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Invited Feature Article

TLT Interviews

JALT Praxis

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JALT Central Office

Level 20, Marunouchi Trust Tower—Main, 1-8-3 Marunouchi, Chiyoda-ku, Tokyo 100-0005 JAPAN
Tel: 03-5288-5443
jco@jalt.org

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JALT Publications Online

Material from *The Language Teacher* (TLT) and *JALT Journal* (JJ) published in the last six months requires an access password. These passwords are only available to current JALT members. To access the latest issues of *TLT* and *JJ*:

https://jalt.org/main/publications

To explore our unrestricted archives:

https://jalt-publications.org

In this month's issue . . .

Welcome to the March/April issue of *The Language Teacher*. We hope your preparations for the next school year are going smoothly.

Although we recently increased our publication capacity from 12 to 16 peer-reviewed articles per year, the number of high-quality submissions we have received so far since then has not kept pace. Thus, in an effort to encourage those of you who, for whatever reason, have either hesitated to submit your work to us or else submitted it without success, for this issue, we have invited former *TLT* editors **Theron Muller** and **Jerry Talandis, Jr.**, to share their wisdom and advice not only on getting published in general but specifically in *TLT*. We truly hope that many of you take inspiration from this special feature article and do your part to help *TLT* maintain its reputation as Japan's premier practitioner publication.

This issue also includes an interview with **Paul Leeming** by **Torrin Shimono**. Please be sure to check out our many regular JALT Praxis columns as well.

Sadly, longtime *TLT* Wired Column Editor Paul Raine has stepped down to hand the reins over to someone new, with the January/February issue being his last. Starting with the current issue, Edward Escobar and Sarah Deutchman have graciously stepped in to fill his shoes. Thus, on behalf of the entire *TLT* staff, I want to thank Paul for his five years of invaluable service to us as and extend a warm welcome to Edward and Sarah.

In closing, as always, I would like to thank the content authors, reviewers, copyeditors, proofreaders, translators, and all the many other *TLT* volunteer contributors, without whose untold time and energy this publication would not be possible. Finally, to all our readers, I hope you enjoy the issue and find it useful.

—Paul Lyddon, TLT *Senior Editor*

Continued over



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Submitting material to *The Language Teacher*

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

https://jalt-publications.org/tlt/submissions

To contact the editors, please use the online contact form listed below, or use the email addresses listed on the inside front cover of this issue of *TLT*.

https://jalt-publications.org/contact

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The Japan Association for Language Teaching (JALT)

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

JALT Board of Directors, 2024

Contact

To contact any officer, chapter, or Special Interest Group (SIG), please use the contact page at <https://jalt.org>.

*The Language Teacher*の3/4月号へようこそ。皆様の次年度に向けた準備が順調に進んでいることを願っています。

最近、私たちは査読論文の出版可能本数を年間12本から16本に増やしたのですが、質の高い論文投稿数が出版可能本数に追いついていません。そこで何らかの理由で論文を投稿することをためらってしまった方々、あるいは投稿してはみたものの出版までには至らなかった方々を励ますために、本号では元*TLT*編集者のTheron MullerとJerry Talandis, Jr.を招待し、一般的な出版は勿論のことですが、特に*TLT*の出版に結びつく知恵やアドバイスを紹介いたします。多くの皆様がこの特集記事からインスピレーションを得て、*TLT*が教育に携わる専門集団への最高の書籍として引き続き高い評価を維持できるよう、各自が貢献してくださることを願ってやみません。

本号はまたTorrin ShimonoによるPaul Leemingへのインタビューも掲載されています。多くのJALT Praxisの連載コラムもお忘れなく。

残念なことに*TLT* Wired Columnの編集者を長年務めたPaul Raineが1/2月号を最後に引退し、新しい人が引き継ぐことになりました。本号からEdward EscobarとSarah Deutchmanが彼の後任として快く参加してくれます。TLTスタッフ一同を代表して、Paulの5年間に及ぶ貴重な貢献に感謝するとともに、EdwardとSarahを温かく迎えたいと思います。

最後は、いつものように*TLT*の執筆者、査読者、編集者、校正者、翻訳者、その他多くの*TLT*ボランティアの皆様に感謝しながら締めくくりたいと思います。語られることのない皆様のお時間やご支援なくして、本号の出版はあり得ませんでした。本号が読者の皆様にとって楽しく有益な書籍としてお役に立てば幸いです。

—*TLT*上級編集者Paul Lyddon

Dear JALT members,

We are very sorry to announce the end to the Apple On Campus program, which offered JALT members a discount on a number of Apple goods. The original agreement with Apple stated that Apple could cancel the program at any time. Unfortunately, Apple ended the On Campus program in December, 2023. This decision affects not only JALT, but also all organizations that were part of the On Campus program.

Apple is now using a company called Unidas to verify educator status for their education discount. JALT has no knowledge of or control over the Apple education discount program.

We appreciate your continued support of JALT.

Sincerely,

Julia Kimura, JALT Director of Membership

(On behalf of the JALT Board of Directors)

Visited TLT's website recently?

https://jalt-publications.org/tlt

Writing for Publication in *The Language Teacher*: The Why and How of the Peer Review Process

Theron Muller
*JALT Publications Board Chair (*TLT *Editor 2007–2009 & 2019–2020)*

Jerry Talandis, Jr.
JALT Publications Liaison (JALT Publications Board Chair 2013–2016, TLT *Editor 2008–2010)*

JALT offers members opportunities to publish articles on language teaching in Japan and gain insights from reading those articles, which are distributed through our member publications, *The Language Teacher* (*TLT*) and *JALT Journal*. However, teachers relatively new to writing for publication may find shepherding their manuscripts through to successful publication in one of JALT's flagship publications intimidating. In this invited *TLT* Feature Article, we overview *TLT*'s peer review process, including the roles of staff who interact with authors and the timelines for review and publication, as well as common issues that authors face in seeking to publish peer-reviewed content. Through this article we hope to clarify the peer review process and, thus, better prepare prospective authors to submit their own content to one of *TLT*'s two peer-reviewed columns.

JALTは、会員の皆様に日本の言語教育に関する論文を発表する機会を提供し、また発表された論文を読むことで見識を深めていただくことを目的として、会員向け出版物『The Language Teacher』（TLT）や『JALT Journal』を発行しています。しかし、執筆経験の浅い先生方にとっては、JALTの主要な出版物への原稿掲載を成功に導くのは難しいと感じられるかもしれません。このTLTの特集記事では、著者とやり取りするスタッフの役割、査読と出版のスケジュール、査読付き論文の出版を目指す著者が直面しがちな問題など、TLTの査読のプロセスを概観します。この記事を通じて査読プロセスを明確にすることで、TLTの2つの査読付きコラムのいずれかに自身の論考を投稿しようと考える著者の皆様の準備を手助けしたいと思います。

Before discussing peer reviewed publishing in *The Language Teacher* (*TLT*), it is worth addressing why you might consider publishing a peer-reviewed manuscript at all. As the following discussion illustrates, the peer review process is potentially long, stretching over several months at a minimum, and potentially fraught with several layers of publication "brokers" (Lillis & Curry, 2006, p. 4), including editors and reviewers, critically evaluating and requesting changes to your writing. As writing is constitutive of identity (Ivanič, 1997), receiving critical critiques of your writing, even constructive ones, can often feel like a negative evaluation of you as a person, leaving some prospective authors to ask why pursue publication at all.

In an examination of the writing-for-publication experiences of 23 Japan-based language teacher authors (Muller, 2018), Theron found that authors sought to publish academically for two primary reasons. The first was career oriented: They felt that being able to demonstrate a publication record would assist them in applying for jobs. Many of those authors were in limited-term contract positions, such as "fixed-term appointments [...] for up to 5 years" (Khaitova & Muller, 2022a, p. 121), and because they knew they would need to apply for jobs soon, they felt it necessary to demonstrate publication experience on their job applications (Muller, 2018). In later research into the texts of job advertisements, Khaitova and Muller (2022b) confirmed these authors' perceptions, finding that 88% of job advertisements for tenured positions in Japan explicitly mentioned publications as an application requirement. Less commonly, positions may explicitly specify minimum numbers of publications, such as "8 or more academic articles or books (at least two of which are refereed)" for associate professor applicants and "3 or more academic articles or books (at least 1 of which is refereed)" for lecturer applicants (Muller, 2018, p. 146).

