative follow-up phase consisting of one or more of the core designs into the experiment. It could involve collecting qualitative data prior to the experiment, during the experiment, or after an experiment. It could apply to an evaluation project with core designs embedded in different phases of the evaluation.

We further learned from US funding sources that mixed methods were too complex to understand because of the multiple phases and forms of data collection and analysis. Consequently, from our earliest discussions about designs (Creswell et al., 2003), we began drawing diagrams of the design procedures. In time, these have become more sophisticated, and they are now found in most published mixed methods studies. These mixed methods diagrams provide a useful summary of the procedures helpful for informing research team members, stakeholders, and graduate committees.

A Joint Display Table

After data collection, the mixed methods researcher needs to analyze the data. The quantitative results are analyzed statistically, whereas the qualitative findings are analyzed for codes and themes. The sequence for accomplishing these two analyses depends on the particular mixed methods design. After independent quantitative and qualitative analysis, the researcher turns to mixed methods data analysis. Writers have only recently clearly addressed the procedures (Fetters, 2019). Mixed methods data analysis involves analyzing the integration of the quantitative and qualitative data. Both databases need to be placed side-by-side to see insights to emerge beyond analyzing the quantitative and qualitative data. Traditionally, this side-by-side analysis occurred by first discussing results from one database and then the results from the second database in the discussion section of a journal article. In the last few years the idea of a *joint display* emerged as a way to plan, present, and publish findings of the two databases side-by-side. Developing a joint display has become a creative part of mixed methods research with many options. It can be represented in a table (e.g., qualitative themes on the horizontal axis and scores on the vertical axis with quotes or scores in the cells). It can be a visual with photographs and words, a graphic design circle, or maps. Published articles report these variations in types of joint displays. Regardless of the presentation style, the key idea is to link the two databases following procedures in a mixed method design, and draw conclusions from the side-by-side comparison.

Metainferences

These conclusions are called *metainferences*, which involve analyzing the side-by-side comparison of the two datasets and drawing conclusions or making interpretations. I feel this is easiest to accomplish by inserting another column, a metainferences column, into a joint display. The researcher looks across the rows and down the columns. What does this analysis tell about the integration or linking of the two databases? It might find that individuals in the high scoring category differed in their views of themes or that on one theme, the low, medium, and high scoring individuals held similar or different perspectives. The joint display table provides an opportunity to present the quantitative and qualitative data together and draw conclusions from the integration. These conclusions or *insights* from integration can be compared with findings from the literature, related to existing theories, or juxtaposed with personal experiences. The insights

could also be taken back to a few participants to check the accuracy of the researcher's conclusions—a form of mixed methods member checking.

Worldviews and Theory

Surrounding the research components are worldview and theoretical considerations. These might be introduced into a mixed methods study before, during, or added on towards the study's end. Worldviews are beliefs or values that the researcher brings to a study that informs many aspects of the research (Creswell & Creswell, 2017). Theories, on the other hand, typically emerge from the scholarly literature to provide explanations or predictions about the results. Worldviews and theories link into the mixed methods designs.

In mixed methods research, many worldviews have been advanced. A recent summary by Shannon-Baker (2016) conveys a current state thinking. She suggests that mixed methods researchers draw on four worldviews: pragmatism, critical realism, transformative-emancipatory, and dialectic pluralism perspectives. Going into details about these worldviews is beyond the scope of this paper. However, these beliefs about conducting research result from a researcher's community of scholars and the cultures that shape their lives. Theories from the literature, such as cognitive theories, behavioral theories, life-span theories, and more, represent an explanation (or prediction) for a study that relates to the quantitative phase, the qualitative phase, or the entire mixed methods project.

Applying the Model to a Hypothetical Language Learning Mixed Methods Study

Returning to Figure 1, we can see that phases in mixed methods research build on each other: the problem, the data inventory, the integration intent and procedures, the design, the joint display, the metainferences, and the worldview and theory. We can now apply these phases to a practical project.

I am a language learner myself. Over the last three years, I have participated in Japanese language instruction at our local community center in Ashiya. I have experienced three different Japanese language teachers in each year based on the program's emphasis on rotating instructors. I have also noticed that my teachers differ considerably in their use of the English language. I could construct a mixed method study titled *Do English-Speaking Students Learn Japanese Better when their Japanese Teachers Use Japanese or English in a Community Center Program?* This topic lends itself to mixed methods research. I would want to know what students think about this topic (trends from a quantitative survey) and their learnings in Japanese over a year (qualitative views about writing, speaking, and conversation). I think it would be helpful to know the individual experiences of a few students and talk with them about their perspectives. I could draw a diagram of the procedures to share and encourage them to participate in the study. This diagram would show that I am starting with a survey and following up with individual interviews—an explanatory sequential design. I can analyze my data to see if the results change from the survey to the interviews and link this into existing theories. I might find my interpretation from personal experiences is reinforced: When my Japanese teachers have some knowledge of English, they help to promote my learning (e.g., motivation to study, conversational abilities, and so forth). With this study, I have (1) formed a problem best addressed through quantitative and qualitative data; (2) decided to integrate the two databases by one following the other; (3) used an acceptable mixed method design and drawn a diagram of it; (4) analyzed the data with a joint display; and (5) formed metainferences from the integration, bringing in my own personal experiences (or worldview).

As my hypothetical example illustrates, mixed methods research can be applied to language learning and teaching. It will present your research as state-of-the-art methodology, give insight into your problem beyond the quantitative and qualitative results, and allow you to be creative with your research.

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JALT2022 Plenary Speaker • Kensaku Yoshida

Does the New Course of Study Reflect the Reality of the Students' Needs and Desires to Learn English?

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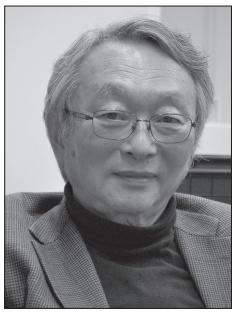
The New Japanese Course of Study is based on very different principles from the previous courses of study. In this paper, I will show how and where the differences are, not simply from theoretical perspectives but also, and more importantly, from the point of view of the needs of the students. I will introduce data collected from approximately 1,000 junior high school students as well as data from over 270 junior and senior high school teachers. The results revealed that the more integrated the skills used by the teachers in teaching English and the more emphasis there is on content—rather than the form of the language—the more the students are motivated to learn English. The results also show that the New Course of Study coincides with the actual needs of the students.

新学習指導要領は従来の学習指導要領とは異なる考え方に基づいて作られた。本稿で、筆者はその違いが何かということを理論的な観点のみならず生徒のニーズと動機づけという観点から論じる。約1000人の中学生を対象とした調査及び270名の中高英語教員を対象とした調査から、教師がより4技能を統合した教え方をし、また言語形式よりも内容に重点を置いた教え方をすると生徒がより動機づけられることが分かった。この結果は新学習指導要領が生徒のニーズや動機づけを従来のものより良く反映していることを示しているといえるだろう。



In 1951, the aims of English education in Japan were given as follows:

> To develop a practical basic knowledge of English as "speech" with primary emphasis on aural-oral skills and the learning of structural patterns through learning experiences conducive to

> mastery in hearing, oral expression, reading, and writing, and to develop as an integral part of the same an understanding of, appreciation for, and a desirable attitude toward the English-speaking peoples, especially as regards their modes of life, manners, and customs. (Ministry of Education, 1951)

In fact, this became the basic philosophy based on which all subsequent courses of study were written. It shows that for over 70 years the Ministry of Education (the present Ministry of Education, Culture, Sports, Science and Technology, MEXT) has consistently emphasized the importance of teaching English as speech with primary emphasis on teaching the four skills, with the learning of structural patterns not as independent entities, but through learning experiences conducive to the acquisition of the four skills. Although the mention of English-speaking peoples has been augmented by the importance of international understanding, overall, the philosophy underlying the learning of English has not changed very much.

Why then do the Japanese still lack the confidence to communicate in English—or any foreign language? If the aims mentioned in the course of study—on which English textbooks are written—were and are performance-oriented, why have the Japanese not acquired the ability to perform adequately in English—after 70 years?

The main reason is that, although the above-mentioned course of study was written as the "goal" which English education was expected to realize, the reality of Japan in 1951 was such that there was no real need for Japanese people to use English other than to acquire knowledge of modern technology and such through written materials. Other than the American military presence, there were very few foreigners in Japan, and very few Japanese had any contact with foreign people. As a matter of fact, when our family went to the United States in 1955, we were the first Japanese family to take Northwest Airlines to the United States. Also, hardly any Japanese English teachers could either listen to and understand or speak English, so, naturally, not many Japanese—including the studnts—felt any real need to acquire English, let alone aura-oral English. In other words, even though the principles of the course of study were based on the needs of the nation, they did not reflect the reality of the Japanese people at the time.

The Great Debate on English Education

Since then, times have changed. With the first Tokyo Olympics in 1964 and the Osaka World Expo in 1970, Japanese society gradually began to feel the need to learn practical communicative English. Language schools and language organizations were established (JACET in 1962, Eiken Foundation of Japan in 1963, Interac in 1972, Aeon in 1974, Berlitz in 1980, Nova in 1981, etc.), companies began sending their employees to language schools to study English, and many Japanese people began to flock to these schools to learn English conversation.

It seemed as though, finally, the gap between the ideals presented in the course of study and the needs of the Japanese people was becoming smaller—at least outside the schools. However, in 1974, the so-called *Eigokyoiku Daironso* (Great Debate on English Education) between Wataru Hiraizumi, a member of the House of Councilors, and Professor Watanabe of Sophia University (one of my professors) ignited a huge debate on the meaning of English education in schools. Hiraizumi claimed that English education should produce at least 5% of the Japanese capable of speaking and communicating in English, whereas Watanabe claimed that the goal of "education" was in the training and development of the mind or intellect, and that practical communication ability should not be the goal. Practical communication ability, he claimed, could be acquired by simply living in an environment (foreign or domestic) where English is used (Hiraizumi & Watanabe, 1975). Many English teachers, who themselves could not speak English, sided with Watanabe with the result that, although the Japanese society as a whole began to move towards the need to acquire English for practical purposes, English taught in schools, contrary to what was stipulated in the course of study, did not change.

Seventy Years Later

Almost fifty years have passed since the Great Debate on English Education. During this period, the world has changed greatly. People now talk about Global instead of International issues, and the development of digital technology and the Internet have brought about revolutionary changes in the way people around the world interact with each other. The SDGs (Sustainable Development Goals) provide common issues to be discussed and solved together by people and nations around the world.

Despite these major changes in the world, survey results conducted by Benesse (Negishi et al., 2015) showed that of the approximately 2,000 junior high school English teachers who were surveyed, over 80% answered that their everyday teaching activities included "reading aloud," "pronunciation," "explaining grammar," "doing grammar exercises,"

"listening activities," "answering questions about content given in the textbooks," and "memorizing and practicing key structures." On the other hand, less than 5% answered "debates," less than 10% answered "discussions," and less than 30% answered "have students talk about their thoughts and feelings in English." In other words, even now it seems that most junior high school teachers teach "mechanical skills" and "language forms," and very few teach "communicative English." This tendency is almost exactly the same for senior high school English teachers.

It seems, therefore, that even after 70 years since the promulgation of the first course of study and 50 years since the Great English Education Debate, Japan's English education has not changed very much. One reason for this, which is noted by many people, is entrance examinations. Teachers will teach and students will study what is tested in entrance examinations for high schools and universities. If the entrance examinations have not changed, it is understandable that English education in the schools has not changed either.

Principles Underlying the New Course of Study

For the past 70 years, the course of study has emphasized the importance of teaching English for communication. However, up to now, the references to the communicative goals were relatively vague and general. For example, in the 2008 version of the Course of Study, the following goals are mentionedfor (junior high school: (1)listen to basic English and understand the intentions of the speaker; (2) use basic English, such as being able to express one's thoughts in English; (3) become used to reading in English and be able to read basic English used by the writer and understand the writer's intentions; and (4) become used to writing in English and be able to write about one's thoughts and so forth in basic English (Ministry of Education, Culture, Sports, Science and Technology, 2008). Although the explanations following these goals are communicatively-oriented, they are still very general and vague.

However, the newest Course of Study (Ministry of Education, Culture, Sports, Science and Technology, 2017) states the goals in more detail. For example, the goals set for listening comprehension include the following elements: if spoken clearly, listen to and understand everyday topics, understand the general idea of the passage, listen to and understand the main idea of social topics, etc. The same can be said about reading comprehension, speaking (divided into speaking interaction and speaking presentation), and Writing. It also further describes in detail what it means to listen and comprehend. For example, it states that students should understand the general idea of what they hear and talk about what they heard in English; that is, the best way to confirm whether one has heard correctly is to see if he or she is able to talk about the content in his or her own words.

These changes were brought about through the introduction of the CEFR (Common European Framework of Reference for Languages) as the basis on which the Course of Study was written. In other words, instead of basing the difficulty level of English on structural and formal criteria (e.g., present progressive should come before past tense, which should come before the present perfect, etc.), it was based on what students should be able to do using English (e.g., with sufficient support students will be able to talk about themselves, then be able to talk about themselves with minimum support, then be able to talk about themselves without support, freely and creatively, etc.). The forms of English will not be taught deductively but inductively through noticing and focusing on the necessary forms in a meaningful context.

Do These Changes Reflect Student Needs?

The issue now is whether the changes that have been implemented match the needs Japanese people, and especially students, have in terms of learning English. As mentioned above, in the 70 years since the creation of the first Course of Study, the world has changed. Japan is no longer the secluded monolingual, monocultural, and monoracial society that it was in the 1950s. The world itself has become such that individual countries can no longer survive unless they acknowledge the mutual dependency that exists among all the countries in the world. Geographical differences are becoming much less important than the borderless internet connections that are bringing the world ever closer together. In a survey conducted on future jobs that elementary school children want to get, Benesse (2021) found that the number one job mentioned by boys was "Game Creator, Programmer" and number two was "YouTuber," which was also the third most popular job among girls. Children are already interacting with people, not only in Japan but from around the world. With the coming of the metaverse, they will probably be required to communicate in English even more on a daily basis.

Do These Needs Apply Also to the English Class?

Although the above-mentioned tendency is in the real world, how true is this in the English classroom? It might look as though that teachers are still teaching English in a very conservative manner. There is, however, evidence to show that those who are taught by teachers using all four skills (five areas with speaking divided into two areas: speaking interaction and speaking presentation) in their everyday teaching acquire higher motivation than those taught by teachers who utilize a fewer number of skills in their teaching (Benesse Kyoiku Sogo Kenkyusho, 2018). For example, for the item "It's fun to interact with the teacher and other students in English," approximately 80% of the students being taught by a teacher using all four skills (five areas) answered positively as opposed to approximately 40% of those taught by a teacher using just two skills, and 20% of those taught by a teacher using none (not using English to teach English).

Also, in a survey conducted on approximately 270 junior and senior high school English teachers (Yoshida et al., 2017) it was found that although teachers agreed that teaching English in English is important (26.9%), what was more important was conducting classes integrating all four skills (66.1%). To the question of why the items they chose were important, the main reason was "because the students show interest" (29%) as opposed to the next highest reason "the students have enough proficiency to understand the English used" (14%).

The results of the MEXT Survey on the State of English Education (Ministry of Education, Culture, Sports, Science and Technology, 2022) also showed that the more time teachers spend on getting students involved in activities conducted in English, the more English teachers use in conducting their classes, the higher the level of English attained by the students.