The second reason why authors wrote for publication was to share teaching ideas with their peers in the hopes of helping other teachers to further improve their classroom practice. One author, Kathy (a pseudonym), put it this way:

> Describing what I was doing in the classroom seemed to be the most useful in terms of giving other teachers ideas to use in the classroom. That's ultimately all I ever wanted from research—ideas to make teaching easier and more fun for everyone involved. (Muller, 2018, p. 167)

This sentiment was likewise reflected by Talandis (2010), who investigated Japanese faculty writing for English publication.

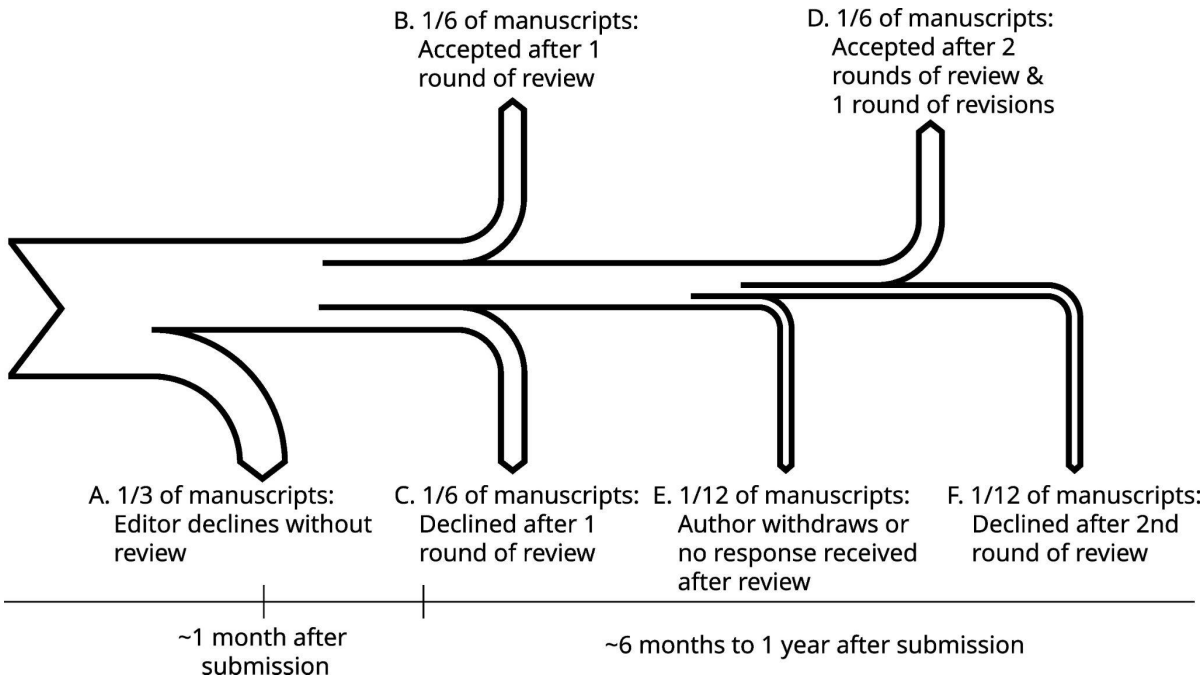
Having addressed why to write for academic publication more generally, at least for teacher-authors interested in careers in higher education, next we turn to the question of why to write for peer-reviewed publication in *TLT*. Addressing potential authors' careerist motivations, answering this question requires first outlining different publication types and their hierarchical relationship in faculty evaluation. Many universities have an in-house journal (*kiyo* in Japanese) that (generally full-time) faculty have the right to submit manuscripts to. Kiyo may or may not be peer reviewed, depending on article type. In Muller (2018), authors described kiyo publication as a safe option that had a clear timeline to publication and required no or few changes to manuscripts between initial submission and publication. However, in university evaluation systems, kiyo articles are typically given the lowest evaluation. For example, one Japanese national university's evaluations for faculty promotions gave 1 point for school-level journal (kiyo) publications, 2 for municipal-level publications, 4 for prefectural-level publications, 6 for regional-level publications, 8 for national-level publications, and 10 for international-level publications (Muller, 2018, p. 145). It is important to note that such numerical evaluation systems can be misleading; a faculty hiring committee is unlikely to consider 10 kiyo publications equivalent to an international publication when comparatively evaluating candidates. Nevertheless, these numbers at least put into perspective the potential desirability of publishing in a national-level publication such as *TLT*, at least with regard to an author's career-oriented motivations.

Another distinction between types of publication that authors signaled as important is peer review (Muller, 2018), referring to the editorial practice of sending manuscripts out to independent readers to evaluate their worthiness for publication. There are several different types of peer review (Benos et al., 2007), or refereeing, and as a social practice it is subject to change (Weller, 2001). TLT practices blind, anonymous peer reviews, whereby reviewers do not know the identities of the authors and vice versa. Generally, authors saw peer-reviewed (refereed) publication as more desirable than non-peer-reviewed (non-refereed) publication (Muller, 2018), a tendency that was backed up by an analysis of university job advertisements (Khaitova & Muller, 2022a).

Turning to authors' interests in sharing their ideas and improving other teachers' praxis, as Talandis (2010) recommends, another reason to publish in *TLT* is that it is distributed to JALT members throughout Japan and that its online version is available indefinitely, to JALT members for six

Figure 1.

TLT *Manuscript Submission Results*



months and then to anyone anywhere with an internet connection thereafter, thus making *TLT* an excellent way to share your thoughts and experiences with a Japan- (and world-) wide audience.

Submitting Manuscripts to *TLT* for Peer Review

Having answered the question of why write peer-reviewed content for *TLT*, here we switch to discussing how to submit work for review. The specific guidelines for *TLT*'s peer reviewed content are on its Submission Guidelines website (https://jalt-publications.org/tlt/submissions). The English peer-reviewed columns are Feature Articles and Readers' Forum. The *TLT* submission guidelines include recommendations for length, referencing, and formatting that we encourage you to follow.

Once an English-language manuscript for peer review is ready for submission, it needs to be uploaded through the online submission portal (① in the Appendix), available from *TLT*'s Submission Guidelines page. To submit a manuscript, you need to first create an account. Once you have submitted your manuscript, the editors are notified and your manuscript begins the screening process (at the left side of Figure 1). If you want to submit content to one of *TLT*'s non-refereed columns (i.e., those that appear after te Feature Articles and Readers' Forums), you should contact the respective column editor. Japanese Feature Articles and Readers' Forum manuscripts are submitted to the Japanese Editors directly via email. Staff email addresses are listed at the front of every issue.

Editorial Screening

The first step that peer-reviewed submissions undergo is editorial screening, which can take up to a month (② in the Appendix). At this stage the *TLT* editors examine the submitted manuscript and make a judgment as to whether it should proceed to peer review. As about one third of manuscripts are declined at this stage (A in Figure 1), it is worth discussing why an editor may decline a manuscript without sending it out for peer review.

Issues with Manuscripts at Editorial Screening

In our experience as *TLT* editors, manuscripts were declined at the editorial screening stage for several reasons. In many cases, they did not fit *TLT*'s guidelines: They were too long, too short, written in a colloquial rather than academic style, or they did not clearly concern language teaching in Japan. Others were likely graduate school assignments that a well-meaning instructor may have encouraged a student to submit for publication. However, while a graduate school assignment may be a good start for a published manuscript—we have both published our own graduate school assignments—such manuscripts likely require considerable work before being ready for publication.

One of the biggest issues with manuscripts rejected at this stage is a failure to clearly engage with an audience. In his research, Theron talked with a handful of authors who said that when they wrote for academic publication, they never had a reader in mind (Muller, 2018). These authors also tended to have the most difficulty getting their work published in peer-reviewed journals. One of these authors submitted the same manuscript to six different journals only to have it rejected without review each time. The essential mindset of envisioning a specific audience develops with time and experience. If you find yourself having trouble imagining who you are writing for, you may benefit from asking a more experienced colleague to write with you.