Conclusion and Reflection

The results of these surveys show that the students are becoming used to using English in the classroom, and that the more they are exposed to English provided in integrated activities, the stronger their motivation to learn English becomes. Furthermore, many students use the Internet on a daily basis and their interest in YouTube videos and internet games, and so on will most probablylead to an increase in their motivation to learn English as a more practical tool to communicate with people across borders. In fact, research reports examining the effect of participation in internet games on English development are beginning to appear (cf. Dixon et al., 2022; Sundqvist, 2019)

The state of English education in Japan has reached a stage where finally the needs of the nation, as expressed in the Course of Study, are coming closer to the needs and motivations of the students to study English. The results of the survey of the teachers show that those who are aware of the needs and motivations of the students will use all four skills (five areas) to teach and they will also put more emphasis on content that is of interest to the students. Knowing what motivates the students to study English is the most important factor in improving the way teachers teach. Although no evidence is given concerning the cause-effect relationship between the contents of the new Course of Study and the students' needs and motivations, there seems to be some correlation. It could be said that the changes implemented in the creation of the new Course of Study based on communicative principles came at a very opportune time.

Another important point to note is that with the interests shown by young Japanese people on the Internet, and with the coming of the metaverse, the concept of the "classroom" will probably undergo a major change from the physically confined space we now call a "classroom" to a more diversified, open, and virtual space, where simply learning the forms of the language will be insufficient, and the actual use of English as a communicative tool will be required. When will this change come? Perhaps not too far in the future.

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JALT2022 Plenary Speaker • Yilin Sun

Culturally Responsive Teaching for Equity and Success in ELT

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We are living in unprecedented times, dealing with extreme social and racial inequity on top of the COVID pandemic. For English language education, it is fundamental that ELT educators integrate Culturally Responsive Teaching (CRT) mind-sets and strategies to achieve equity and success for all students during these challenging times. The author outlines seven key components of CRT, an asset-based, equity-focused pedagogy—not in any particular order—based on her learning from CRT scholars and educators (Gay, 2013; Hammond, 2015; Ladson-Billings, 1995; Muñiz, 2020; Paris & Alim, 2017) and her extensive teaching experience with linguistically and culturally diverse student populations. Suggested activities for each component are also included.

We are living in unprecedented times, dealing with extreme social and racial inequity on top of the COVID pandemic. The challenges are even bigger for our students, especially for students from remote areas, from lower socioeconomic backgrounds, and/or are members of racial or ethnic minorities and other less privileged groups. Far too many students from these historically under-served student populations have difficulty accessing educational resources, including technology and quality instruction. For English language education, it is fundamental that ELT educators integrate Culturally Responsive Teaching (CRT) mind-sets and strategies to achieve equity and success for all students during these challenging times.

CRT is an asset-based pedagogy that makes meaningful connections between what learners study in school and their cultures, languages, life experiences, and future careers (Gay, 2013; Hammond, 2015; Ladson-Billings, 1995; Paris & Alim, 2017). These connections assist students in accessing the rigorous curricula, developing higher-level academic skills, and grasping the relevance of what they learn in class and on their own. CRT is not the same as multicultural education or social justice

education, though these are related. CRT is about building students' learning power and brain power by improving information processing skills and using culturally responsive learning tools. CRT is grounded in social and cognitive neuroscience.

In this short article, I will outline seven key components of CRT, not in any particular order, based on my learning from various CRT scholars and educators (Gay, 2013; Hammond, 2015; Ladson-Billings, 1995; Muñiz, 2020; Paris & Alim, 2017) and my extensive teaching experience with linguistically and culturally diverse student populations. The seven components are: (1) Unpack personal implicit biases and reflect on personal cultural lens; (2) Have faith in the ability of all students to learn and succeed; (3) Respect and integrate students' cultures into curriculum and instruction; (4) Utilize transformative teaching and learning approaches; (5) Build learning communities with different stake holders; (6) Communicate in a culturally responsive manner; (7) Prepare students for constructive social changes with 21st century skills.

Unpack Personal Implicit Biases and Reflect on Personal Cultural Lens

To become culturally responsive (CR) teachers, we need to unpack personal biases. Biases, whether implicit or explicit, exist in many forms and often derive from personal perspectives and views instilled from our life experiences since childhood. Our beliefs and biases are also shaped by our education, social interactions, and more. Culturally responsive teachers regularly reflect on their own life experiences and relationships in various groups (e.g., race, ethnicity, gender, socioeconomic status, and sexual orientation). We need to ask ourselves how these factors influence our beliefs and actions. Everyone can unintentionally internalize biases that end up shaping our teaching style and interactions with students, families, and colleagues. Also, we all may unknowingly use stereotypes and commit microaggressions (subtle comments or actions that are unintentionally discriminatory) if we are not mindful of how we think and act. As a result, our biases may influence pedagogical decisions, and we may also lower expectations based on a student's culture, social-economic status, and/or race. Being cognizant of the fact that we all have biases will not change them, but it may help us make more informed decisions and value differences from various perspectives so that we are not perpetuating inequality in education and the communities we live in. In addition, becoming self-aware can be uncomfortable, particularly for teachers who have never examined their identities. However, studies show that actions such as forming a learning community to discuss and reflect on issues about implicit biases and microaggressions along with reflective journaling can help teachers overcome those feelings and fears. Educators working together in combatting personal biases and microaggressions is a critical step in addressing biases in our institutions and educational system.

Have Strong Faith in the Ability of All Students to Learn and Succeed

CRT is an asset-based pedagogy which values the experiences and capabilities that every student brings to school. Educators need to believe that all students can learn and be successful. It is a matter for teachers to discover students' potential and strengths and then use culturally responsive teaching strategies to build students' confidence, cultivate their "ready for rigor and success" mind-set, and develop skills to undertake rigorous academic learning tasks. Teachers should have high expectations for every student, accompanied by a set of positive attitudes about them and a box of tools to support them. These include encouraging students to use their intellective capacity, be persistent during their productive struggles in academic studies, and utilize their innate critical thinking skills and creativity in problem-solving. Those educators nurture students' academic, emotional, social, cultural, and physiological well-being.

Respect and Integrate Students' Cultures into Curriculum and Instruction

Another important component of CRT is to integrate students' cultures and prior knowledge into curriculum and instruction to help bridge new learning. Cultural scaffolding, which is connecting new academic concepts and new learning with students' background knowledge from lived experiences, families, and communities, is an important strategy that culturally responsive educators use. Student input/feedback should be regularly collected to shape projects, assignments, and assessments. Teachers should also evaluate the school curriculum, instructional materials, and resources to make sure they do not perpetuate biases and stereotypes or exclude certain cultures or groups. Culturally responsive teachers provide "mirrors and windows" for all students. In other words, they integrate materials, examples, stories, games, and other resources that reflect experiences, characters, and settings that students can relate to in real life. They also provide "windows" to engage students in reading books or checking resources that help them learn

about others' worlds and address issues of inequity, environmental sustainability, and discrimination in the real world.

Utilize Transformative Teaching and Learning Approaches

Unlike traditional teaching approaches that produce low student agency, CRT uses transformative teaching approaches that promote high student agency. Unlike traditional teaching, CR educators facilitate learning using student-centered strategies and activities. Learning is not confined within the class walls, as students are engaged in authentic project-based activities, which require them to ask critical questions, work with peers, and explore solutions from multiple sources to address problems that are not "Googleable" or solvable with a single answer. Students are encouraged to learn anytime and anywhere. CR educators use personalized differentiated instructions to help all students use their brain power to discover the best ways to connect new learning tasks with students' prior knowledge and interest. Students can identify learning outcomes, which not only helps them be successful in their current classes but be successful in their future studies and careers. At my own college, many faculty have been using TILT (Transparency in Teaching and Learning) as an equity tool to improve transparency in assignments, projects, and assessment to transform our instruction. We have seen significant retention and success among students, especially among first-year college students from historically underrepresented backgrounds. Table 1 below summarizes the difference between transformative teaching approaches and traditional teaching approaches.

Building Supportive Communities With Different Stake Holders

Culturally responsive educators understand the importance of building supportive communities with different stakeholders, including, but not limited to, learners, parents, policymakers, and the people in the communities they live in. They make a conscious effort to build trust and ensure that families of low-income and underrepresented students are involved at all levels of their children's education and that their input matters to the school curriculum and school policy. This is a change to the past practice that emphasizes mainly voices from middle/upper-class and white families. CR educators are also very open to learning about the local community and families' cultures, expectations, and values for education. They advocate for support and resources for equity, inclusion, and access to quality education for all students at local, state, and national levels.

Communicating in a Culturally Responsive Manner

CR educators are effective communicators. They especially have a high awareness of the importance of communicating in culturally and linguistically

Table 1

Traditional vs. Transformative Approach

Traditional Approach (Low Agency)	**Transformative Approach** (High Agency)
• Deliver instruction	• Facilitate learning
• Teacher teaching centered	• Student leaning centered
• Classroom learning	• Learning anytime, anywhere
• Standard, one-size fits all	• Personalized, differentiated
• Learn to do	• Do to learn
• Content memorization focused	• Application focused
• Looking for the right answer	• Cultivating critical thinking, problem solving
• Teaching segmented curriculum	• Integrating curriculum
• Passive consumption	• Active learning opportunities
• Technology as an add on	• Integrated digital/technology literacy
• Assessment of learning	• Assessment as learning, for learning and innovation

sensitive ways with students, families, and community members to make their classes and schools welcoming and inclusive. They advocate for translation services and resources in various languages for families to establish effective communication and support for student learning. Very often, due to different communication styles among different cultural groups, miscommunication can happen, which may result in over-disciplining students who are perceived to be vocal and defiant. Additionally, a student might be too quiet and passive and, as a result, be labeled as withdrawn and unmotivated. Culturally responsive educators continuously seek to understand how culture influences communication, both in verbal ways (e.g., the tone of voice, volume, and vocabulary used) and nonverbal ways (e.g., eye contact, gestures, distance between speakers, and body language). They make sure the class environment is safe and welcoming, and they encourage students to use their natural ways of speaking in the classroom. They act by example to honor and value students and families from multilingual, multicultural, and lower socioeconomic backgrounds by inviting them to share stories and perspectives as cultural ambassadors. They also include learning materials that represent the varied cultural backgrounds of students.

Prepare Students for Constructive Social Changes With 21st Century Skills

Culturally responsive educators are committed to preparing students with 21st century skills so they can become constructive social change agents in society. Trilling and Fadel (2009) outlined the seven most important skills (the seven C's) that students need to be prepared as 21st century citizens, including (1) critical thinking and problem solving; (2) creativity and innovation; (3) collaboration, teamwork, and leadership; (4) cross-cultural understanding; (5) communication, information, and media literacy; (6) computing and ICT literacy; and (7) career and learning self-reliance. In recent years, especially with the global COVID pandemic and other challenges in society, many educators and researchers (Benard, 2000; Gerstein, 2013; Sun, 2021) have included three additional critical skills as part of the 21st century skills: resilience, agility, and adaptability. Resilience is the capacity to recover quickly from difficulties and hardship. According to the American Psychological Association, "resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands" (APA Dictionary of Psychology, n.d.). Sun (2021, adapted from Gerstein, 2013) categorized resilient people with nine traits:: *awareness of strengths and assets*, *bouncing back* (strong adversity quotient (AQ), *courageous and calm*, *display passion-driven focus*, *emotion management*, *foster a sense of personal agency*, *good at critical thinking/problem-solving*, *help others/reach out to others*, and *insightful and resourceful*. Resilience is learnable and teachable, and as we learn, we increase our range of strategies and become more resilient. Agility is the ability and willingness to learn from experience, and then apply that learning in order to perform successfully under new situations (De Meuse, 2017). Adaptability is the ability to embrace change and be flexible.

Culturally responsive educators firmly believe that all students have resilience and can become agile and adaptable with the proper support and strategic practice. Students have the power to transform when facing challenges. They encourage students to utilize the nine resilience traits and use critical case studies and project-based learning activities where students have to be agile and adaptable in order to solve problems and come up with creative solutions.

Final Words

In this article, I briefly discussed seven key components of culturally responsive teaching, an asset-based, equity-focused pedagogy. As we are dealing with extreme social and racial inequity, educational equity has become a top priority for schools and educators, and this is a time for them to engage in new ways of thinking, making a paradigm shift to equity and working with our students using asset-based CRT pedagogy. 21st century ELT education during these challenging times is about cultivating equity via committed, reflective, resilient, and innovative ELT educators and leaders. It is about building CRT guided academic rigor in order to close equity and achievement gaps, and it is about integrating 21st century skills and competencies to achieve success beyond the ELT classroom.

I sincerely hope this article has provided you with some food for thought, and I thank you for taking the time to read it.

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JALT2022 Plenary Speaker • Ryoko Tsuneyoshi

English and Intercultural Understanding in Japan: Elementary School English Reexamined

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With the recent reforms to the Course of Study in Japan, foreign language (English) was established as a subject in elementary school in the upper grades. In addition, Grades 3 and 4 are to practice what is called foreign language (English) activities. I point out that "foreign language" and "English" are used interchangeably in this process, illuminating the problematic assumptions that are being made. Such assumptions, it is argued, support a monocultural, monoethnic view of Japanese society, and thus present problems in trying to construct its multicultural vision. In particular, I argue that the framing of foreign language activities/foreign language as English disadvantages the major "foreigners" or ethnic minority groups in Japan (e.g., Koreans in Japan and Brazilians of Japanese descent), who are not associated with English-speaking countries. I argue that this and other related assumptions go against the goals of foreign language activities emphasizing international understanding and are detrimental to constructing Japanese society as multicultural, with people from various cultural backgrounds residing together in the community and society.

The Confusing State of Elementary School English Education

It is not difficult to notice that English has a special status among foreign languages in Japan (though the emphasis on English is not limited to Japan). The dominance of English is not surprising, given that English is often referred to as the language of the "international society," and is a core component of entrance examinations at various levels. In a series of amendments to the Course of Study, the elementary school curriculum for 5th and 6th grades now includes English as a subject. Elementary school English is still in a transitional stage, and its shape changes with every revision to the Course of Study. Such changes illuminate assumptions that Japanese society has of "English," some of which may be problematic.

First, in elementary school English, what is meant by "English" education is not altogether clear. To give an example, in the changes to the Course of

Study announced in 1998 (starting in 2002), it became possible to practice "foreign language conversation" as part of learning about international understanding (*kokusai rikai*) within the new Period for Integrated Studies in the 3rd grade and above. Here, "foreign language" was linked to international understanding, to exposure to foreign culture and language, and experiential learning of other cultures. However, as soon as this move was made public, the media started reporting that "English" is now starting at elementary school.

If using "foreign language" and "English" interchangeably—since English is certainly not synonymous with foreign languages—was the media interpretation, then this could be construed as bias. The reality is, however, that the terms have been used interchangeably everywhere, public documents included. It is common to find discussions only on English education, despite the fact that the title is "elementary foreign language education," and "foreign language activities," even in public documents. As the discussions become concrete about what to teach, it becomes clear that "foreign language" is largely, if not entirely, English. The first supplementary teaching material for foreign language activities from the government to elementary schools in 2009 was already named "English Note."

As noted above, elementary school English in the 1990s was situated as part of international understanding in the Period for Integrated Studies. However, in the revisions announced in 2008 (starting from 2011), foreign language activities became compulsory in 5th and 6th grade. In the Course of Study starting from 2020, foreign language in the upper grades became a foreign language subject (English). Thus, there is now foreign (English) language activities in the 3rd and 4th grades, followed by foreign language (English) as a subject. Both "foreign" languages are actually English courses, but one is "activities", and one is a "subject."

What distinguishes foreign language (English) "activities" and foreign language (English) as a "subject"? Judging from government guidelines, the former is speaking and listening, communicating with others experientially, while the latter includes writing and reading, and English as a skill.

In this revision, foreign language activities will be introduced from the middle grades of elementary school to familiarize pupils with foreign languages and to increase their motivation to learn foreign languages through activities focusing on listening and speaking. In the following grades (5th and 6th grades), depending on their stage of development, schools should introduce "reading" and "writing," advancing comprehensive and systematic subject learning, and to take care to connect to junior high school (Ministry of Education, Culture, Sports, Science and Technology, 2017, p. 7).

The distinction may be confusing for teachers, especially elementary school teachers who in general do not have high English skills. In addition, there are many explanations issued by prefectures on the web, clarifying the difference between foreign language as a subject and foreign language as activities.[1]

Moreover, the interchangeability of "foreign language" and "English" without stating it explicitly makes it possible to switch meanings conveniently depending on the context. When foreign language activities are discussed in a context in which diversity is important, like being exposed to other cultures and languages, the term "foreign language activities" can be used as indicating multiple languages. When the context is about meeting global demands, or about acquiring skills in a certain language, however, "foreign language" can be dropped and replaced by "English."

The Irony of "Foreign Language" Activities in Japan

Using foreign language/foreign activities and English/English activities interchangeably has unintended consequences when seen from a multicultural viewpoint.

We have seen that the framework of "foreign languages" as part of the Period for Integrated Studies emphasized international understanding, "exposing" children to language and foreign culture. However, as soon as this period was established, all across Japan, foreign language activities became English activities, since it was possible to frame it that way, and children around Japan were seen engaging in English games and songs and exchanging simple conversations with an Assistant English Teacher (AET).

The irony of this was that, as foreign language activities which were supposed to expose children to various cultures and languages became, in reality, English activities, this went against the stated goals of the program in some ways.

For example, at the time foreign language activities started to be practiced in elementary schools, the author was advising a school district in the Kanto area which had a high number of ethnic minorities—Koreans in Japan and some Brazilians (Kaneko et al., 2001).

1 Here are some examples from Nara Prefecture (http://www.pref.nara.jp/secure/39251/2908setsumei_syogaikatu2.pdf) and Oita Prefecture (https://www.pref.oita.jp/uploaded/attachment/2031386.pdf).

Brazilian residents who had been introducing Japanese children to Brazilian culture and Portuguese using the Japanese language found that schools increasingly told them to use English to introduce their culture in foreign language activities, which had become, in reality, English activities. Since the Brazilians did not come from an English-speaking country, ironically, opportunities to introduce their culture to Japanese children narrowed—despite their importance as a major newcomer population in Japanese society.

The foreign residents who were best able to cope with this new emphasis on introducing their culture in English were those who spoke English. *Who were these foreign guest speakers who were fluent in English?* Those who came from English-speaking countries such as Canada, the United States, and Australia, as well as those who came from countries that were former colonies of English-speaking countries, or those who had studied abroad in an English-speaking country.

A case in point was a time when the author was an international education advisor for the school district mentioned above, and schools started to look for a Korean in Japan who could introduce their culture in the English activities. The teachers soon found that it was extremely difficult to find a Korean in Japan who spoke English. The only person in this category they could find was a Korean in Japan who had gone abroad to an English-speaking country.

Lessons Lost

What is described in the section above suggests that in the process of advancing English without a multicultural outlook, there is a danger that elementary school foreign language activities (and language as a subject) could overlook crucial lessons, perhaps the most important lessons related to "exposing" Japanese children to different cultures (Tsuneyoshi, 2018; Tsuneyoshi et al., 2011).

In the first example, by requiring the Brazilian guest speakers to present in English, the fact that many major "foreigners" or ethnic minorities in Japan do not originate from English-speaking countries, and the reality of their importance in constructing a Japanese multicultural society, were overlooked. Brazilians of Japanese descent are a major group of so-called newcomers, and Koreans in Japan are a major oldcomer population. Neither group originates from English-speaking countries.

In the second example, since most Koreans in Japan attend Japanese schools, and the English ability of Japanese is generally low, it is to be expected that, generally, Koreans in Japan and Japanese nationals who have attended the same Japanese schools would have similar English abilities.

The problematic assumption behind the above-stated examples is that they imply that "foreigners" can speak (or should be able to speak) English, suggesting that foreigners are visitors who come and go, and are not long-term members of Japanese society. The multicultural vision of Japanese society, in which ethnic minorities and long-term residents who are different from the majority live side-by-side with the majority Japanese as equal neighbors, gets lost in this process.

Another disturbing aspect of the new emphasis on speaking in English to introduce foreign culture is that because of the extremely limited English skills of the Japanese children, the guest speaker cannot explain much in English. Thus, talking about topics such as ethnicity and religion is extremely difficult, if not impossible, using elementary English. In favor of such "difficult" content, easier material such as showing items, singing, and playing games in English, and so on, is what has become prevalent during these foreign language (English) activities, especially since "exposure" and experiential activities are emphasized.

Conclusion

In this short piece, I have tried to shed light on some of the challenges linked to elementary school foreign language (English) and foreign language (English) activities in light of constructing Japan as a multicultural society. In some ways, foreign language and foreign language activities seemed to add to the problem of the dominance of a monocultural, monoethnic view of Japanese society rather than adding to the solution.

Elementary school English, as it is constructed at the moment, seems to support the image that "foreigners," especially those that "look" foreign, are outsiders, coming and going, communicating in English, not in Japanese. In effect, it seems to favor short-term "visitors" from English-speaking countries, disregarding the fact that the vast majority of "foreigners" in Japan who live for extended periods as residents, and ethnic Japanese in Japan, have their origins in non-English speaking countries.

The responsibility, of course, is not in the language itself but in the way it is used. It remains to be seen whether the future of elementary school English will develop to support a more diverse vision of society.

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JALT2022 Plenary Speaker • Karen Hill Anton

Crossing Cultures: A Personal Journey

Karen Hill Anton

Setting out as a teenager to uncover the world beyond my New York City neighborhood, my cross-cultural journey began more than a half-century ago. In the decades since, my worldwide travels have been as much a journey of self-discovery as geographical and cultural exploration. The process of learning from and embracing other cultures has been for me a transformation, one in which I have gained a wider view of the world and my place in it. I think of this as the reward for living and learning cross-culturally. In my talk I will share what I have learned and what I have found of value in transcending the limits and limiting labels of identity, nationality, and ethnicity. By chance and by choice, and with a sincere desire to cultivate connection, my journey has culminated in Japan. I accept that with my urban sensibilities and cosmopolitan outlook in my rural community, I will always stand out. Still, having lived with my family continuously in the countryside of Shizuoka Prefecture since 1975, I will share what I have learned about fitting in. This talk will be illustrated with personal vintage photographs. My narration will include the insights and faux pas that highlight my experience of acculturation.

A Lifelong Journey of Crossing Cultures

I traveled to Japan in an unconventional way: I drove here, overland from Europe. Along with my husband and then 5-year-old daughter, we toured most of western Europe before driving border to border across Yugoslavia, Bulgaria, Turkey, Iran, and Afghanistan. We would later take public transportation to travel through Pakistan, India, Thailand, and Nepal. We were on the road for one year before arriving in Japan on June 1, 1975.

It was fascinating to cross boundaries between countries and realize one of the first lessons of crossing borders and cultures: There is no sharp line that separates one country from another the way it is viewed on a map. Rather, the change is gradual. Traveling overland, I saw the West literally blend into the East.

Many people have asked me if it was difficult traveling with a child, but we had no difficulties whatsoever. While some people might be concerned their child was missing school, we felt our daughter was learning lessons she might never learn in school. And I hope the most important one is that all people are basically alike. Not in their cultures, surely, but certainly in their humanity. I hope she learned that most people are kind and helpful, and that the world we call Earth is a wonderful and exciting place, full of endless lessons. Settling in Japan, I would come to embrace the reality that I too had embarked on a lifelong journey of learning. Although I was not always aware or prepared, in time, I would come to accept those endless lessons as a gift.

I had the opportunity to share my acculturation experiences with the readers of my "Crossing Cultures" column in *The Japan Times* (1990-1999). Men and women, newcomers, and longtime residents were eager to know about this New Yorker's experience of living and raising children in the Japanese countryside. Especially, they were interested to

know how I managed relationships in the community, the neighborhood, and my children's schools.

One question in particular was put to me numerous times: *"What are your coping strategies for living in a foreign culture?"* That question always left me pondering the very term "cope." I thought this word gave the impression of a mechanism that you can put into action as soon as you are faced with a particular cross-cultural difficulty. It makes it appear that you will be able to count on that mechanism working, and that it will get you through until the next time you have to "cope." What was undeniably clear is that this question becomes a matter of pressing concern when people are having a difficult time in a foreign culture. Often, it is a problem of communication, reflecting a person's lack of facility in the language. Maybe it is an indication of what might not be a smooth transition to practicing the behavioral norms of a particular culture and society.

Perhaps there is such a mechanism that can be used as a coping strategy, but in the many years—and it is now five decades—I have lived abroad, I could not tell you what it is. Nevertheless, I can say there are no perfect countries or societies, and that no matter where a person may be, there will be times when they must deal with problems, face difficulty, and try to overcome obstacles. I think facing them is different than coping. Still, without a doubt, there may be times in the life of a person who has chosen to live outside the country and culture of their birth when they feel the best they can do is cope.

In the context of living in Japan, unless you are fluent in Japanese, the hapless foreigner will probably at some point experience the frustration and isolation that results from not being able to communicate in their own language. Even if they are fluent in Japanese, since so much communication in Japanese does not rely on words, it is easy and a commonplace to miss non-verbal cues. I certainly have had these experiences since first coming to live here, and it is not that the question "What am I doing in Japan?" never crossed my mind—it is just that it does not anymore.

That may be because I came to accept living in Japan as not only a challenge, but a learning experience. Being obliged to act and respond in ways that were neither familiar nor comfortable, definitely not preferred, was surely a test of how I managed the acculturation process. In this society, with all its written rules, including many archaic unwritten ones, that apply to etiquette and everyday interactions, my ability to fit in has been regularly tested. So much of the affairs of daily life I saw as an annoyance, and frequently, an intrusion. I found it intolerable being required to do a thing one way when there were many possible ways of doing it.

Quite frankly, as an independent-minded person who has prized her individualism, I was never impressed with the group-oriented mentality. However, although it took years, I have come to appreciate that acting as a group (even when you do not agree) encourages people to act for the benefit of all, to think of others, and to share responsibility. I see that these are the things that make for stable, safe, and sane communities. "Repression" is a strong word, with many negative connotations, but repressing personal desires can simply mean cooperating with your neighbors and putting the needs of your community first. I have long thought the example of strong communities that interact for the benefit of the people in them could be one of Japan's best exports. It has, without a doubt, been one of my most important lessons.

Repression could mean living with the awareness that none of us lives in a vacuum, and that all our actions have consequences. In Japan's densely-populated, openly-interdependent society, these things are taken for granted. It is considered common sense. Seen from the Japanese perspective, it would not be surprising that what might be called "freedom" and "rights" could be regarded as irresponsibility and chaos.

I do not want to make it appear that I have been always so accepting and well-adjusted to Japanese society, because that is certainly not the case. I had a difficult time in the beginning—mainly because I could not take all the structure, proscriptions, and rules seriously. I felt I should act independently, according to the dictates of my own conscience at the moment. But I have changed. I would not call it a metamorphosis, but cooperating with my neighbors and adhering to and respecting the common customs in my community, now comes, well, naturally. I feel neither repressed nor suppressed. What I found out a long time ago was that in Japan people are not expected to act according to personal desire, but rather, they are under obligation to cooperate. Accepting that was not just another lesson, but a big river for me to cross.

When I first arrived in Japan, I found many of the Japanese ways of doing things simply strange. The way Japanese talk, learn, teach, develop relationships, and much more, were all new to me. Nevertheless, over time their ways became my ways, and I hardly give these things a second thought anymore—for the simple reason that cultural behavior is learned, and once learned, that behavior is quite ordinary.

Nevertheless, Japanese culture and society is really different from the one I came from, and no doubt there are many reasons why I was able to settle and make my home here. If I were to begin with "A," I would say that I learned the importance of being *aware* and *attentive*, and that I was willing to *adjust*, *adapt*, and ultimately *accept*, the society I had chosen to live in. And yes, I learned to live with the *ambiguity* of not always knowing what cross-cultural situation I might encounter.

I can say here that no one is more surprised than I am how comfortable I became in Japan. I would not have imagined that I, with my independent attitude and urban sensibilities, would find here so much that is compatible with my thoughts, feelings, and spirit. Cosmopolitan in every sense of that word, it is a matter of some curiosity that I have made my home in one of Japan's principal tea-growing regions, among farmers. Most of the people I know here and interact with on a daily basis do not travel to the neighboring city, let alone go abroad.

There was a lot I did not understand about Japan and its culture when I first came to live here. Reflecting all these years later, it is sometimes disconcerting to think of the many times I must have crossed the invisible lines of decorum and behavior that govern Japanese society. Still, I did see early on that there were cues, and that I could learn by showing a measure of humility. It became clear to me that I could benefit by paying attention, by being self-reflective, and especially, if I could learn to be a careful observer. Now I can say, even after many years living here, one of the things I appreciate most about living in Japan is that I am always discovering something new. I am always learning. Principal among the things I have learned is that even though I will always stand out in Japanese society, I could also fit in.

Years ago, a friend, a Native American Hopi, told me that, when he was a supervisor in the Peace Corps in West Africa, this is what he would tell the volunteers who had come to teach the villagers to read: "First, go into the village—but please, don't do anything. Just observe and pay attention. I know you think you know a lot because you have a university degree and you're going to teach them to read. But believe me, they have a lot to teach you—and you have a lot to learn."

This is the highlight of my experience in my personal journey of crossing borders and cultures—realizing I have a lot to learn.

JALT2021 Balsamo Asian Scholar • Marianne Perfecto

Learning from Learners: Insights from the Lens of Teacher Cognition

Marianne Rachel G. Perfecto
Ateneo de Manila University, Philippines

"We teach according to how we were taught" is an adage we have seen in action in many English language classrooms, including mine. Because I learned the English language through its structures—nouns, pronouns, verbs, and adverbs—I taught my first English class that way. After 25 years of teaching, I am still looking for the most effective ways to teach English. I realized that I am still a learner, and that some of my best teachers are my students. I understood this even more because of my research on teacher cognition.

In the 1970s, teaching was viewed from a behaviorist perspective which regards learning as mastering what were considered effective teaching practices (Richards, 1998). Effective teaching was therefore understood as imitating the skills that were passed on by a mentor (i.e., expert teacher) to the novice teacher (Wallace, 1991). This all changed in the 1980s when teaching began to be seen as a thinking activity. Good teaching is now defined as developing one's personal and practical theory of teaching (Richards, 1998). Teachers are seen to have the capacity to make decisions about their teaching and understand the processes and underlying principles that inform these decisions. This shift in perspective of teaching from a behaviorist to a cogni-

tivist lens changed the way teaching was researched. From describing teaching through recording and measuring publicly observable behaviors, research on teaching moved to unearthing the underlying motivations of teaching, concept formation, and knowledge acquisition (Brown, 1993).