Another issue with manuscripts at this stage is that the benefits of reading the article are not clearly explained early on. While the importance of your message may be clear to you, your readers are not omniscient: All they can access are the words on the page. Thus, for them to clearly grasp your point, you need to make it explicit. Further, if you want them to read until the end, you need to explain early on how it is going to benefit them, such as by addressing an unanswered question or offering a new perspective on an important issue.

To return to the topic of graduate papers, one issue with even high-scoring graduate papers is that the audience is already implicitly understood to be only one person: your instructor. Further, graduate instructors are looking for students to demonstrate their ability to apply what they have learned in their graduate courses, including a wide range of knowledge. Instructors are also generally interested in student engagement with the material in interesting or novel ways. However, authors writing for peer-reviewed publication are generally expected to write for an audience of more than one, demonstrate only the knowledge necessary to develop the argument in that manuscript, and fully develop their ideas. Hence, even a high-scoring graduate paper likely requires considerable work before being ready for peer review.

Finally, another concern editors have when screening submissions is whether they feel they are likely to successfully pass through peer review. Reviewers (and editors) devote considerable time and expertise to deciding what content a journal should

publish and suggesting how that content should be improved prior to publication. In *TLT*'s case, all this work is done on a voluntary basis. As such, reviewers can become frustrated if asked to review multiple manuscripts in a row that they feel are unlikely to be published. As reviewers are a limited resource, the editors have an interest in screening manuscripts so that those sent on to peer review are those that they feel are likely to succeed.

Whether a *TLT* editor decides to send a manuscript for peer review or declines it at this stage, the author should receive an email notification from the online submission system when that decision is made. Typically, the editors also explain why the manuscript is being declined if they choose to decline it without peer review.

Peer Review

In peer review, the manuscript is sent to two reviewers, each of whom is asked to evaluate its publishability in *TLT* and to suggest how it should be improved prior to publication (③ in the Appendix). Ideally, this step of the process takes only two months but, in some cases, can take up to four.

Once the reviews are complete, the editors consolidate the reviewers' comments and recommendations to decide how to proceed (④ in the Appendix). Practically speaking, reviewers can make one of three recommendations: *accept with revisions*, *require major revisions and resubmission*, or *decline*. While accepting a manuscript without revisions is technically possible, it is extremely rare; in our collective experience, we have only ever seen such a recommendation after a single round of review twice.

About one third of submissions are accepted with revisions (B in Figure 1). These manuscripts then go on to the next stage of the process. Of the remaining two thirds, about half are recommended for major revisions, which means that they will require another round of review following resubmission. The other half are declined (C in Figure 1).

Of those manuscripts recommended resubmission, about half are ultimately accepted for publication and go on to the next stage of the process (D in Figure 1), about a quarter of them are eventually rejected (F in Figure 1), and the final quarter are eventually withdrawn by the authors, or the editors do not hear back on them (E in Figure 1).

Issues with Manuscripts at Peer Review

Given that about half of manuscripts coming back from peer review are recommended for resubmission, it is important for an author to consider this recommendation as a positive sign and to go through the reviewers' comments and recommendations to revise the submission. While authors may have a variety of reasons for foregoing revision and withdrawing their manuscripts at this stage, the journal editors will try to avoid this outcome if possible, as they have already invested considerable time into their own screening as well as that of the reviewers in their evaluations. Further, research has shown that authors who persist by revising and resubmitting their work are ultimately published (Belcher, 2007). As *TLT* allows a maximum of two rounds of review, we would encourage authors who have the option of a second round to pursue it.

Reviewers can comment on any aspect of a manuscript, but they generally assess the soundness of the research, the cohesiveness of the text, the clarity of the research questions addressed, and the degree to which the literature review appears to cover the current state of the field. Common issues in manuscripts at this stage include problems with coherence between the different parts of a manuscript, conflating research questions and questions used in research instruments (such as questionnaires), and overly broad statements about the current state of the field (e.g., "This has never been investigated before"). One problem that cannot be resolved is that of how the research was conducted. If an issue with the study methods is identified, it usually leads to declining the manuscript. This does not mean that the research is without merit, but it does mean that the reviewers feel the investigation needs to be redone addressing the issues identified, before it can be considered for publication. Generally, other issues can be addressed by revising the manuscript based on the reviewers' and editors' comments and advice.

Post-Acceptance Editing

If you are relatively new to writing for publication, you may be surprised to learn that after your manuscript is accepted for publication, the process is not yet finished. In Theron's research, authors' manuscripts were revised the most following peer review, but a substantial number of other important changes came after manuscript acceptance (Muller, 2018); publishing in *TLT* is no exception in this regard. Basically, until a manuscript has successfully passed through peer review, the editors are reluctant to invest their limited time into it. Only after a manuscript has been accepted will the editors begin meticulously shaping it up further for publication (⑤ in the Appendix). It is also typically at this point that a manuscript is tentatively scheduled

for formal production (i.e., copyediting, layout, and proofreading), with the anticipated publication date dependent on how quickly authors can satisfactorily complete their revisions. The revision process can take several months of back-and-forths, depending on how much work an individual manuscript requires, before it goes into the *TLT* production process.

Post-Acceptance Editing Issues

Problems occasionally arise after acceptance because authors mistake their part in the manuscript shaping process as being complete and expect their manuscript to be published soon with minimal further revisions. However, in most cases reviewers do not assess whether manuscripts are error free and ready for publication. Rather, they simply judge whether the ideas and the research presented should be published. In most cases, even highly positively reviewed manuscripts benefit from additional "polishing of language" (Gosden, 1995, p. 43). If you are lucky enough to find your manuscript at this stage of the production process, please know that the editors (and other *TLT* staff who shape your manuscript), as volunteers with the best interests of the *TLT* readership in mind, are working to make your manuscript as easy to read and understand as possible.

Production

Once the editors are finished working with an author on a manuscript, it goes into production (⑥ in the Appendix), which involves copyediting your word processing file, layout into *TLT* format as a PDF, and then proofreading the PDF. For additional quality control, *TLT* also has a final, final proofreading stage. Copyediting generally takes place over the course of about a month, with the copyeditor reading manuscripts for overall cohesiveness and adherence to APA style. Copyeditors' comments are generally filtered through the editors and may resemble some of the changes editors request following a manuscript's acceptance. Proofreaders are generally more concerned with identifying mechanical errors rather than awkward language or phrasing, as making changes to a manuscript after it has been laid out for publication is considerably more painstaking and time consuming. This process may also take about a month, with the editors acting as a relay between the proofreaders and authors. Finally, final, final proofreading is usually completed about a week before an issue is sent to the printer. Authors generally cannot review changes at this stage, as they mostly consist of uncontestable errors, such as misspellings or formatting problems. *TLT* is sent to the printer on the 12th of the month before it arrives in your mailbox, so this issue was likely sent to the printer on February 12th for March/April publication.

Issues with Manuscripts in Production

Sometimes manuscript issues arise during production, mainly due to time constraints. Because *TLT* must adhere to clear deadlines, when authors are slow to respond or are unavailable, the editors sometimes find themselves needing to push manuscripts through the production process without clear author guidance. While JALT Publications does retain the right to make changes without consulting authors, the preference is to ensure that authors are happy with their manuscript before its publication. Issues also arise when authors challenge changes suggested by the editors, copyeditors, and proofreaders. While we want authors to be happy with their published product, it is important to view copyeditors and proofreaders as first initial readers. Thus, their confusion or uncertainty about an author's chosen wording can be seen as a reliable sign that it can likely be improved.

Advice for Authors Wanting to Publish in *TLT*

So far, we have focused on the *TLT* production process, including timelines and typical outcomes for submissions. We finish with some advice for authors seeking publication in *TLT* that we hope is generalizable to other publications as well.