This is the core of *teacher cognition*— "the unobservable dimension of teachers' professional lives" (Borg, 2019, p. 1). *Teacher cognition* is an umbrella term that includes, among others, teachers' beliefs, knowledge, theories, attitudes, assumptions, motivation, commitment, resilience, and identity (Borg, 2006, 2019; Burns et al., 2015). Initial research on teacher cognition focused mostly on these aspects of teacher cognition devoid of the teachers' context but later considered the sociocultural contexts of teaching and learning (Burns et al., 2015). As Borg (2019, p. 6) asserts, "individual teacher cognition does not originate or operate in a vacuum and it is influenced in powerful ways by a range of personal, physical, sociocultural, and historical milieus which interact, in both remote and immediate ways, to shape who teachers are and what they do." In fact, Borg's (2006) language teacher cognition framework identifies the following factors that shape and are shaped by teacher cognition: *schooling, professional course work, contextual factors,* and *classroom practice*.

It is from the lens of teacher cognition that I have always viewed what we do as teachers in the classroom. As teachers, we do not come into the classroom tabula rasa. We bring with us our experiences as learners, as well as our beliefs, assumptions, and knowledge. In fact, we probably would have noticed that in our first few years of teaching, we were teaching the way we were taught by our teachers. However, through the years, as we gain more experience, attend more teacher preparation and education courses, and participate in conferences, our teaching and knowledge repertoire expands. Our beliefs and assumptions also change, eventually shaping our instructional practice. Similarly, what happens in the classroom eventually becomes part of our belief system that influences our instructional practice.

From this perspective, then, we can argue that our learners are also our teachers. What our students do in our English class may challenge what we know about language teaching. *Why are my students not interested in the language activities I give? Why are my students not motivated to read the texts I give?* Such questions make us rethink how we understand student engagement and learning, for example.

Perhaps, we need to consider gamification in our activities since most of our students are into gaming. Games have many features that make them "powerful vehicles for human learning" (Shaff & Quinn, 2017). The games our students play teach them to solve problems, entice them to communicate, cooperate and compete with their peers, and promote creative thinking—skills necessary in the 21st century (Shaff & Quinn, 2017). Thus, the games they play may teach us a thing or two about how we can design our activities.

Similarly, maybe we need to consider what our students read now. They do not just read written texts. Our students are exposed to and are engaged with different types of multimodal and digital texts that entail a different set of knowledge, skills, and competences that will help them cope and responsibly deal with these texts. Therefore, we learn from our students that we may have to expand our definition of literacies and rethink the kinds of texts we give in class.

Clearly, our students may help us develop classroom techniques and approaches suitable to our own contexts and situations. What we need to remember, though, is that teacher cognition presupposes that we engage in reflective teaching. It is important that we critically "self-observe, self-analyze and self-evaluate their [our] teaching practice with a view to effecting desired changes." (Kumaravadivelu, 2003, p. 33). Without critical reflection, we may not recognize the teaching moments our classes afford us.

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JALT2022 Kevin Cleary Invited Speaker • Jo Mynard

Reflection on Language Learning: Some Thoughts on My Upcoming Talk at JALT2022 in Fukuoka

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Kanda University of International Studies, Japan

Reflection is the examination of our experiences, thoughts, and actions with the purpose of learning about ourselves and is a necessary component of language learning. Reflection enhances the learning experience and improves learning outcomes as learners develop self-awareness and increase and redefine their understanding of what they are learning. Decades of research in the fields of education and beyond have shown benefits, and language educators generally support the idea of promoting reflection on learning. Despite this, the application of reflective practice for learners in the field of language education remains peripheral (Huang, 2021). In addition, where reflection does occur, it may be ad-hoc, unstructured, superficial, or vague, so it is unlikely to result in any conceptual change (Malthouse & Roffey-Barentsen, 2013).

In this talk, I will examine what we can do to help learners to intentionally reflect on their language learning. This could be achieved by using tools and activities designed to help learners to document, plan, notice, self-assess, compare or take action. However, for the reflective process to be more powerful, dialogue with other people is necessary (Brockbank & McGill, 2006; Kato, 2012; Kato & Mynard, 2016, 2022). The aim of this practice is to help our learners to develop a deeper sense of awareness and control over their language learning. I will also look at how we can research this process and contribute to the growing and much-needed body of knowledge.

It was an unexpected honour to be chosen as the Kevin Cleary Invited Speaker for the 2022 JALT International Conference. This invitation is especially meaningful as I knew Kevin a little, which makes me really value and appreciate this opportunity. I remember Kevin Cleary as a dedicated educator, a well-respected leader, and someone who actively encouraged and supported others in their work in the field of language teaching. To honour his name, I would like to make sure my presentation at JALT is useful for educators working in various contexts at different stages in their careers. One powerful way we can all support learners and colleagues in their language or professional goals is to help them to reflect on the process. My talk at JALT2022 will be related to why reflection is important and what we can do to help others to reflect.

I imagine everyone has at least a vague understanding of what reflection is, but they might not be familiar with the literature which shows its important role in language education or the practical applications for our work with students and our personal and professional lives. For the past few years, I have been working alongside colleagues at my university on several research projects investigating the role of reflection inside and outside the classroom and the transformational effects it has had on our learners—and teachers. In my talk, I will share some of this work and also draw on examples of research and practice elsewhere in the world in the field of language education, general education, and other fields.

Reflection is when someone intentionally examines their experiences, thoughts, and actions with the purpose of learning about themselves, usually to inform some kind of change or personal growth. Many of us regularly engage in what Moon (2004) refers to as common sense reflecting, but this ad-hoc approach tends to be vague, unstructured, and superficial, so it does not usually result in any conceptual change (Malthouse & Roffey-Barentsen, 2013). To benefit from the reflective process, we need to go a lot deeper and engage in reflective thinking (Dewey, 1933) and reflective practice (Schön, 1983). *Reflective thinking* tends to be intentional and purposeful, for example, to solve a problem, and is the "active, persistent, and careful consideration" of beliefs or knowledge (Dewey, 1933, p. 118). *Reflective practice* is defined by Schön (1983) as a willingness to reflect on action, for example, to learn from our experiences. There are some tensions between Schön's and Dewey's interpretations, which I am not going to go into in my talk, but the approach that has been applied most often in the field of language education is Schönerian.

The broader literature from other fields outside the field of language education has established that reflection is necessary in learning to help people to redefine their understanding, develop self-aware-

ness, evaluate action, enhance the quality of action, and increase accountability.

Language educators are likely to agree that engaging learners in reflection and developing strategies for self-regulation are important. However, in practice, this work is often sidelined and remains somewhat peripheral (Huang, 2021). This might be due to a lack of practical knowledge in promoting reflection or a lack of time available in an already full syllabus. If reflection is not an integral part of a language course, the hard work teachers and students are doing in classes may be ineffective.

A useful way of looking at reflection is by drawing on one of the many cyclical models developed over the past 40 years or so. Models that have most commonly been applied to our field are Kolb's (1984) experiential learning cycle (Figure 1) and Gibbs' (1988) reflective cycle (Figure 2). The former is based on Kolb's cycle and can be easily applied by non-experts. We can embed activities into language tasks and intentionally help our learners to consider elements within these cycles in their own thinking and learning. This can be done through such activities as reflective journal or blog writing (Moon, 2004); games, drama, stories, and simulations (Kohonen, 2001); visualisations and models; reflective questions; self-evaluation activities; recording performances for later review (Leijen et al., 2009); discovering alternative perspectives from peers; and intentional reflective dialogue (Kato, 2012; Kato & Mynard, 2016, 2022).

However, it is important to avoid reflection for the sake of it. Hence, timing and frequency of activities are crucial, as is awareness raising for teachers and learners so that they see the value.

Figure 1

Kolb's (1984) Experiential Learning Cycle

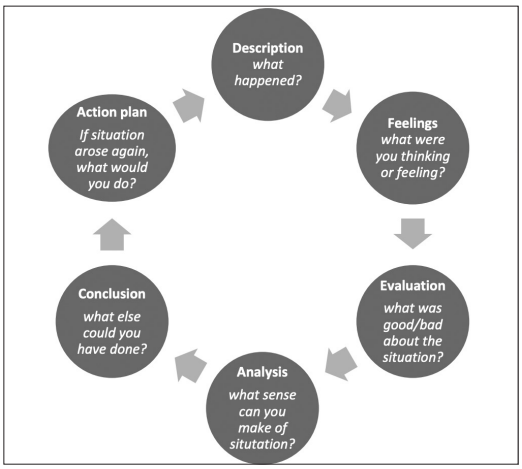
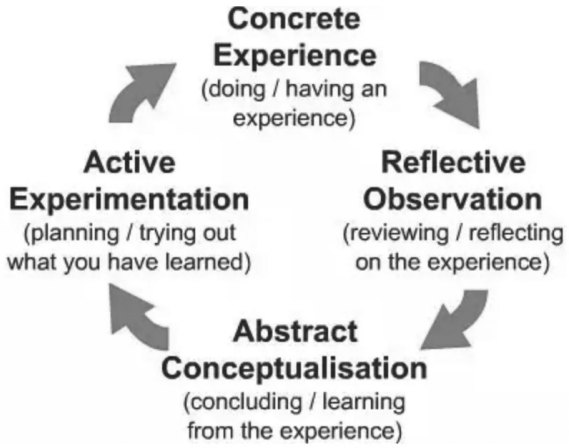


Figure 2

Gibbs' (1988) Reflective Cycle



Whereas engaging in reflection alone can be effective, the process becomes more powerful if done with others through dialogue (Kato, 2012; Kato & Mynard, 2016, 2022). As Satoko Kato and I wrote, "reflection with others is more challenging and offers opportunities to discover different perspectives compared with self-reflection. To make the reflective dialogue even more powerful, it needs to be structured 'intentionally'" (Kato & Mynard, 2016, p. 6). This is where an intentional reflective dialogue with a learning advisor (or teacher, peer, or interested "other" taking on this kind of role) can be particularly helpful. Through this dialogue, we can support others in reflecting deeply, turning their awareness into action, and often eventually experiencing fundamental shifts in their beliefs.

I believe in linking theory to practice (and back again), so my talk at JALT2022 will incorporate what reflection is, why it is important in our field, how we can promote it in learners and ourselves, and how we can research the process and make an academic contribution to the field. I look forward to seeing you in Fukuoka!

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JALT2022 Featured Speakers

Chia Suan Chong, *National Geographic Learning*

Helping Students Become Effective International Communicators

Featured Speaker Workshop (60 minutes)

Many of our students will be using English to communicate with people from around the world. Students will need to mediate interactions with people from different cultural backgrounds while accommodating, adapting, and accurately interpreting their conversation partners. This is an interactive workshop with practical lesson ideas that can stimulate reflection and speaking practice through critical thinking activities, storytelling, and a touch of drama to help learners become better international communicators.

Developing Our Students' Voice in English

Featured Speaker Practice-Oriented Short Workshop (25 minutes)

For many students, English is a tool for international communication. However, how do they feel about their ownership of the English language? How confident do they feel about speaking up in a group conversation? Are they able to express their identity in a conflict situation? This talk explores the importance of helping students develop their relationship with English and considers the strategies and the practical activities we can use to help students make English their own.

Chia Suan Chong has been speaking at ELT conferences since 2009 and is known for her dynamic and interactive style of presentation. Chia believes in the power of storytelling and using scenarios and experiences that her participants can relate to—thought-provoking stories that would generate discussion and reflection. With reference to the conference theme, Chia's journey as an ELT teacher and teacher trainer has been very much influenced by her interactions with her students. After 12 years of teaching students from all around the world in London, observing their intercultural interactions and listening to their stories of their interactions in English, Chia developed an interest in intercultural communication, interpersonal skills, and identities of second language users of English. These topics will be some of the things that Chia will be speaking about at the JALT2022 International Conference.

JALT2022 Featured Speakers

Paul Leeming, *Kindai University*

Tasks and Learner Motivation: Some Necessary Ingredients

Featured Speaker Workshop (60 minutes)

In many EFL contexts, motivation is the most important factor determining learner success. This presentation introduces self-determination theory (SDT) as a framework to understand how task-based language teaching (TBLT) enhances learner motivation. After describing some of the central ideas from SDT, the presenter shows how they can be used to explain the motivational benefits of tasks. Some ideas for future research are discussed, along with practical ways to enhance learner motivation in the classroom.

Real Models for Students: Getting Beyond the Native Speaker

Featured Speaker Practice-Oriented Short Workshop (25 minutes)

Many resources for language learning still rely on the native speaker as a model for learners to emulate. There are numerous problems with this, including the definition of a native speaker in the 21st century and also the almost unattainable goal for many learners: flawless language use. This presentation introduces materials that feature second language learners in order to provide a model for our classrooms and show why this is more motivating for students.

Dr. Paul Leeming is a professor at Kindai University and an adjunct professor at Temple University Japan. His research interests include motivation, TBLT, and group dynamics in the language classroom. He has published widely in journals including Language Learning, TESOL Quarterly, and Language Teaching Research. He is a founding member of the JALT TBL SIG and also the co-author of two textbook series, On Task, and Talking Point.

Alex Sanchez, *GALE*

Learning From LGBTQ Students to Become Authentic Educators

Featured Speaker Workshop (60 minutes)

This presentation focuses on what educators can learn from Lesbian, Gay, Bisexual, Transgender, and Queer students and the value and importance of making LGBTQ-themed texts available to all readers, regardless of sexual orientation or gender identity, as a way to create inclusiveness in classrooms. Through email testimonials we will hear experiences of LGBTQ students and discuss how being our authentic selves as international educators can bring a different and important lens to the classroom.

Promoting Inclusiveness Through LBGTQ Texts

Featured Speaker Practice-Oriented Short Workshop (25 minutes)

The millennium has brought out more and more texts addressing LGBTQ young people's experiences. We will survey some noteworthy texts and discuss how we can use them to learn from our students and promote inclusiveness, regardless of gender identity or sexual orientation. We will explore how teachers can help foster attitudes of openness and acceptance of gender and sexual difference and be agents of social change. Participants will leave with practical ideas for classroom use.

As a seasoned speaker, Alex Sanchez draws on his own experiences as a Mexican immigrant in the United States, delivering inspiring talks on LGBTQ+ issues, homophobia, and transphobia. As an author of young adult fiction, whose books are read in schools and libraries across Canada and the United States, his expertise intersects the values of not only GALE, but those of both the Teaching Younger Learners and LiLT SIGs. As issues of diversity and inclusion enter the mainstream discourse, helping teachers create a warm and inviting environment for all students will build a welcoming classroom, where students will be free to be themselves.

JALT2022 Featured Speakers

Joan Saslow, *Pearson Education*

The Trouble With Chit Chat: What Do Our Learners Tell Us?

Featured Speaker Workshop (60 minutes)

Teachers generally agree that mastery of grammar, or linguistic competence, rarely results in communicative competence. Including *chit chat* time for speaking practice rarely results in significant improvement in speaking or listening either. Our learners still struggle and make only limited progress. This workshop will demonstrate how techniques can be drawn from our classroom experiences and how systematic attention to achievement of sociolinguistic and pragmatic competence can lead to a speaking pedagogy that enhances social interaction.

Connectivity: A Pragmatic Approach to Improving Social Interaction

Featured Speaker Practice-Oriented Short Workshop (25 minutes)

This new six-level course systematically develops communicative competence and fluency through extensive modeling, social interaction, personalization, and scaffolding activities. Systematic integration and recycling of new and previously learned language ensures memorability and increases confidence in a non-English-speaking environment. Mediation activities prepare learners for interaction with people from diverse backgrounds. Extensive downloadable activities make it easy to customize the material for a variety of settings. The co-authors will demonstrate how *Connectivity*'s unique speaking pedagogy leads to achievement.

Joan Saslow is a frequent speaker at international teacher's conferences. She is known for her thought-provoking academic workshops and plenaries that address timely topics that originate from the experiences of teachers and students in the classroom.

Darryl Whetter, *Université Sainte-Anne*

Hermit Crabs and Dancing Skeletons: Playing With Form in Creative Nonfiction

Featured Speaker Workshop (60 minutes)

Creative nonfiction [CNF] is accessible to and empowering for the additional language learner. While several chapters in Prof. Whetter's 2021 Routledge anthology, *Teaching Creative Writing in Asia,* describe Asian students being intimated by the word "creative", this sub-genre of CNF invites writers to incorporate found or curated text, from family letters to legislation to medical documentation to how-to writing, and so on. This workshop demonstrates how students writing in dialogue with other texts unlocks creativity and self-expression.

Code-Switching and Multilingual Learning in Asian Creative Writing

Featured Speaker Practice-Oriented Short Workshop (25 minutes)

Professor Whetter's 2021 Routledge anthology, *Teaching Creative Writing in Asia*, celebrates the ways in which Asian CW education continues yet deepens the Anglo-American pedagogical innovations of the CW workshop. The high concentration of multilingual learners in Asian CW welcomes the creativity of code-switching and anticipates AI translation. With continental Europe still largely disinterested in CW yet Asian CW programs on the rise, contemporary Asia is a vital testing ground for STEM versus STEAM educational debates.

Professor Darryl Whetter is a professor of English Literature and Creative Writing at the University of Sainte Anne in Canada. He is the author of four books of fiction and two poetry collections, including, most recently, the climate-crisis novel *Our Sands* (2020 from Penguin Random House). He regularly reviews books on national CBC Radio, and nearly 100 of his book reviews have appeared in *The Globe and Mail, The Montreal Gazette, The National Post, Detroit's Metro Times*, and more. He is currently editing *Best Asian Short Stories 2022* for Singapore's Kitaab Publishing. More information is available at http://darrylwhetter.ca/

JALT2022 Technology in Teaching and Professional Development Workshops

Geoffrey Carr

OneNote: A Platform for Student Interaction (With Management Tools!)

OneNote is ubiquitous, largely free, and extraordinarily flexible. Join us for a workshop that will show teachers how to create, manage, and troubleshoot a collaborative online workspace for students using the Office365 Teams/OneNote environment as a foundation.

Jerry Talandis Jr. & Theron Muller

Two Online Tools for Facilitating Student Autonomy and Self-Evaluation

This workshop features how the free online tools Etherpad and Vocaroo facilitate learner autonomy and self-evaluation. Classroom activities covered include student self-evaluation of speaking and sample dialog expansion. Student reflections and feedback showed using these tools increased engagement, a sense of ownership, and consciousness of the learning process. Participants will gain hands-on, practical knowledge on how to apply these tools in their classrooms and share thoughts about adapting them to their own contexts and students.

Lisa M. Hunsberger

Presentation Design Ideas for Maintaining Students' Attention

Let us explore together a few ideas on how we can design more attractive slides that will help capture and keep our students' attention. I will share activities that you can incorporate into your presentations that help increase engagement, and wi'll show examples of how I have done this in the classroom. This talk will be ideal for intermediate PowerPoint and Keynote users, but beginners and advanced users are welcome.

Robert Cvitkovic

Low Effort—High Return: Auto Graded Quizzes That Make Themselves

Use Google Sheets and Google Forms along with built-in functions to make auto-grading quizzes, which students make for you. After a quick 5-minute set up by you, students can review, practice, and create vocabulary and sentences from their lessons. By using existing Google features and functions along with the students' work, you can automatically make question pools for quizzes that are instantly graded, which provide low effort and high returns for the students and teachers.

Branden Carl Kirchmeyer

The P-CHAT: A Tool for Building Communicative Confidence and Ability

The P-CHAT is a free online tool that supports English language learners (CEFR A1 to B2) as they prepare for, record, transcribe, and reflect on English conversations. Following a brief introduction of the tool itself, attendees will have the opportunity to create their own P-CHAT activities (<pchat.poodll.com>) as the presenter walks them through each step of the process. Activities created by workshop attendees will remain useable for the attendees after the workshop has concluded.

Stephen Paton

Vertical Lookup Tables for Organizing Imported Data in Spreadsheets

Many teachers keep a spreadsheet to record and calculate grades. With much score data imported from sources such as Google Forms and quiz/testing sites, matching scores to the right student can be troublesome. The Vertical Lookup Table function (VLOOKUP) searches through disorganized data, for instance, a student number, and then returns data from a corresponding cell, such as that student's score. It is a magical time-saver. Come explore the many affordances of this wonderful formula.

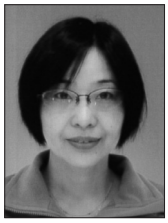
JALT2022 Technology in Teaching and Professional Development Workshops

Paul Collett

Improving Quantitative Data Analysis

In this workshop, we will consider problems related to the use of statistical significance testing in quantitative data analysis. Solutions such as confidence intervals, bootstrapping, and data-rich graphical plots that can improve the explatory worth of quantitative research will be discussed. An online application designed to enable researchers to easily carry out data analysis incorporating these methods will be introduced and demonstrated. Those less experienced in statistical data analysis are welcome.

Masda Yuka



Brain-Friendly Study Skills for Teachers and Students: Mindfulness

Supported by findings from psychology and neuroscience, this workshop, composed of tried-and-tested sessions on various intriguing themes, proposes a bottom-up, holistic approach to learning for you and your students. This session focuses on mindfulness, its benefits, and ways to achieve it. Do you ever catch yourself daydreaming aimlessly? The human brain wanders by default, often resulting in low productivity and well-being. Pick up the science involved and basic skills through fun experiments for daily mindfulness.

Nathaniel Carney

Automating the Creation of Teaching Materials and Assessments

This workshop introduces how Excel VBA and Google Sheets—both freely available—are used to automate the creation of teaching materials and assessments for classroom use. I will demonstrate how VBA macros are used to score speaking tests, create vocabulary quizzes, and analyze student writing. During the workshop, attendees will practice syncing an Excel workbook to a Google Sheet, manipulating the data via VBA macros, and printing the output to a PDF file.

Chhayankdhar Singh Rathore & Eucharia Donnery

Power Dynamics, Classroom Struggles: Learning From and for Students

One reality of teaching English in Japan is that of the frequent change of teaching context due to the contractual nature of many jobs. This includes teaching a new and diverse group of students and demands that teachers adapt through reconfiguring teaching practices to best serve these new students' learning needs. In this workshop, the participants engage in process-drama assisted self-reflection with the aim of arriving at a multidimensional understanding of students.

Louise Ohashi

Machine Translation: An Effective Teacher if Used Well

These days Google Translate, DeepL, Reverso, and their machine translation "colleagues" are teaching language learners in diverse ways. However, their full potential is yet to be fully exploited in many language courses. In this workshop, participants will try using machine translation for writing development, reading support, speaking practice, and listening activities. The workshop also explores the importance of setting usage guidelines within courses to reduce academic misconduct and maximise learning opportunities.

Julia Kimura

Writing Motivation Strategies for Second Language Acquisition Researchers

Though universities hire foreign language instructors primarily to teach, publications are becoming an increasingly important factor in hiring and promotion decisions—even with adjuncts. In this workshop, I will first introduce strategies and software that can help increase and maintain teacher efficacy with respect to writing

JALT2022 Technology in Teaching and Professional Development Workshops

for publication. Next, participants will be invited to share writing motivation techniques that they are familiar with.

Jarwin K. Martin

Simplifying Your Grading, Planning, and Classroom Management Using Additio

Are you tired of using bulky paper gradebooks? This workshop will demonstrate how to take advantage of Additio, a grading platform that allows you to simplify your planning and grading in an easy-to-use app. The presenter will cover the main features of the app, including attendance, planning, and grading. The workshop is suitable for educators who would like to try online gradebooks and those who are interested in platform alternatives.

Daniel Beck

Principles and Practice for Designing Data Graphs for Presentations

Presentation design has improved in recent years thanks to influencers like Garr Reynolds and his *Presentation Zen* approach. However, many teachers are still uncertain about how to design data graphs that are both attractive and effective. This workshop will help teachers to design their own graphs and teach their students to do the same.

Mike Mural

iPhotography 2.0

There are many great ways to use photography in the classroom, especially with iPads. Images, photographs, and videos help to illustrate and make words and ideas more complete. This workshop will provide you with photography tips and apps, as well as ideas for activities that you can use in your classroom.

George MacLean

Building Your Own Grade Sheets: Transparency & Accelerating Learner Feedback

In this workshop, I will show how to build and post spreadsheet gradebooks that permit students to monitor their progress, access teacher feedback, and submit incomplete assignments. Based on a provided template, participants will learn how to (1) build a grade sheet with basic functions that reduce grading work, (2) link assignments in their grade sheets for transparency and second chances, and (3) include critical syllabus guidelines and overall class workflow.

Erin Noxon

How to Use Free Apps and Websites Online to Make Your Own Listening Lab World

Monitored read-alouds, listening practice, answering questions—all things you would love for your students to be able to do in the language lab. However, do you have the time, budget, and software? How do you get feedback on their learning? I have created my own language lab activities out of free online tools, such as Google Forms and Docs with voice recognition. In my presentation, I will provide you with my materials and also show you how to do it.

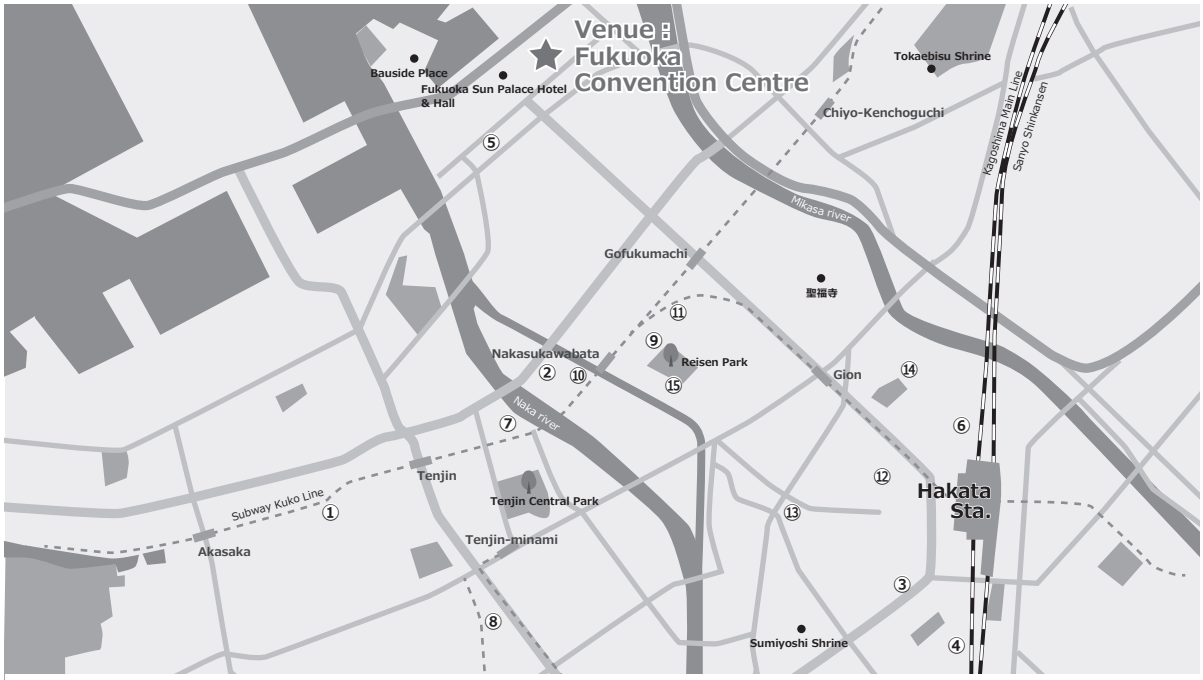
JALT2022 Hotel Information

To make hotel reservations, please visit JTB's JALT2022 website at https://amarys-jtb.jp/jalt2022

	Accommodation	Nearest Station	Room Type	Room Rate per person night	Breakfast
1	Nishitetsu Grand Hotel	Tenjin Sta.	Twin Room (Single Use)	¥26,130	¥2,400
			Twin Room (Twin Use)	¥13,180	
2	Mitsui Garden Hotel Fukuoka Nakasu	Nakasu-Kawabata Sta.	Single Room	¥10,430 (11/9,10,11,14) ¥18,130 (11/12) ¥9,880 (11/13)	¥1,870
			Twin Room (Twin Use)	¥6,580 (11/9,10,11,14) ¥10,980 (11/12) ¥6,030 (11/13)	
3	ANA Crowne Plaza Fukuoka	Hakata Sta.	Single Room	¥16,810 (11/9,10,11,13,14) ¥22,830 (11/12)	¥2,420
4	Shizutetsu Hotel Prezio Hakata-Ekimae	Hakata Sta.	Single Room	¥8,560 (11/9,10,11,14) ¥10,030 (11/12) ¥7,570 (11/13)	¥1,300
5	Hotel Hakata Place	Hakata Sta.	Single Room	¥9,220 (11/9,10,11,13,14) ¥11,530 (11/12)	¥1,000
			Twin Room	¥9,550 (11/9,10,11,13,14) ¥11,310 (11/12)	
6	Nishitetsu Hotel CROOM Hakata	Hakata Sta.	Single Room	¥9,440 (11/9,10,11,13,14) ¥11,420 (11/12)	¥1,300
7	Nishitetsu Inn Fukuoka	Tenjin Sta.	Single Room	¥7,350 (11/9,10,11,13,14) ¥8,340 (11/12)	¥1,000
			Twin Room (Twin Use)	¥6,030 (11/9,10,11,13,14) ¥7,020 (11/12)	
8	Nishitetsu Inn Tenjin	Tenjin Sta.	Single Room	¥6,360 (11/9,10,11,13,14) ¥6,910 (11/12)	¥600
9	Hotel Vista Fukuoka Nakasu-Kawabata	Nakasu-Kawabata Sta. /Gofukumachi Sta.	Single Room	¥8,780 (11/9,10,11,13,14) ¥9,880 (11/12)	¥1,650
10	Vessel Inn Hakata-Nakasu	Nakasu-Kawabata Sta.	Single Room	¥7,790 (11/9,10,11,14) ¥9,220 (11/12) ¥6,800 (11/13)	¥1,000
11	Hotel Oriental Express Fukuoka Nakasu Kawabata	Nakasu-Kawabata Sta. /Gofukumachi Sta.	Single Room	¥8,450 (11/9,10,11,13,14) ¥11,530 (11/12)	¥1,200
			Twin Room (Twin Use)	¥6,650 (11/9,10,11,13,14) ¥8,650 (11/12)	
12	Via Inn Hakataguchi Ekimae	Hakata Sta.	Single Room	¥6,470 (11/9,10,11,13,14) ¥10,980 (11/12)	¥1,300
13	EN HOTEL Hakata Stay without meal only	Hakata Sta.	Single Room	¥6,140 (11/9,10,13,14) ¥6,690 (11/11) ¥8,230 (11/12)	-
14	Reisenkaku Hotel Ekimae	Hakata Sta. / Gion Sta.	Single Room	¥6,580 (11/9,10,11,13,14) ¥7,790 (11/12)	¥880
15	Reisenkaku Hotel Kawabata	Nakasu-Kawabata Sta.	Single Room	¥7,900 (11/9,10,11,13,14) ¥8,780 (11/12)	¥880