Collaborate With an Experienced Colleague

First, do not write alone. If you can, try to find someone you respect professionally to work with you, especially on your first manuscripts for peer-reviewed publication. While coauthoring is not a universal solution to the difficulties of writing for publication, having someone to hold you accountable helps to set clear deadlines and gives you another perspective on your writing, helping ensure that you successfully communicate your intended message to your readers. Similarly, before you submit a manuscript or after it has received a desk rejection but before you submit it elsewhere, solicit independent feedback from an experienced colleague or through a service like JALT's (free) Peer Support Group (PSG; https://jalt-publications.org/psg). Especially since *TLT* only allows a maximum of two rounds of review for each submission, soliciting feedback from an independent party like the PSG before you initially submit your manuscript can

mean the difference between a recommendation of minor revisions and the rejection of a revised manuscript in the second round of review. This is because extra feedback from the PSG prior to review can help authors address issues that reviewers will almost certainly pick up on. Thus, not getting peer feedback prior to manuscript submission could lead to manuscripts being evaluated more critically at review. Further, authors who asked for outside help, both prior to and following peer review, tended to publish more (Muller, 2018). Asking for help can also include asking the editors to clarify reviewers' comments, editorial change requests, or changes requested during production. Our advice is to be courteous and conscious of not taking too much of their time. It is often easier for an editor to clarify something that you are unsure of than to have to re-revise a manuscript that was changed inappropriately because some feedback was unclear or poorly understood.

Cite the Journal You Aim to Publish In

Second, when trying to publish in *TLT*, you should read and cite it. This helps demonstrate how the conversation you are engaging with is relevant to the *TLT* readership. For example, McCrostie (2010) also discusses the importance of publishing for securing a tenured university position in Japan, and so helps to demonstrate how the theme of writing for publication as presented here is potentially relevant to *TLT*'s readership. In addition to connecting your work to previously published articles, you should also explain how it expands on this earlier work in important ways to make clear to your readers how your own work contributes to the ongoing conversation.

Incorporate the Review-and-Revision Process into Your Writing Workflow

Finally, you should view writing as a process, not a finished product. In an analysis of six manuscripts, all of them underwent changes throughout the publication process, with changes made in every section and some sections changed more than others (Muller, 2018). In other words, you should expect what you submit for review be changed in the review process. While peer review represents a kind of quality metric for journal publication, it is certainly not free of problems (Jefferson, 2002), although hopefully your opinion will be that your writing is improved through peer review and revision. Nevertheless, peer review and revision should be seen as a natural part of the writing process rather than an unwelcome additional burden. Expecting your manuscript to be changed helps to plan for that (even without knowing exactly what will be changed) and, thus, makes the process go more smoothly.

Conclusion

We hope we have demystified some of the processes underlying peer-reviewed publication in *TLT*. We began by explaining some of the reasons for writing for peer-reviewed publication, particularly in *TLT*. We discussed *TLT*'s process of editorial screening, peer review, and production with attention to some of the potential issues that can arise at each stage of the process. Then we finished with some advice for authors to consider when writing their next peer reviewed manuscript. We hope that by arming you with this knowledge, this article helps to make your next peer-reviewed submission go more smoothly and ultimately lead to successful publication!

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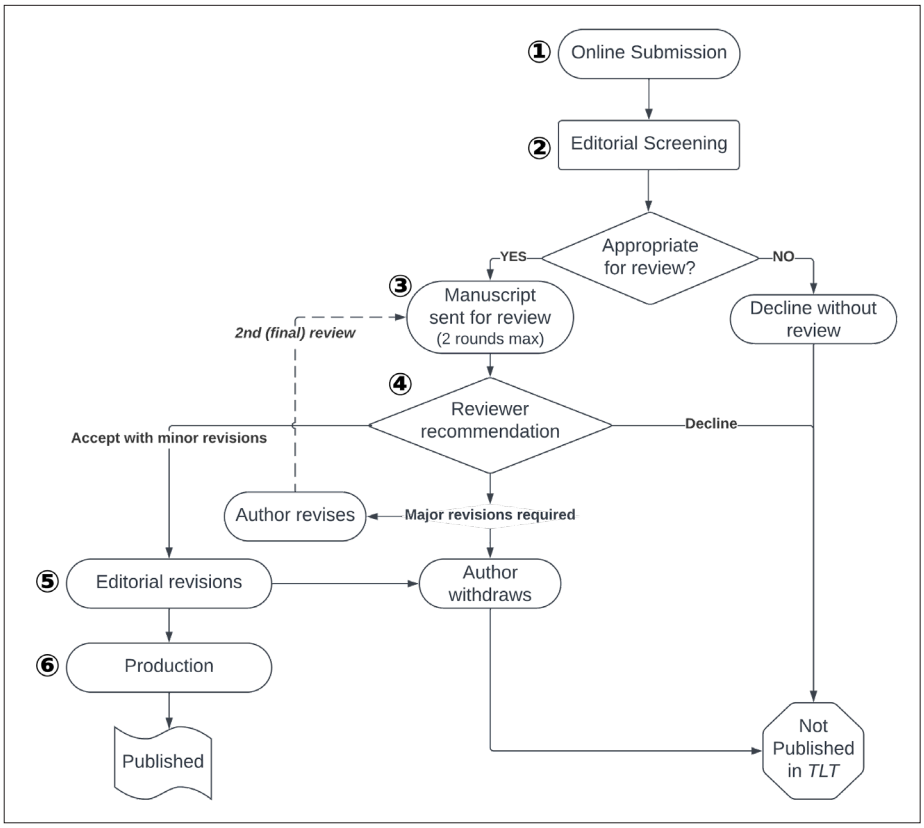
Theron Muller is an associate professor at the University of Toyama. He received his doctorate from The Open University (UK), where his research explored the publication practices of Japan-based language teachers. He has published and presented widely on writing for academic publication, English language teaching and learning, and teacher development, including in *International Journal of Research & Method in Education* and *Writing and Pedagogy*. He currently serves as the JALT Publications Board Chair. He previously served as *TLT* Editor from 2007–2009 and again from 2019–2020. E-mail: jaltpubspubchair@jalt.org ORCID: https://orcid.org/0000-0001-9690-3738

Jerry Talandis, Jr. is a professor at the University of Toyama. He has taught in Japan since 1993. His research interests include pragmatics, learner autonomy, teacher development and, most recently, applications of generative AI in L2 writing instruction. He co-authored the textbook *Conversations in Class* (3rd ed.) (Alma Publishing). Jerry has been active in JALT Publications since the late 1990s, serving in a variety of roles on the *TLT* production team, including as column editor, *TLT* Editor (2008–2010), and Publications Board Chair (2013–2016). He is currently the JALT Publications Liaison. E-mail: talandis@gmail.com ORCID: https://orcid.org/0009-0002-4892-4803

Appendix

Overview of TLT Feature Article and Readers' Forum Screening and Review Process




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 March/April issue of TLT Interviews*! In this issue, we are featuring an interview with Paul Leeming who has over 20 years of teaching experience in Japan. Professor Leeming currently teaches at Kindai University in the Faculty of Economics, and at Temple University Japan. He was also a featured speaker at JALT2022 and has co-authored several recent textbooks such as On Task* (2018), *Talking Point* (2021*), and* Links *(2023). The creation of these textbooks were inspired by his interest in task-based language teaching (TBLT), English as a lingua franca (ELF), and extensive reading (ER). He was interviewed by Torrin Shimono, who has taught Japanese learners of all age groups for more than a decade. He is an associate professor at Kindai University in the Faculty of Law. He received his doctorate from Temple University. His research interests include reading fluency, reaction times, phonology, self-efficacy, and testing. Without further ado, to the interview!*

An Interview With Dr. Paul Leeming

Torrin R. Shimono

Kindai University

Torrin Shimono*: Your interests in the field are wide ranging—from task-based language teaching (TBLT) to English as a lingua franca (ELF) to extensive reading (ER). First, could you tell us how you got interested in TBLT, and why you think it is important for teachers and learners?*

Paul Leeming: My interest in task-based language teaching started a long time ago when I was doing my master's. One of the texts that we were required to read was *A Framework for Task-Based Learning* by Jane Willis (1996). That was the first book I read that was really easy to understand, but also provided me with a framework that I could easily use in the classroom on Monday morning. I found it incredibly useful and the more I read, the more the theory and research seemed to support TBLT as an approach. Japanese students particularly need the chance to experience successful communication, and tasks provide that. With the framework that Jane provided, it was relatively easy to come up with my own tasks related to just about any topic, and that has proven to be so useful as a teacher.

How about ELF and ER?