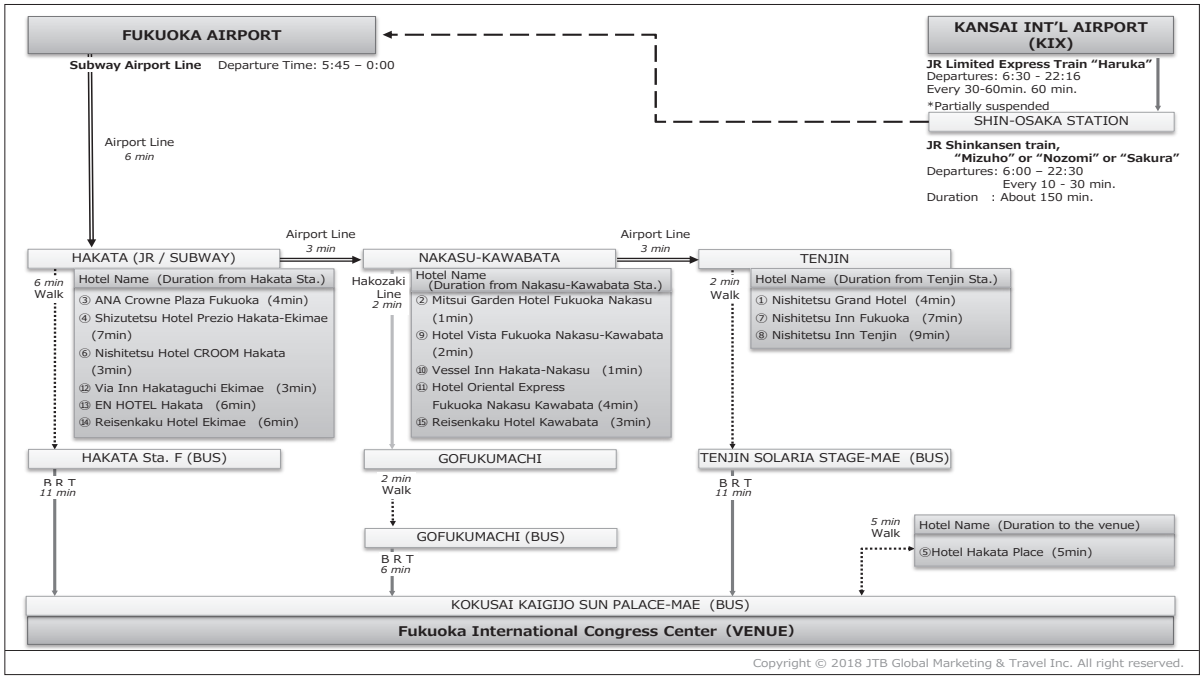
*Room rate includes service charge, occupancy tax, and consumption tax.

JALT2022 Hotel Map (Fukuoka)



① Nishitetsu Grand Hotel
② Mitsui Garden Hotel Fukuoka Nakasu
③ ANA Crowne Plaza Fukuoka
④ Shizutetsu Hotel Prezio Hakata-Ekimae
⑤ Hotel Hakata Place
⑥ Nishitetsu Hotel CROOM Hakata
⑦ Nishitetsu Inn Fukuoka
⑧ Nishitetsu Inn Tenjin
⑨ Hotel Vista Fukuoka Nakasu-Kawabata
⑩ Vessel Inn Hakata-Nakasu
⑪ Hotel Oriental Express Fukuoka Nakasu Kawabata
⑫ Via Inn Hakataguchi Ekimae
⑬ EN HOTEL Hakata
⑭ Reisenkaku Hotel Ekimae
⑮ Reisenkaku Hotel Kawabata

Access to the JALT2022 Venue



JALT2022 ホテル情報

ホテルの予約はJTBのJALT2022ウェブサイトをご覧ください https://amarys-jtb.jp/jalt2022

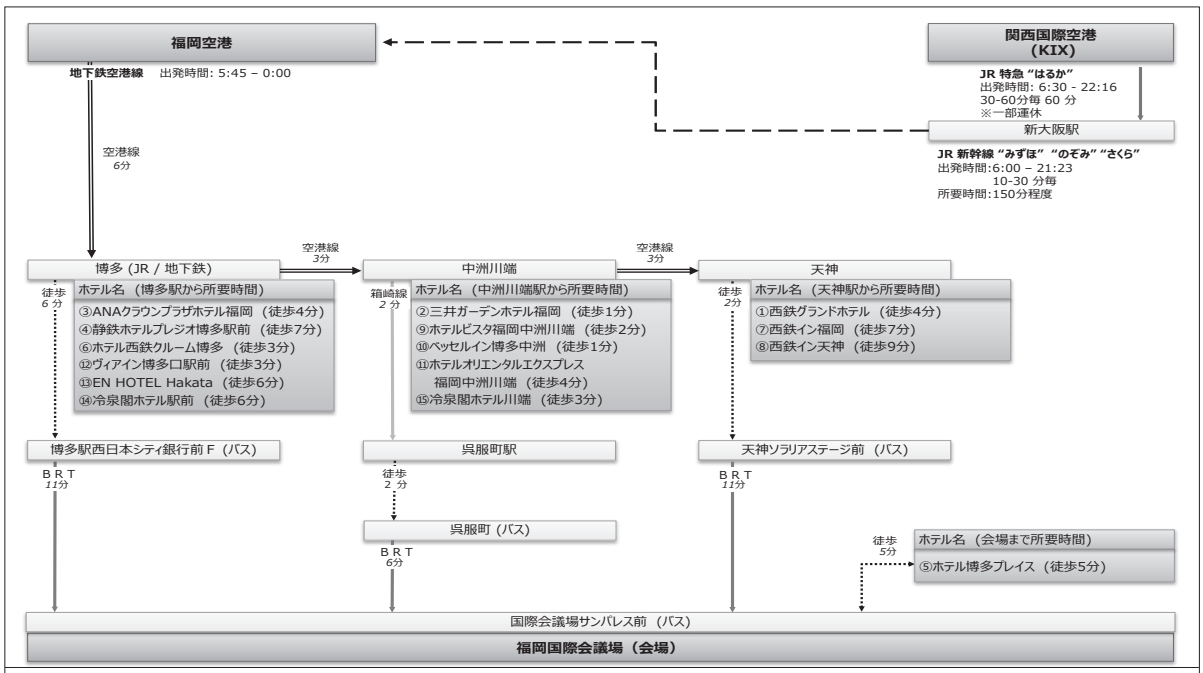
	ホテル名	最寄り駅	ルームタイプ	宿泊代 1名当たり（税サ込）	朝食代 1名当たり（税サ込）
1	西鉄グランドホテル	天神	ツインルーム（1名利用）	¥26,130	¥2,400
			ツインルーム（2名利用）	¥13,180	
2	三井ガーデンホテル福岡中洲	中洲川端	シングルルーム	¥10,430 (11/9,10,11,14) ¥18,130 (11/12) ¥9,880 (11/13)	¥1,870
			ツインルーム（2名利用）	¥6,580 (11/9,10,11,14) ¥10,980 (11/12) ¥6,030 (11/13)	
3	ANAクラウンプラザホテル福岡	博多	シングルルーム	¥16,810 (11/9,10,11,13,14) ¥22,830 (11/12)	¥2,420
4	静鉄ホテルプレジオ博多駅前	博多	シングルルーム	¥8,560 (11/9,10,11,14) ¥10,030 (11/12) ¥7,570 (11/13)	¥1,300
5	ホテル博多プレイス	博多	シングルルーム	¥9,220 (11/9,10,11,13,14) ¥11,530 (11/12)	¥1,000
			ツインルーム	¥9,550 (11/9,10,11,13,14) ¥11,310 (11/12)	
6	ホテル西鉄クルーム博多	博多	シングルルーム	¥9,440 (11/9,10,11,13,14) ¥11,420 (11/12)	¥1,300
7	西鉄イン福岡	天神	シングルルーム	¥7,350 (11/9,10,11,13,14) ¥8,340 (11/12)	¥1,000
			ツインルーム（2名利用）	¥6,030 (11/9,10,11,13,14) ¥7,020 (11/12)	
8	西鉄イン天神	天神	シングルルーム	¥6,360 (11/9,10,11,13,14) ¥6,910 (11/12)	¥600
9	ホテルビスタ福岡中洲川端	中洲川端/呉服町	シングルルーム	¥8,780 (11/9,10,11,13,14) ¥9,880 (11/12)	¥1,650
10	ベッセルイン博多中洲	中洲川端	シングルルーム	¥7,790 (11/9,10,11,14) ¥9,220 (11/12) ¥6,800 (11/13)	¥1,000
11	ホテルオリエンタルエクスプレス福岡中州川端	中洲川端/呉服町	シングルルーム	¥8,450 (11/9,10,11,13,14) ¥11,530 (11/12)	¥1,200
			ツインルーム（2名利用）	¥6,650 (11/9,10,11,13,14) ¥8,650 (11/12)	
12	ヴィアイン博多口駅前	博多	シングルルーム	¥6,470 (11/9,10,11,13,14) ¥10,980 (11/12)	¥1,300
13	EN HOTEL Hakata （素泊りのみ）	博多	シングルルーム	¥6,140 (11/9,10,13,14) ¥6,690 (11/11) ¥8,230 (11/12)	-
14	冷泉閣ホテル駅前	博多/祇園	シングルルーム	¥6,580 (11/9,10,11,13,14) ¥7,790 (11/12)	¥880
15	冷泉閣ホテル川端	中洲川端	シングルルーム	\7,900 (11/9,10,11,13,14) \8,780 (11/12)	¥880

*Room rate includes service charge, occupancy tax, and consumption tax.

ホテルマップ（福岡）

① 西鉄グランドホテル
② 三井ガーデンホテル福岡中洲
③ ANA クラウンプラザホテル福岡
④ 静鉄ホテルプレジオ博多駅前
⑤ ホテル博多プレイス
⑥ ホテル西鉄クルーム博多
⑦ 西鉄イン福岡
⑧ 西鉄イン天神
⑨ ホテルビスタ福岡中洲川端
⑩ ベッセルイン博多中洲
⑪ ホテルオリエンタルエクスプレス福岡中州川端
⑫ ヴィアイン博多口駅前
⑬ EN HOTEL Hakata
⑭ 冷泉閣ホテル駅前
⑮ 冷泉閣ホテル川端

会場へのアクセス




Torrin Shimono & James Nobis

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

Email: jaltpubs.tlt.interviews@jalt.org

Welcome to the September/October edition of TLT Interviews*! For this issue, we feature an interview with one of the JALT2021 International Conference plenary speakers, Makiko Deguchi, who is a professor in the Faculty of Foreign Studies and the Director for the Center of Global Education and Discovery at Sophia University, Tokyo. Professor Deguchi completed her doctoral studies in cultural psychology at Boston College. Her research interests include the impact of social oppression on the psychology of both advantaged and disadvantaged group members and factors that lead people to take collective action, and qualitative research on life histories of people who become allies to minority groups. She currently teaches courses in Cultural Psychology, Psychology of Discrimination, Psychology of Positionality: Understanding Majority Privilege, and a seminar in Qualitative Research Methods. She was interviewed by Nathanael Rudolph, who is an Associate Professor of Sociolinguistics and Language Education at Kindai University, Higashiosaka. Nathanael's research interests include translingual practice, critical approaches to language teacher and learner negotiations of being and belonging, and (in)equity in language education and beyond. So, without further ado, to the interview!*

"White" and "Japanese" Privilege (?): An Interview with Makiko Deguchi

Nathanael Rudolph
Kindai University

Within the globalized domains of applied linguistics and English language teaching (ELT), critical attention to identity, experience, and equity/inequity has historically involved highlighting and problematizing theory, inquiry, and practice predicated upon the essentialized knowledge, skills, experiences, thinking, and behaviors of an idealized "native (English) speaker" (e.g., white, Western, male). This work has both shaped and been shaped by scholarship seeking to: (a) account for the diversity and complexity characterizing identity and interaction and (b) examine and unpack the origin and nature of privilege and marginalization manifesting within and transcending ELT. Critical dialogue has grown increasingly complex, drawing upon theory and inquiry most often originating in North America (e.g., critical race theory, intersectionality; raciolinguistics). Simply put, category-based conversations regarding "nativeness" juxtaposed against "non-/not-nativeness" are increasingly viewed as largely synonymous with binaries including whiteness/otherness, privileged/marginalized and oppressor/oppressed. With the scope of criticality generally delimited to a focus on "(non-)nativeness in English," however, contextualized, sociohistorical negotiations of being and belonging have largely been left un(der) theorized.

Though not directly focused on contributing to critical dialogue pertaining to identity, experience, and inequity in English language education, professor Makiko Deguchi's conceptualization of *Japanese privilege* contributes to an increasingly resounding and transdisciplinary call for theory, research, and practice in ELT to situate classroom explorations of privilege and marginalization in broader and sociohistorical negotiations of identity and community membership within and transcending Japan. In the following semi-structured, co-constructed interview, Professor Deguchi and I discuss her personal and professional background and unpack and interrogate her conceptualization of *Japanese privilege*. In doing so, we hope to prompt readers to reflect on potential implications for theory, research, and practice in ELT.

Background

Nathanael Rudolph (NR): *Thank you so much for talking with me today! It is an honor. Would you mind sharing a little about your personal-professional background and what has led you to explore the topic of Japanese privilege?*

Makiko Deguchi (MD): I was born in Japan, but I moved to the U.S. due to my father's job. He was working for a Japanese trading company. Most of my education was in North American public schools (New York) and in Montreal, Canada. I returned to Japan for about two years from age nine to 11, which

is considered a critical period of learning culture. I think I became very culturally Japanese again, so my second time going back as a fifth grader to the United States was much tougher. And so, I was hoping that we would be sent back after three to five years which is the standard, but for some reason, that didn't happen, and so I ended up going to college in the U.S. My parents were still in New York, and I attended Wellesley College. I think there was a part of me that was like, "I never chose to come to the United States on my own," you know? I would have preferred to have stayed in Japan, and so there was this constant feeling of "Why am I here?" because I had difficulty adjusting to American culture. So, I always had this sense that I wanted to return to Japan. I finally got the chance to do that for my junior year via study abroad in Japan and that experience really just cemented my sense of wanting to be in Japan, and so after graduating with my B.A. in 1988, I moved to Tokyo. I worked in an English editorial production company, and this was during the bubble economy when the Japanese economy was really strong. I was working in the translation editing business, so I did that for about seven years and then that's when I decided to go back for my graduate degree. I majored in economics as an undergraduate but I actually was more interested in anthropology, women's studies, sociology, and psychology. I was accepted to Boston University and Boston College in their psychology programs, and I ended up attending both, graduating with two master's degrees in three years. I needed these years to give myself a foundation in psychology as a discipline since I had actually never taken a psychology course before. And that's when I discovered cultural psychology. I read the seminal article by Markus and Kitayama (2003) on the Japanese self and how that's different from the Western conception of self and I thought, "Wow, for the first time, I feel like I have something to say." My experience was always being caught between Japanese and American culture, so I was like really excited, and I thought about a Ph.D. in cultural psychology. I think a real turning point for me was when I was teaching at Wellesley College, my alma mater, as an adjunct professor, about East Asia and the West. The students were interested in being able to have dialogues across race, and that's when I was floored because I didn't want to go there, you know, I didn't want to talk about racism… I didn't want to revisit my own experiences of racism; I wanted to stay out of it. I read, however, Peggy McIntosh's "White Privilege" article in 1996 or so. Well, the students asked for it, so I slowly started. I had graduate student friends of color doing counseling psychology, and we had cultural psychology study groups, where we just kind of met and talked about ideas. I think that really sort of began my journey. It was my own exploration at my own pace. I started introducing the white privilege piece (in my classes), and I noticed, you know, students' (mostly positive) reactions, even though in my graduate program all students, except for me, were white. Then, when I was teaching in the United States in 2009, the bankruptcy of Lehman Brothers occurred. I was lined up for a tenure track assistant professor position, but they put a freeze on all tenure track hires. So, that's when I decided to look elsewhere, and you know I wasn't even looking to go back to Japan, but Kobe College said they had an opening for one year. Following this, I moved to Sophia University.

White Privilege? Japanese Privilege?

Peggy McIntosh's (1989) article, *White privilege: Unpacking the invisible knapsack* defines white privilege as systemic, skin color-based privilege, and an:

> invisible package of unearned assets[,] which I can count on cashing in each day, but about which I was 'meant' to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools[,] and blank checks (p. 10).

Professor Deguchi (2017a) references McIntosh's (1989) list of skin color-based privileges she contends are afforded to white Americans, in framing her definition of *Japanese privilege*:

> Even though these examples of racial privilege are about the experiences of [w]hite Americans, these privileges can easily be transferred and applied to Japanese people living in Japan, where the Japanese are the dominant racial group. The Japanese can continue to live their lives without knowing or understanding the lives of ethnic minorities or foreign residents in Japan (p. 97).

I prompted Professor Deguchi to unpack her view of *Japanese privilege* with the following question:

NR: *How do you define Japanese privilege, as opposed to white privilege?*

MD: Whiteness, as you know, is a color—a race. Japanese privilege can mean so many more things. It's actually a huge privilege. It's language—the Japanese language; it can mean Japanese nationality; it could mean race, ethnicity, and passing for Japanese; appearing Japanese. It could be about knowledge of Japanese culture. When I use Japanese privilege in a Japanese educational setting, I do kind

of limit it to the ethnicity racial piece of it. When I teach it in a university setting—when I talk about Japanese privilege—it's more to do with *Zainichi* Koreans or Okinawans. I also talk about *Burakumin* (a historical social caste of people marginalized—in ways that continue to present—as a result of their "unclean" occupations, including butchering and undertaking), but it gets really messy too, because they are Japanese.

Privilege in general, according to Professor Deguchi, involves the following:

MD: Automatic sliding doors that open for you. Both from point A to point B, right? You want to move ahead—like all these invisible doors open to you and you don't even notice that they're opening for you; you don't even know that the door exists. You're a good person, and you don't mean to harm anyone, but you're getting a lot of benefits, and you don't recognize those benefits. When you look back and see all these people behind you, you say, "Hey, come on over here," and they can't because the doors are closed. You don't see the doors. You don't see the structural discrimination. You're a good person and well-intentioned and you think, 'Hey, what are you doing back there?'

"Resistance" to "Privilege"

Next, we discussed resistance to Professor's Deguchi's conceptualization of white and Japanese privilege, and how they might be problematized and addressed:

NR: *What resistance to the concepts of white and Japanese privilege have you encountered?*

One common reaction from students and teachers relates to their concerns about Professor Deguchi's motives for discussing privilege:

MD: They [students?] think I'm suspicious… They think they're going to be scolded; they're going to be blamed. And that's when the dialogue sort of breaks down. Another source of resistance is students' preconceived notions of "Japan," "Japaneseness," and "Japanese history." I always find that's a really tough one for the Japanese…they don't learn a lot about their history, and even before World War II, you know, so they don't even know about colonization. I didn't know any of these things, you know, being a dominant Japanese person. I had to study about minorities in Japan.

Professor Deguchi recalled one student's view of the discussion of privilege in the U.S. as a biased, political tool. She acknowledged that discussions of privilege and marginalization are situated in social dialogue pertaining to identity and community membership:

MD: I did have one student who was really angry at the type of readings, (believing) that the minorities are capitalizing on their oppression. I know that this is an idea out there. Right now, I think 'identity politics' is a popular term—a loaded word. You know, it unfolds like an identity Olympics, or something.

Professor Deguchi mentioned an additional type of resistance when introducing the concept of white privilege into her American classroom. One student reacted very negatively to the notion that all individuals positioning themselves and/or positioned as "white" are privileged in the same manner, irregardless of context:

MD: In a study group session, one white woman stormed out. I couldn't explain white privilege well (at that time). I could kind of understand why she would be so mad because she was a first generation immigrant from Poland. She said that her father had worked really hard and "how did *you* know" (her situation), so she got really upset.

This topic of discussion prompted me to ask Professor Deguchi to reflect on how she conceptualizes "Japaneseness":

NR: *Speaking about Japan, some stakeholders in language education, and education in general, may be wary of the notion of Japanese privilege, as it may appear to be inscribed with assumptions regarding identity, experience, and inequity that do not account for the complexity of negotiated identity and community membership in Japanese society and beyond. This wariness may relate, in other words, to the feeling that the concept of Japanese privilege is being imposed upon people and communities, stripping them of voice. What about people of Korean ancestry, for instance, who have chosen to become naturalized citizens or whose parents did so, or the diverse peoples of the Ryukyus (modern Okinawa Prefecture and southern Kagoshima Prefecture), people of Ainu ancestry, or, for instance, people with one parent or both originally from abroad? Though highlighting Japanese privilege is intended to bring attention to diversity in*

Japan, such an approach appears to equate "Japaneseness" with ethnic homogeneity, thus marginalizing diverse ways of being and becoming "Japanese." What might you say in response?

MD: Thank you for this question. I've been grappling with this. So, in 2016 or 2017, I invited Peggy McIntosh and Janet Helms to Sophia because they were the white privilege and racial identity people. In 2018, which was the year of my sabbatical, I invited Dr. Kim Case. She wrote two books on intersectionality or teacher pedagogy teaching about privilege. She is a white, American, heterosexual, cisgender woman; but she was also the first in her family to attend college. She was the one who kind of taught me that you have to start with intersectionality. I'm not quite there yet, in terms of the way I have built my career. I foresee doing it. My thinking is evolving. The intersectionality piece is one that came much later, I would say a few years ago, when I was taught, "You're doing this," or "You're teaching this (privilege) wrong." You know you're working in this kind of silo. You're doing racial privilege, and gender privilege, but you really have to stop doing that. You need to integrate them, and I was just floored. I think that the blindness on my part comes from the fact that I really only have one minority identity really—being a woman. So, I didn't see that; it took me a long time. I'm still grappling with that.

Professor Deguchi's comments about the use of binaries (e.g., oppressor/oppressed; privileged/marginalized; white/other) and the value of intersectionality, prompted me to initiate discussion of how she positioned herself:

MD: Yeah, I pretty much present myself as somebody with a lot of privilege. You know, the English, sounding like a native English speaker in Japan is really a plus. And, by having a Ph.D. and being a Sophia university professor, a lot of people just assume I have something important to say. I think I do place myself as a *doumajoriti* (super majority) member.

NR: *Sensei, it seems that, based on what you've said about your lived experiences, your identity is very complex. You are a "border crosser" linguistically, culturally, ethnically, nationally, and academically; largely growing up and studying overseas and then coming to Japan as a professional later in life. You have all of these different layers of complexity to yourself, and so I wonder how you present yourself to your students in this situation. You actually also said that you're marginalized in specific ways as well. It sounds like privilege and marginalization can be fluid?*

MD: I mean depending on the context, for sure.

Professor Deguchi then discussed wrestling with a need for nuance in approaching identity, experience, and the fine line between telling people who they are and discussing what she views as systemic privilege/marginalization, while attempting to maintain space for voice and potential diversity and complexity. She emphasized a need to ask and not tell people who they are and what they are experiencing. One example of this related to how her views of white westerners living and working in Japan have evolved, beginning with a piece by Debito Arudou (2012) in *The Japan Times* on the topic of microaggressions against internationals in Japanese society (see also Deguchi, 2017b):

MD: There was a microaggression piece in *The Japan Times*. I don't know if you read it. For me, that was a big turning point because I think I was also at the point thinking like, "What's the big deal, you know, you're already so privileged." Then, I started thinking about the article. That really kind of made me think, "Okay, that's racist." I need to sort of step back and understand what it really is like to be a white person, for instance, in a Japanese space, all the time.

As Professor Deguchi shared, I sensed a tension between: a) a need to rely on theory employing essentialized and juxtaposed categories of identity (Japanese/non-Japanese; white people/people of color) inscribed with assumptions regarding lived experience (e.g., privileged or marginalized) and b) a desire to account for diverse and contextualized ways of being and belonging that very often transcend the bounds of language, culture, identity, place, community, time, and space. Spivak (1988) asserts that *strategic essentialism* can empower individuals and groups to organize and attend to inequity. Spivak and others (e.g., Eide, 2016) warn, however, that essentialism can indeed marginalize identities and lived experiences of individuals and groups and render them invisible. Professor Deguchi was transparent about this tension. Throughout our chat, she was very willing to revisit her own ideas with grace and humility, all in the interest of serving her students, colleagues, and the community in which she and they live, work, and study.

Classroom Practice

For the next question, our discussions were related to her classroom practices.

NR: *Could you provide an example or two of how you problematize Japanese privilege in the classroom?*

MD: First, I start with white privilege. It's less difficult to start with (conversations about) another country, and that seems to be enough cushion for them to eventually kind of go, "All right, let's grapple with the other problems that we have." Later, I start with something like a *privilege of power wheel* (see the privilege flower chart in Arnold et al., 1991). You have all these different identities, and the center is where you have the power and, like in sort of marketing yourself, where you are in this wheel. There are also these blank fields where you can fill in the ones that you know, as well as other blank fields for when you know there are some important identities missing. You don't have to share them (with others) because these are very private things. At least, though, you can sit there and see yourself more holistically. It's also still important to talk about the individual ones (identities), especially the ones that have a lot of impact, when it comes to discrimination and prejudice. So, I am sort of going that way, and I'm noticing that it just relaxes everybody by saying something like, "Okay, you're not accusing me of being a horrible person."

Recommended Readings

My final question for Professor Deguchi related to readings she could potentially recommend:

NR: *Would you mind suggesting some of your own work and/or other people's work to professionals living and working in Japan?*

Here, she referred once again to Peggy McIntosh's (1989) article, "White privilege: Unpacking the invisible knapsack" and to her own book chapter, "Teaching about privilege in Japan" (Deguchi, 2017a).

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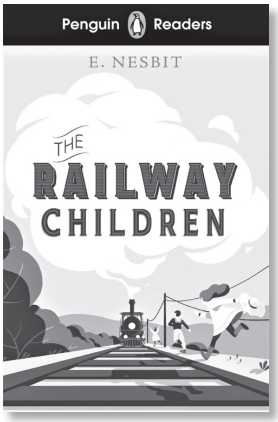

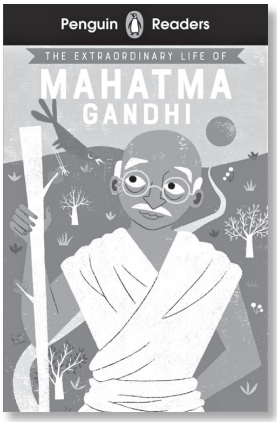

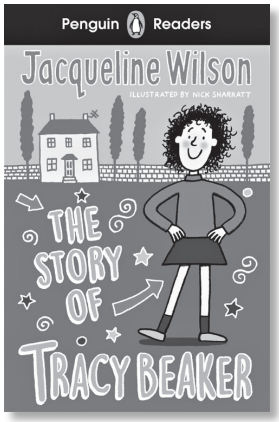

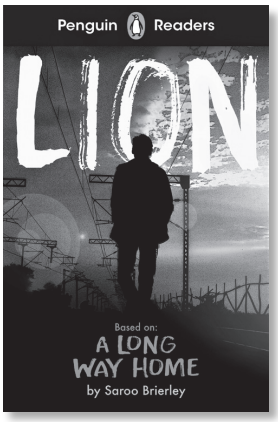

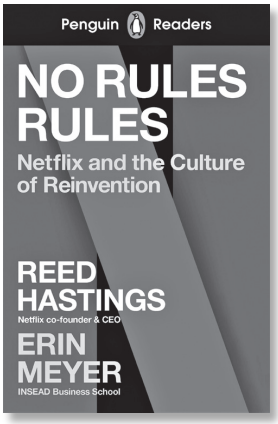

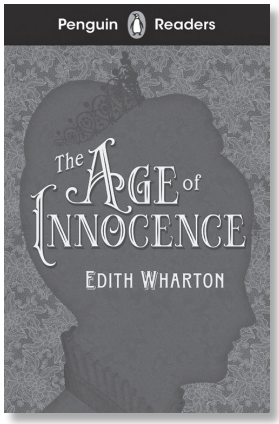

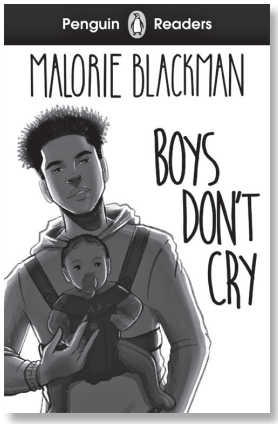

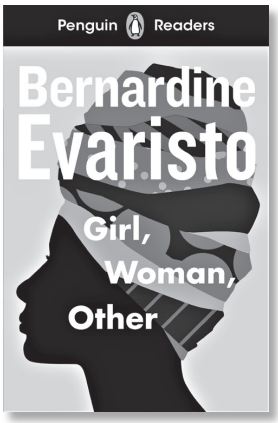

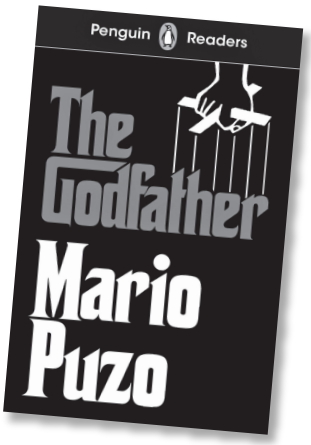

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Tryalogue Education

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.