ELF is something that I became interested in more recently. Again, I studied this during my master's, and was always interested in it. My wife used to work in a company that traded with Malaysia and would sometimes talk about how none of the books she could get in Japan had anyone speaking Malaysian English. The models in the textbooks were not helpful to her. My co-author, Justin Harris, has done some research in this area, so when we started writing books, we were both keen to avoid the native-speaker model. Also, ELF ties in quite nicely with TBLT in that it rejects the idea that students need to produce a "perfect" answer and focuses on the central idea of communication of meaning.

The more I have read about successful language learning, the more interested I have become in ER. Students have such limited time to communicate and study in class, so it is obvious that they need to be doing something outside of class, and ER offers the necessary input. The research is clear in terms of the benefits, so the issue for teachers is really just how to get students engaged with it. Again, it ties in somewhat with TBLT in that the focus is on meaning and also trying to get students to enjoy studying English. They don't have to understand 100% and should use the language that they already have to try to understand the texts. This is similar to tasks, where students are encouraged to use any linguistic or non-linguistic resources to complete the task, and also to focus on meaning.

You have three recent ELT textbook series you have co-authored with Justin Harris: On Task *(2018),* Talking Point *(2021), and most recently,* Links *(2023). Could you tell us about them? Particularly, how are they unique and how will they benefit students?*

Yes, *On Task* came about from my interest in TBLT, as I mentioned before. When I started teaching in universities, I generally had to use textbooks in my classes and was constantly trying to find additional

tasks that would work with the students. All the textbooks basically followed a present-practice produce (PPP) approach. I felt like it was quite uninspiring and not necessarily appropriate for students. All the books followed the same pattern. First, teach students some vocabulary (most of which they actually already know), then do some grammar and listening practice, and then perhaps there may be a communicative task, but often not. There was little freedom for students and little chance for them to just have a go at communicating with a task focusing on meaning.

This meant I was always adapting textbooks, and as Justin Harris was working in the same department, I often asked if he had tasks for a particular topic. After doing this for a while, I realized that rather than adapting textbooks from PPP to TBLT, it would be easier just to write a TBLT textbook. It seemed quite amazing that in 2015 or 2016 when we were talking about this, there was still only one textbook that could be considered TBLT and that was *Widgets* (Benevides & Valvona, 2008). There was no general four-skills textbook that followed a task-based approach. We contacted a few publishers and ended up working with Alastair Graham-Marr from ABAX. Alastair was already interested in TBLT and had been to our TBL SIG conferences (TBLT in Asia), so he was a great person to be the editor and publisher of the series.

Basically, *On Task* takes a TBLT approach, with tasks as the central part of each unit, and has all the language work moved to the back of the book as a resource. One of the big criticisms of TBLT is the lack of language input, so we actually developed the framework from Jane Willis, and added an input task. We called it the "Integrated Input Output Framework" (Leeming & Harris, 2020). Surprisingly, even with a catchy name like that, it has not yet taken off. Anyway, each unit starts with a reading, which introduces the theme and useful vocabulary. Then students have a main output task where they get a chance to communicate with classmates. All the language work (vocabulary and grammar) is at the back of the book. This means students get to have a go and see if they understand the reading before being bombarded with vocabulary. They get to try to talk about the topic before being given the grammar to do it. Hopefully, that means that when the teacher turns to the back of the book to focus on grammar or vocabulary the students are far more interested. The tasks are also tried and tested to work with the students that we teach. The biggest compliment we have had about the book is from Jane Willis, who we gave a pilot version to. She gave us some feedback, which we incorporated into the book, and also said that if teachers use the book, they will be doing TBLT. The book works well and is still actually the only general TBLT textbook out there. I enjoy using it, and it does seem to work.

Talking Point came about after discussion with Alistair Graham-Marr who was keen for a presentation book that got away from the norm of videos of native-speakers showing students an impossible model. I'm sure you know the kind of books, where students are shown videos of professional actors doing presentations that the students are never going to be able to do or should not even be trying to do. This is where the ELF thing came in. We took the same TBLT approach as a general framework for the book and had non-native speakers as the presenters in each unit. Alastair was able to get an amazing variety of speakers from countries ranging from France to Syria to Singapore. They give short talks about academic topics that hopefully provide a realistic model for students. As with *On Task*, all the language and vocabulary work is at the back of the book, and each unit has a main communicative task designed to get the students talking and using language. The students do a presentation on the topic, and there are also fun activities built in, such as timed dictation, which the students seem to enjoy. We have had some positive feedback from students about this book. They really like the topics because they are slightly more academic than the more general focus of *On Task*.

Finally, *Links* came about from conversations with Paul Goldberg, who founded Xreading.com and is a big promoter of ER. His site is one of the few ways that you can make sure that students are actually doing ER, so I was keen to use it with my students. The problem is that many universities require teachers to select a textbook for students. This can often mean that it's impossible to expect students to pay for a textbook and also a subscription to Xreading in order to get students to do ER. He talked about the idea of a textbook that was a general four skills course, but also included a subscription to Xreading. It took more than five years, but we eventually started talking about making the book together and have finally managed it.

Basically it is a four skills book that comes with a subscription to Xreading. There is a graded reader that forms the central part of each unit, so instead of ER being something students do that is unconnected to the classroom, they read and then come to class and talk about what they read. It makes ER far more integrated into classroom activities and, hopefully, then makes students a little more motivated to read the books. *Links* is a general four skills book, so if students read all the books related

to it, they will have read roughly 50,000 words in a year. So of course, they need to do a lot of reading outside of that, but at least it gives them a solid base, and makes it easy for teachers to incorporate ER into their courses. Again, it follows a task-based approach, with students able to try reading before being "taught" vocabulary and language resources at the back of the book. There are also communicative tasks throughout designed to get the students to interact. We have even managed to incorporate an ELF element quite naturally into it, in that each unit has a listening section where two English L2 speakers talk about the main graded reader for that unit. So, the students actually get to hear other students talking about the book that they have just read.

To be honest, when we started talking to Paul Goldberg, the three of us were not entirely sure that this was going to be possible. We presented at JALT2022 and titled our presentation *The Impossible Dream* because of that. It was challenging trying to fit all the parts together, but in the end, I have to say I am happy with how it has turned out. I am excited to start using it and see what other teachers make of it. At the moment it is a single book, but we aim to add a couple more books for different levels.

Great! That's something we'll look forward to. Regarding ELF, native speakerism has been an issue of contention in the field (see Holliday, 2005). What are your thoughts on the topic, and why do you think it's important to present non-native speaking models for L2 learners?

I think the majority of researchers and teachers have come to accept that there are many different kinds of English, and that we should not expect everyone to sound like they come from London or New York. Not only is the native-speaker model dated, but it is also not very helpful. Students in Japan don't need to sound like an American, and they probably won't be able to anyway. I think the problem is that although teachers feel like that, the major publishers are still producing materials that rely heavily on native speakers from the so-called "Inner Circle" (Kachru, 1985). So, as I said in my presentation at JALT2022, for a large number of textbooks, 90% or more of the dialogue is by native speakers. Then, when students go into the world and use English, most of the people that they interact with are non-native speakers. Again, the conventional materials are just not helpful.

Also, I think by presenting non-native speaking models, you achieve several things. First, students realize that it is okay to have an accent, and that they do not have to aspire to sounding "native" in order to be a successful user of English. This builds confidence and also makes students less worried about their mistakes. Motivation is one of the most important things for our students, and I think the native-speaker model is just demotivating. Another advantage is that students are exposed to a variety of different accents, which is going to help them in future communication. If a Japanese salaryman travels abroad on business, there is a reasonable chance that it will be to somewhere in Asia. English will be the language of communication, but perhaps the person they do business with will have a Malaysian accent. This was the case with my wife, as I mentioned before. Prior exposure to a variety of Englishes is likely to prepare students for this, so they will not panic when their interlocutor does not sound like they come from Manchester.

That being said, the non-native model presenters in your textbook Talking Point seemed very polished and presented like a native speaker with no apparent mistakes. I thought students might even mistake this person as a native speaker. I suppose proponents of the native speaker model would argue teachers should present to students perfect models who speak grammatically correct English. What are your thoughts, especially with regards to presenting students with models whose language might not be 100% grammatical or accurate?

There are a variety of speakers in the *Talking Point* series, and although they are very proficient, all of them do have some kind of accent or pronunciation that would be considered "non-native" or "non-standard." For example, Naomi Ishii in the final unit of *Talking Point 1* grew up in Brazil, and although her English is really good, she does have a few things that would be considered non-native. The compromise that we had to make when writing *Talking Point* was that we created the scripts for the presentations, so in that way they are not as authentic as we would like, but there are occasional "errors" as there are in our *On Task* series listening tasks, which again feature L2 users of English. For *On Task*, we actually tried to ad lib the dialogues to make them as authentic as possible, so there was no script.

It is also important to remember that any "errors" or differences from the norm do not necessarily mean that the speaker is wrong. In a world where so many people use English as a second language, it becomes a complicated issue to argue for who should decide what is acceptable. The presentations for *Talking Point* and the dialogues from *On Task* are all available online through QR codes, so have another listen. There is quite a range in terms of

accents, and I think that they provide a really useful model for students.

Native speakers from the U.S. and U.K. often utilize popular culture, such as movies and music, to draw students' interests in English. Students are eager to learn about these things. What is your response to this with respect to ELF?

Again, while I think there is a lot of merit in using popular culture in this way, it assumes that students are getting most of their popular culture from either the U.S. or the U.K., and I think if you talk to any of our students today, you will know that is not true. Many of my students are interested in Korean culture. Therefore, English becomes redundant if you cling on to the native-speaker model, but in reality, if a Japanese person and Korean person meet, English is most likely to be the language of communication. So having students from a variety of countries actually expands our students' interest in English. That does not mean that we shouldn't use our own culture or other cultures to increase motivation and interest for students. I think students are fundamentally interested in finding out about their teacher, and sharing your own culture is a great way to facilitate this. American or British TV shows are also a great way to get students interested in English, but I think we need to be aware that it might not work for everyone.

Another benefit of having a variety of speakers in textbooks is that you can increase interest in a variety of cultures. For example, before I show a presentation by a woman from Spain, I will sometimes get all the students to tell me one thing that they know about Spain. This can be a fun introduction to the presentation, and also get students sharing ideas and information that they have about other countries. If you do this about America, most students find it pretty easy, but other countries can be more challenging and therefore, more interesting.

In your presentation at JALT2022, you illustrated how Ryan and Deci's (2000) concept of Self-Determination (SDT) and TBLT have a nice synergy. For those who could not attend, could you explain more about what you mean about that?

First of all, to me, motivation is the most important single factor in my classroom, and I think in many compulsory EFL settings around the world. It does not matter how good a task is, how much students are going to learn from it, or how well it has been planned by the teacher; unless the students are motivated to do it, no learning is going to take place. This is why motivation has always been of interest to me—I have always tried to think about how I can get students engaged and interested in the tasks that I give them.

My interest in SDT started when I saw Richard Ryan speak at the Psychology of the Language Learner conference in Tokyo back in 2017. He was talking about the latest book he had written, which was a comprehensive introduction to SDT (Ryan & Deci, 2017), and I was so impressed, I remember ordering the book on Amazon the minute the presentation ended. He introduced the key concepts behind SDT, and I was amazed at how TBLT actually utilizes these in the pedagogical approach that it embodies.

So, SDT states that humans have basic psychological needs, and that these are autonomy, relatedness, and competence. Autonomy fits perfectly with TBLT, as students are given tasks but are not told what to do, or what specific language they should use. That is up to them. Also, because tasks have a meaningful outcome, students are more likely to see the value of tasks which again is argued to lead to more autonomous orientations. In terms of relatedness, I have touched on this before, but most tasks involve some kind of interaction, and many of the tasks that we like to use have the students trying to find out more about their classmates. This is the perfect way to help students to connect and to make friends. For me, one of the biggest lessons that COVID-19 taught me was the importance of my classes for students to actually make friends and build relationships at university. Tasks facilitate that perfectly. Finally, with competence, the whole point of TBLT is that students are given a chance to experience success in the classroom. Instead of being told to use a certain grammatical structure or expression, and then being corrected when they inevitably make mistakes, they are given a task and told to try to finish it. It may be deciding on some classroom rules, it may be finding out about the shopping habits of classmates, but whatever it is, they are free to use the language they have. Also, they are judged based on whether they completed the task. Did they come up with rules? Then they succeeded. This means that students finally start to experience success, which then leads to greater feelings of competence. This can be highly motivating.

Overall, I was amazed at how well SDT seemed to describe the motivational impact of TBLT. SDT is a detailed theory of motivation, and there are six mini theories, so I was only able to introduce them briefly in the presentation, but I recently published an article describing how SDT could be useful as a framework for motivation in relation to TBLT, and hopefully that explains things fairly clearly (Leeming & Harris, 2022). There is lots of research

showing how TBLT is great for facilitating language learning, but less related to motivation, so the goal of that paper was to try to generate interest in SDT for researchers interested in TBLT. I still feel that as a teacher, the most important thing we can do is to motivate our students, and hopefully, SDT helps us to understand how TBLT enables that to happen.

Thank you for your time and sharing all your ideas and insights!

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[RESOURCES] *TLT* WIRED


Sarah Deutchman & Edward Escobar

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

Email: jaltpubs.tlt.wired@jalt.org

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

Generative AI in Writing Classes: Seven Golden Rules

Dan Hougham
George Higginbotham

Will robots soon write our students' essays? With OpenAI unveiling ChatGPT in November 2022, this question has never been more pressing. This marvel of AI not only became the fastest adopted ed-tech tool ever, but by March 2023, Microsoft had seamlessly integrated it into its Bing search engine and essential software like Word, Excel, and PowerPoint (Dotan, 2023). Amidst this meteoric rise, the international TEFL community finds itself at a crossroads, grappling with the idea of AI possibly penning the reports and essays they assign.

As AI-powered tools rapidly become ubiquitous among students, educators have begun to discuss the initial implications, limitations, threats, and opportunities of AI for educational practice in general (e.g., Farrokhnia et al., 2023; Van Gompel, 2023) and language teaching and learning in particular (e.g., Hockly, 2023; Kohnke et al., 2023; Raine, 2023). Van Gompel (2023) suggests that educators should proactively respond by putting some guardrails in place. She offers several specific tactics including (a) developing academic integrity policies that clearly articulate acceptable uses of AI and best practices for AI in classrooms, (b) developing writing assignments and associated scoring tools that are resistant to student misuse of AI, and (c) leveraging the writing process in ways that make it much less likely for students to misuse AI. A recent survey of 100 U.S. universities found that a majority (51%) are allowing individual instructors to decide on AI policies (Caulfield, 2023b). However, efforts to develop tools that detect AI-generated content show major limitations: no AI detector comes close to 100% accuracy,

such tools can sometimes produce false positives, and text generated by OpenAI's latest model (GPT-4) is increasingly harder to detect (Caulfield, 2023a). Also, as Liang et al. (2023) demonstrate, this is particularly problematic for teachers of L2 learners as the current suite of detectors is biased against non-native writers. Liang et al. found that GPT detectors are more likely to flag text written by non-native speakers as AI-generated, even when it is not. This could be due to linguistic features typical in non-native writing, which might be misinterpreted by the detectors. Taken together, these recent developments highlight the increasing use of AI in education and suggest a crucial role for educators in guiding its ethical use.

Benefits of AI in Education

The pedagogical benefits of AI tools like ChatGPT include providing linguistic input and interaction, personalized feedback and practice, and creating texts in various genres and complexities (Kohnke et al., 2023). Recent research suggests that GPT-based automated essay scoring with GPT is both reliable and consistent, capable of providing detailed feedback that can enhance the student learning experience (Mizumoto & Eguchi, 2023). In a recent *Wired* column, Raine (2023) suggested productive uses of ChatGPT, such as generating easy reading passages with accompanying activities. He also pointed out risks and limitations, including potential AI-assisted plagiarism and the occasional inaccuracies in AI-generated content (Raine, 2023). The current article expands on previous discussions, emphasizing the ethical and effective integration of AI tools in academic writing classes. We argue for a proactive approach by educators, which involves several key strategies, including the following:

1. Curriculum integration: Thoughtfully integrate AI tools into the curriculum, ensuring they complement and enhance traditional teaching methods rather than replace them.
2. Establishing guidelines: Implement clear guidelines and policies that dictate the appropriate use of AI in academic settings, helping to prevent misuse like plagiarism.
3. Monitoring and evaluation: Continuously monitor the impact of AI tools on student learning and adjust strategies as needed to ensure they are meeting educational objectives.