ZenGengo: A Teacher Review

Christopher Tempest
Sojo University, Japan

The use of online tools and materials for teaching and learning languages was already increasing before the spread of COVID-19, but the pandemic further accelerated the adoption of such tools. As we move back to face-to-face lessons, many teachers are choosing to keep using the digital tools they adopted during the pandemic. Amongst a multitude of online resources available to language educators, ZenGengo offers a particularly useful set of features and benefits, which makes it a valuable platform in times of online and offline teaching.

What is ZenGengo?

ZenGengo (zengengo.com) is an online assignment creation platform that doubles as a learning management system (LMS). A key aim of the ZenGengo platform is to efficiently offer teachers quick content creation and automated grading. The platform is also easily accessible by students. ZenGengo allows educators to create various digital activities which can be accessed across devices since activities are accessible through URLs, embedding, and QR codes.

The platform structures itself around folders and assignments. A folder represents a class. Within these classes, there are ten assignment types (Figure 1) with which students can engage. Each folder shows the number of assignments in blue and the number of new submissions in red (Figure 2). Students access assignments via a URL or QR code, or assignments may be embedded in other platforms. In a "lesson," there may be multiple assignments grouped together, allowing students to access these with a single link rather than numerous separate links for each individual assignment. Each folder also contains an exportable gradebook with scores for completed student assignments. In addition, teachers can collect student details upon starting an assignment, upload a list of student names so that students can register by selecting their name, or have students log in via a Google or Microsoft account.

Figure 1
Assignment Types

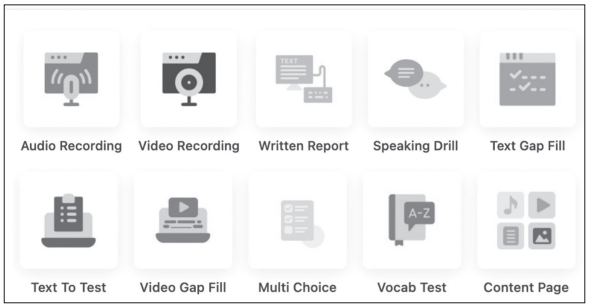


Figure 2
A Class Folder

Why ZenGengo?

This platform has some clear benefits to educators and students. Firstly, students can easily access learning content in multiple ways (via URLs and QR codes across multiple devices). ZenGengo is adaptable to different teaching styles and contexts via the distribution of URLs, embedding it into other LMSs

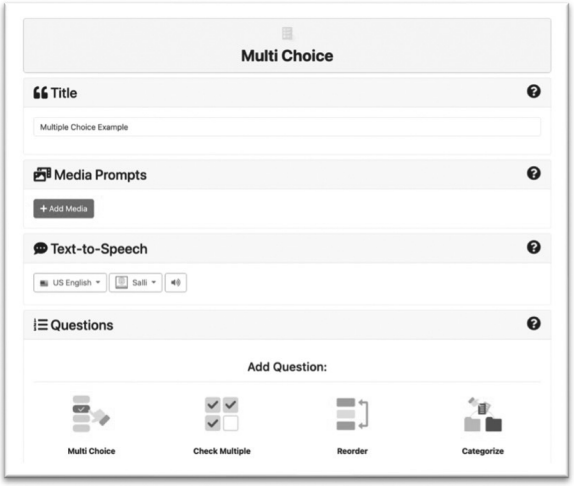
or via QR codes on paper worksheets. In addition, students can select their names from a dropdown menu when starting an assignment, eliminating any need for students to remember login details. Secondly, the aesthetics of the assignments are clean and intuitive for both educators and students, which can reduce onboarding (i.e., initial learner training) when using the platform (Figure 3). The layout and process for creating assignments is straightforward (Figure 4). Assignments can also include multiple instances of media prompts, such as video, audio, PDFs, and images. Thirdly, "lessons" allow teachers to group similar and related assignments together, which can allow teachers to structure and scaffold the order of assignments in individualized and coherent ways. Finally, and most importantly, creating tasks using the assignments is efficient. Many assignments, such as *text-to-test*, *gap fill*, and *speaking drill*, can be created by simply copying and pasting text into the assignments. The assignments process the text and automatically generate tasks for that assignment based on the text the teacher has provided, which the teacher can then edit. This simplicity can also help teachers save time in the creation of online tasks. This time-saving aspect is also supported by the lesson wizard feature, which can automatically generate up to four different assignment types from one text source. Creating other assignments is similarly efficient due to the simple but intuitive layout in a step-by-step flow to create tasks.

Figure 3

Student View of a Speaking Drill Assignment

Figure 4

Teacher View of a Multiple-Choice Assignment



Use in Class

With the different assignment types and different modes of accessibility, ZenGengo can be implemented in various ways. The platform can be a suitable supplement for class-based work, both online, face-to-face, or in blended learning environments. A helpful feature is the QR code generator for each assignment; it can be effective to incorporate QR codes on paper-based worksheets (Figure 5). The smartphone-friendly layout of the assignments (Figure 6) supports blended learning in a simple but effective way, inside and outside the classroom. Students can listen to the audio while reading along with a printed transcript, submit audio recordings from a written prompt, complete comprehension questions for instant feedback, or engage with a treasure hunt activity. QR codes have also proven useful when accessibility to computers has not been practical in the classroom due to technical or Wi-Fi issues.

Figure 5

Using QR Codes to Supplement Paper-based Tasks

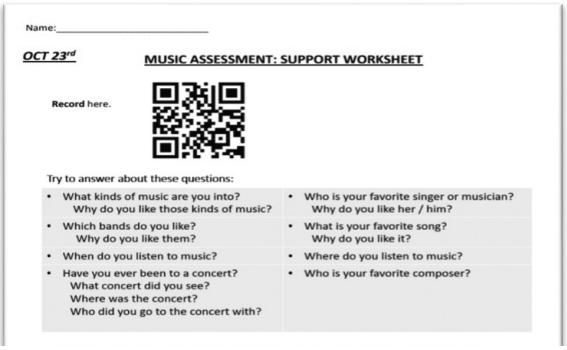
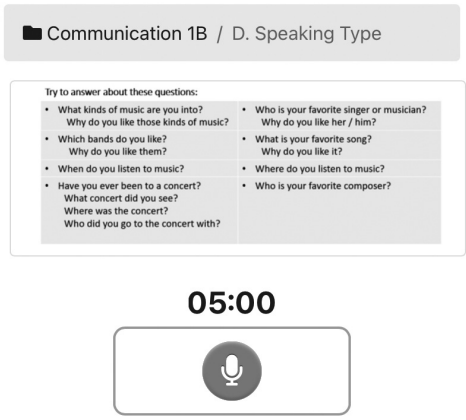


Figure 6

Smartphone View of an Assignment



Using URLs and embedding activities onto other platforms may be used to complement or supplement other digital educational content, allowing educators to switch between platforms that are considered suitable for tasks that they want their students to complete. The *writing assignment*, for example, has a feature to disable copying and pasting for an online writing task to discourage the use of machine translation (e.g., DeepL, Google Translate). This feature can be used on other platforms that do not have a similar feature. Moreover, the *speaking drill* assignment (Figure 3) has multiple prompts for students to record their utterances, such as text-to-speech only, text, image, or audio, within the same task. This allows educators to create a variety of tasks focusing on the same skill.

The platform can also be a basic standalone LMS for educators who do not have access to other LMSs such as Moodle, Canvas, or Blackboard. ZenGengo can provide educators with a way to distribute digital assignments to students, keep track of their progress, and provide feedback on assignment types.

Drawbacks

There are, however, some drawbacks to ZenGengo, particularly in that it is a commercial product with different pricing tiers. These tiers affect how many class folders and how many assignments are available. Some educators who do not have access to funds via their educational institutions may find that the cost is not justifiable for their needs. In terms of settings, it is not possible for students to reattempt an assignment once they have submitted it unless they request that the teacher deletes their submitted attempt. It would be helpful if students could attempt assignments multiple times. The platform also has limited features regarding customizability of assignments. While there are options within assignments to individualize content, they may seem quite restrictive for some educators. Furthermore, for those who are already using an LMS, it may feel that what they have at their disposal is sufficient for their needs.

Conclusion

ZenGengo is a helpful and easy-to-use tool to supplement online, face-to-face, and blended learning. The various methods of accessibility for students add to the platform's application in various contexts. The intuitiveness for students and simple task-creating process for teachers make ZenGengo a valuable tool. However, there are some limitations in customizability. It is hoped that the developers may address these limitations at some point in the near future, and thus make ZenGengo an even more useful platform.

Using TimelineJS in the English Language Classroom

James Harry Morris

Waseda University, Japan

Timelines have come to take a central role in the history classroom. They are used 'to help students understand chronological order … [and] visualize a sequence of events' (Downey & Long, 2015, p. 141). Additionally, they help students to grapple with information from multiple sources and to try to understand how different historical people and events are connected (Fillpot, 2009). Nevertheless, the use of timelines in education is not confined to the subject of history—they also find a place in digital humanities and English language courses, particularly Content and Language Integrated Learning (CLIL) courses.

I have integrated timeline creation into university-level English-medium history courses and CLIL courses that I teach in Japan. Drawing on this experience, I will introduce readers to a platform called TimelineJS; explain how to use it; and reflect on its potential uses, benefits, and limitations in the English language classroom.

What is TimelineJS?

TimelineJS is an online tool created by Northwestern University Knight Lab that allows users to build timelines. Although numerous timeline creation tools exist and readers might want to experiment with what is available on the market, *TimelineJS* has a number of features that make it particularly suitable for use in the classroom environment. Firstly, it is free. Secondly, users are not required to create any sort of account, and nothing needs to be downloaded—everything is done through a Google Sheets spreadsheet and the TimelineJS website. These are key considerations, as explaining how to create accounts and requiring students to download software is not only time-consuming, but it also raises ethical questions about student privacy and computer security. Thirdly, the tool has a low learning curve. Both students and teachers can learn how to use the tool quickly, and therefore, it can be easily integrated into the classroom. Finally, TimelineJS produces visually pleasing results (see https://timeline.knightlab.com/ for some examples).

Setting Up the Timeline

TimelineJS is extremely simple to use, but the initial setup can be a little tricky for students because there are several precise steps that the user needs to take to set up their timeline. Upon visiting the TimelineJS website (https://timeline.knightlab.com/), the user should click on the "Make a Timeline" button (Figure 1). This will transport them to the bottom of the page where there is a four-step guide to creating a timeline with TimelineJS.

Figure 1

The TimelineJS Website

The website provides more detail and a video guide, but for your convenience, the steps are as follows:

1. Click "Get the Spreadsheet Template" and then click "Make a Copy" to save a copy to your Google Drive (Figure 2).

Figure 2

Making a Copy of the Spreadsheet

2. Once the spreadsheet is open, click "File," point to "Share," click "Publish to web," click "Publish," and then copy the URL in the browser's address bar (Figure 3).

Figure 3

Publishing to the Web

3. Paste the URL into the box on the TimelineJS website.
4. Copy the link generated on the TimelineJS website and paste it into a new tab to see your timeline.

In my experience, students often get lost during this setup, so it is worth spending some time going through things several times and checking on students' progress. Once these steps are complete, students will have a Google Sheets spreadsheet (where they will edit the timeline) and a URL (where they can view their timeline).

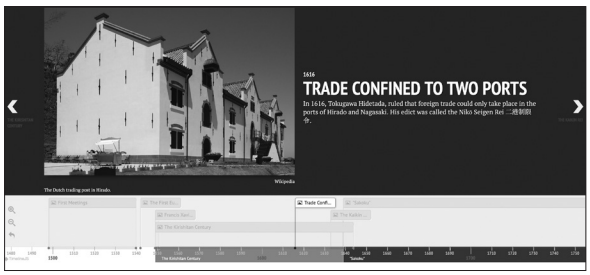
Editing the Timeline

In order to edit the timeline, users input text on the Google Sheet. These edits automatically manifest as changes on the timeline (sometimes after a few seconds or minutes) and are saved to the file in the user's Google Drive. Each event on the timeline requires a date, which will dictate the order in which it appears. A range can also be given by providing an end date. This can help to display events that took place over several years, historical periods, or lifespans. The Headline column is used to edit the title of each event and the Text column to edit the body of text that accompanies each event. The Media column allows users to insert various sorts of media taken from the Internet, including images, videos, audio, and maps. Finally, the Background column allows users to edit the design of the time-

line by entering a hexadecimal colour code or a link to an image that will be displayed in the background of an individual event (Figure 4). These columns form the basic blocks for building the timeline.

Figure 4

Part of a Timeline Made for an English-medium History Class



There is a more extensive guide to editing timelines and a frequently asked question section on the TimelineJS website that can aid with troubleshooting. Additionally, hovering over different parts of the spreadsheet provides a brief explanation of its function. Despite this, based on common issues that have arisen in my own classes, there are a few tips that I think are worth noting:

- The formatting of dates is important. Putting anything other than a single numeric year into the "Year" column will create an error that stops the timeline from being displayed. Most of the problems that students face with creating their timelines in my own classes have stemmed from the incorrect formatting of dates, so it is worth highlighting the importance of THIS.
- Inserting media into the timeline usually involves pasting a link into the Media column. However, when using a Google Image search, users must right-click on the image that they want to use and select "Copy Image Link." It is this link, rather than the link in the browser's address bar, that is needed to successfully insert images from Google into the timeline. If there are image display issues in a student's timeline, I recommend checking where the image links came from.
- Most of us are unfamiliar with hexadecimal colour codes, so it is worth finding a list or other resource to help your students find the colours that they may want to use in their timeline. I use the HTML Color Codes website (https://htmlcolorcodes.com/).
- Encourage students to avoid deleting columns, rows, or cells because this can sometimes create errors. Instead, encourage them to replace or rewrite content.
- Ensure that students check their timelines regularly. This can help catch issues or errors early, and make problems much easier to resolve.

Uses, Benefits, and Limitations

I tend to use timeline creation with TimelineJS as an alternative form of individual and team presentations. I ask students to conduct independent research on a topic, build a timeline based on said topic, and present that timeline to the class. I have also employed it to create resources that I can use in the classroom instead of PowerPoint presentations. There are, of course, numerous other potential uses for timelines: They can be used for teaching grammar (particularly tenses), for reading comprehension activities, and as resources for exam revision. The possibilities are limited ONLY by the imagination of the instructor.

Using timelines has several potential benefits. As learning resources, timelines can be particularly beneficial for visual learners, and they can introduce variety into classrooms that rely heavily on PowerPoint presentations. Furthermore, as noted earlier, they can help students to understand the way in which different events, people, and sources are connected. The creation of timelines with TimelineJS offers additional benefits: Students learn how to use a new type of software, and they can build teamwork skills remotely (Google Sheets allows multiple users to edit a timeline). Furthermore, the ability to integrate a variety of media helps them to think about creating presentations beyond traditional "text + image" models. Additionally, unlike PowerPoints, timelines built with TimelineJS can be accessed anywhere as long as students have Internet access on a computer, tablet, or mobile phone. Nevertheless, while timelines have the potential to add variety, they are not a replacement for traditional PowerPoints. They are best suited to historical subject matter and therefore have the most potential in social studies CLIL courses.

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JALT2022
11-14 November, in Fukuoka City

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» Up to 600 presentations, including SIG Forums
» Educational Materials Exhibit (Saturday and Sunday)
» Technology in Teaching and Professional Development workshops (Fri.)
» Research presentations, practical sessions, workshops, textbook demonstrations, poster sessions (Saturday, Sunday, Monday)

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