By adopting these strategies, educators can guide students to use AI tools responsibly, preparing them for a future where AI is increasingly integrated into various aspects of life. To aid in this process, we propose a set of "golden rules" for students to follow and provide examples of acceptable uses of AI in academic contexts.

Golden Rules for Responsible, Effective AI Use for Academic Purposes

To ensure responsible AI use in academia, we propose the following golden rules. While adaptable based on specific needs, these serve as a general guide covering ethical and effective use across various contexts:

- Rule 1: Always provide AI with clear and specific prompts. If the output is not as expected, refine your prompt for better results.
- Rule 2: Treat AI-generated content as a *draft* requiring your critical review and personal input. Remember to modify the content to prevent plagiarism and correct any possible grammatical inaccuracies. Relying solely on AI for completing your assignments not only risks academic dishonesty but also undermines the development of your own writing skills.
- Rule 3: If you have used AI assistance, acknowledge its role and the prompts employed. Always follow your school's academic honesty policies.
- Rule 4: Always verify the accuracy of AI-generated information. Assume potential inaccuracies and cross-check with reliable sources. Avoid citing AI as a factual source, and remember, you bear the responsibility for any errors.
- Rule 5: Fully understand the AI-generated content before integrating it into your work. Think about its relevance and appropriateness for your assignment.
- Rule 6: Use AI with academic integrity. If you are unsure what is allowed in your class, ask your instructor.
- Rule 7: When interacting with AI tools, always avoid sharing personal or sensitive information. This includes not only personal data, such as your name, address, and identification numbers, but also sensitive intellectual property or confidential information related to research and academic work. Remember that AI systems, including ChatGPT, are not designed to handle confidential information and may operate on servers where data could potentially be accessed or stored.

Facilitating the Writing and Speaking Process With Generative AI

Having set forth golden rules for AI use, it is crucial to demonstrate practical, acceptable applica-

tions of such tools. Here, we use ChatGPT's GPT-3.5 model to show how it can enhance university-level academic writing and speaking. While GPT-4 is now available for paid ChatGPT Plus users we have chosen to focus on the version that is freely available, as this will probably be the software used by most students. It is also worth noting that GPT-4 is freely available in the Microsoft Edge web browser. These examples are adaptable to various contexts.

Even though Japanese translations were requested in the example in Appendix 1, the approach can be tailored for any language, offering students an efficient way to enhance their vocabulary. When students are writing their initial drafts, they can be encouraged to not only include these keywords but also search the literature to find out how other authors are defining these terms.

Additionally, AI can be prompted to assist with tasks like formulating a thesis statement, structuring arguments, and addressing counterarguments. Such tasks might not be required for a short 500-word essay (as in our example in Appendix 2), but for longer essays (over 1000 words) students could benefit from using AI to generate examples to compare with their own attempts.

As shown in Appendix 3, GPT-3.5 offers detailed, personalized feedback. All of the above examples show the versatility of generative AI in academic contexts, hinting at further potential uses.

Conclusion

Generative AI holds significant potential for enhancing L2 students' writing skills, but its integration into tasks that teachers currently use to learn and practice these skills requires careful consideration. By setting clear guidelines and demonstrating acceptable uses, educators can promote ethical AI use, mitigating risks such as plagiarism. The goal is to have AI augment and develop human expertise, not replace it. As generative AI's presence grows in academia, educators must steer its ethical and effective application. Ignoring AI is not really an option, and neither is trying to ban it. We would therefore argue that it is better to embrace this new technology and demonstrate to students ways that it can complement their language studies and broaden their horizons. This article underscores the importance of golden rules and practical examples, aiding students in harnessing AI to enrich their language skills, develop original content, and attain improved accuracy and fluency. The ability to harness AI tools ethically and effectively will be a key competency that students will need in the future workforce.

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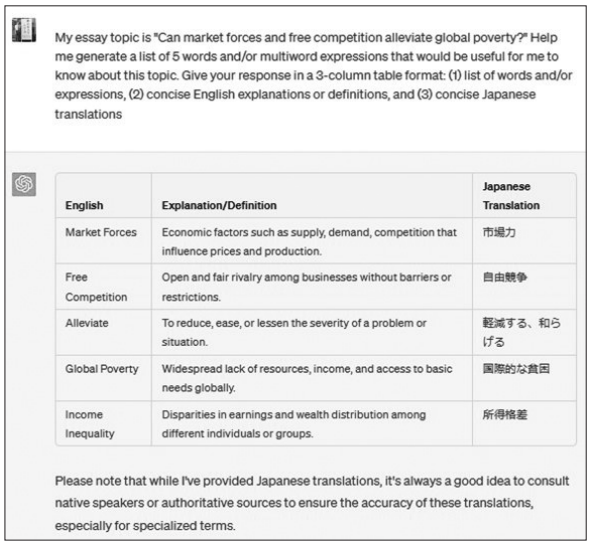
Appendices

Full-sized images of these appendices are available from the online version of this article at https://jalt-publications.org/tlt/departments/tlt-wired.

Appendix 1

Use of AI to Generate Bilingual Vocabulary and Key Expression Lists on Any Topic



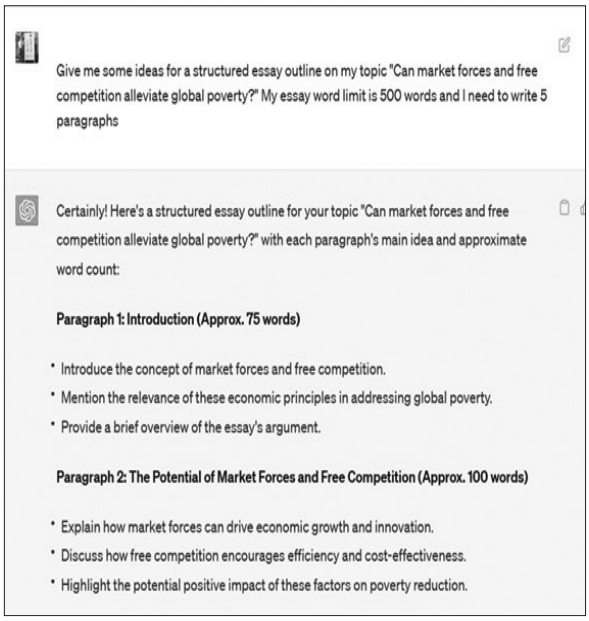
My essay topic is "Can market forces and free competition alleviate global poverty?" Help me generate a list of 5 words and/or multiword expressions that would be useful for me to know about this topic. Give your response in a 3-column table format: (1) list of words and/or expressions, (2) concise English explanations or definitions, and (3) concise Japanese translations

English	Explanation/Definition	Japanese Translation
Market Forces	Economic factors such as supply, demand, competition that influence prices and production.	市場力
Free Competition	Open and fair rivalry among businesses without barriers or restrictions.	自由競争
Alleviate	To reduce, ease, or lessen the severity of a problem or situation.	軽減する、和らげる
Global Poverty	Widespread lack of resources, income, and access to basic needs globally.	国際的な貧困
Income Inequality	Disparities in earnings and wealth distribution among different individuals or groups.	所得格差

Please note that while I've provided Japanese translations, it's always a good idea to consult native speakers or authoritative sources to ensure the accuracy of these translations, especially for specialized terms.

Appendix 2

Use of AI to Draft a Structured Essay Outline



Give me some ideas for a structured essay outline on my topic "Can market forces and free competition alleviate global poverty?" My essay word limit is 500 words and I need to write 5 paragraphs

Certainly! Here's a structured essay outline for your topic "Can market forces and free competition alleviate global poverty?" with each paragraph's main idea and approximate word count:

Paragraph 1: Introduction (Approx. 75 words)

- Introduce the concept of market forces and free competition.
- Mention the relevance of these economic principles in addressing global poverty.
- Provide a brief overview of the essay's argument.

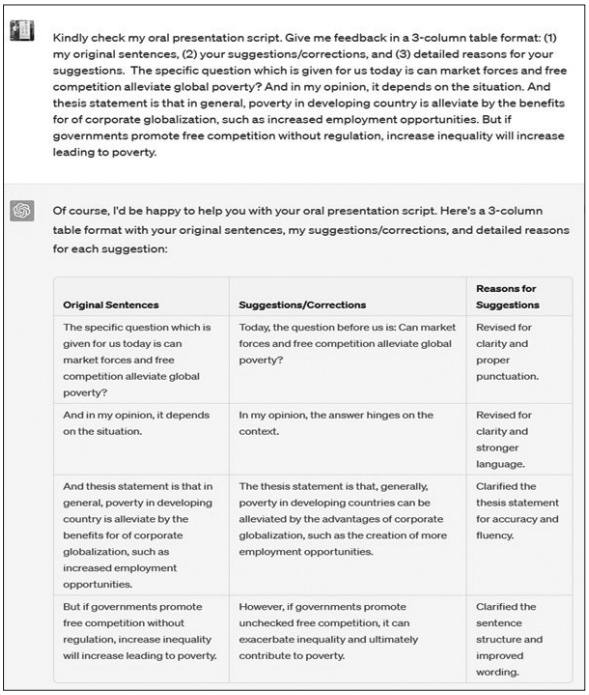
Paragraph 2: The Potential of Market Forces and Free Competition (Approx. 100 words)

- Explain how market forces can drive economic growth and innovation.
- Discuss how free competition encourages efficiency and cost-effectiveness.
- Highlight the potential positive impact of these factors on poverty reduction.

Note. This is a truncated version of the results for brevity.

Appendix 3

Use of AI for Simulated Peer Review, Obtaining Structured Feedback on Drafts



Kindly check my oral presentation script. Give me feedback in a 3-column table format: (1) my original sentences, (2) your suggestions/corrections, and (3) detailed reasons for your suggestions. The specific question which is given for us today is can market forces and free competition alleviate global poverty? And in my opinion, it depends on the situation. And thesis statement is that in general, poverty in developing country is alleviate by the benefits for of corporate globalization, such as increased employment opportunities. But if governments promote free competition without regulation, increase inequality will increase leading to poverty.

Of course, I'd be happy to help you with your oral presentation script. Here's a 3-column table format with your original sentences, my suggestions/corrections, and detailed reasons for each suggestion:

Original Sentences	Suggestions/Corrections	Reasons for Suggestions
The specific question which is given for us today is can market forces and free competition alleviate global poverty?	Today, the question before us is: Can market forces and free competition alleviate global poverty?	Revised for clarity and proper punctuation.
And in my opinion, it depends on the situation.	In my opinion, the answer hinges on the context.	Revised for clarity and stronger language.
And thesis statement is that in general, poverty in developing country is alleviate by the benefits for of corporate globalization, such as increased employment opportunities.	The thesis statement is that, generally, poverty in developing countries can be alleviated by the advantages of corporate globalization, such as the creation of more employment opportunities.	Clarified the thesis statement for accuracy and fluency.
But if governments promote free competition without regulation, increase inequality will increase leading to poverty.	However, if governments promote unchecked free competition, it can exacerbate inequality and ultimately contribute to poverty.	Clarified the sentence structure and improved wording.

Using Daylio for Tracking Language-Learning Study Habits

Nikki Marzoña
Soka University
npmarzona@gmail.com

Daylio [https://www.daylio.net/] is a microdiary mobile app for both iOS and Android devices that allows users to quickly record and track their daily moods and activities through the selection of icons. Microdiary mobile apps such as Daylio can be used to track various aspects of daily life such as fitness goals, productivity, mental health, and learning. Tapping icons to log moods and activities presents an alternative to the more time-consuming process of writing out journal entries by hand in traditional paper journals or logbooks. Although other digital tools such as Google Forms may also be used for activity-tracking, Daylio enables offline use; exudes greater visual appeal through customization, vibrant color schemes, and playful icons; and incen-

tivizes the user with gamification elements such as streaks and other milestones.

In the language classroom, Daylio can be used to record and monitor student reflections on study habits, exams, projects, and other activities. This information can be valuable for both the teacher and the student. The teacher can use the diary entries to refine the curriculum, while the student can use them to better understand their preferred ways of learning as well as how their moods may be influencing their progress in learning a new language. Daylio's ease of use and visual appeal can make this self-monitoring task less daunting for students who are not proficient in English or have limited time for traditional journal-writing. This article provides a guide for initial setup in class, instructions for use, instructions for how the diary entries can be submitted to teachers for assessment, and alternative uses of the app.

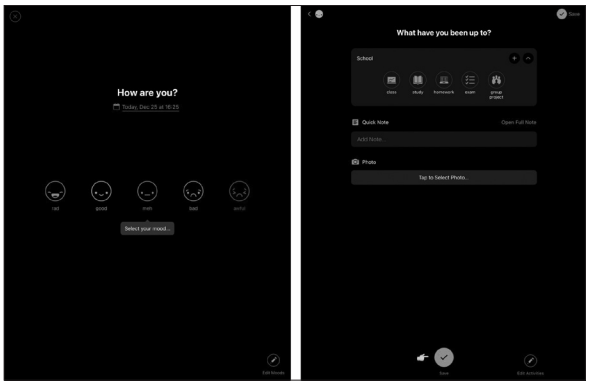
Setup and Use

Because students will download the Daylio app [https://www.daylio.net/] onto their smartphone or tablet, if Wi-fi is not available to students at your school, you can give them the option of downloading it at home.

1. To set up the app, divide the class into small groups. Having students work together can make the process more fun and collaborative and reduce the initial hurdle of adopting a new tool. Students with stronger digital skills can assist others who may be less comfortable with technology.
2. Open Daylio and select *Let's Begin*. From here, select your color palette and emoji theme.
3. On the next screen, select your activities. Scroll to the bottom and select *School*, which will give you the option of recording moods about class, homework, exams, and group projects.
4. On the next screen, set a daily reminder for a time that is most convenient for you to create a diary entry. Make sure you allow notifications on your phone. If you do not require students to write an entry every day, it is advised to keep notifications turned off.
5. Next, you will be asked to start a free trial, but do not do this. Select *SKIP* at the bottom of the screen. The free version of Daylio still provides unlimited use of basic microdiary app functions.
6. Finally, you can record your first entry (see Figure 1). Choose the emoji icon that expresses your mood after having completed the setup and click *Continue*.
7. Three headings will then appear. Under *School*, select *Class*, and under *Quick Note*, write a short reflection of your experience setting up this app in class. Alternatively, if you selected *Good* on the previous screen, you can type why you currently feel good. When finished, click *Save*.

Figure 1

Mood Emojis (Left) and Activity Icons With Space for Quick Notes (Right)



To make a new diary entry, (a) open the app; (b) click the plus icon; (c) select *Today*, current mood, and school activities; and (d) write a quick note about the day. For daily use, you can advise students to create entries before the day ends, although technically, creating activities retroactively is also possible.

For students who prefer to type out longer reflections on a full keyboard, you can suggest writing in a cloud-based notes app such as Google Keep on their laptop, then manually transferring their entries to Daylio.

Submitting to the Teacher for Assessment

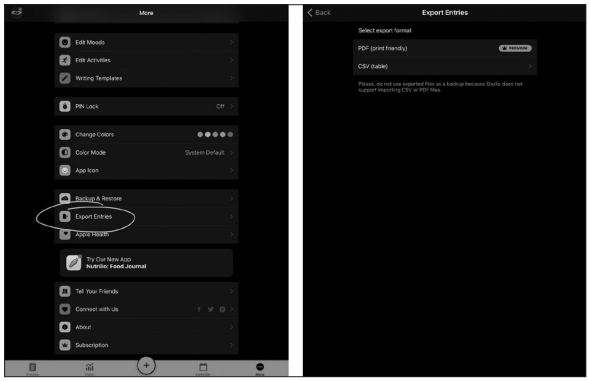
For periodic assessment, you can have students submit their microdiary entries as a CSV file. You may consider quantifiable criteria, such as frequency and word count, or qualitative criteria, such as evidence of learning, reflection and analysis, target language practice, and variety of activities. Whatever you decide, it is advised to inform students of the grading criteria to guide them on their habit-tracking and reflection. Below is the procedure for exporting entries from Daylio to a single CSV file as seen in Figure 2. The procedure for exporting entries from Daylio to a CSV file (see Figure 2) on either iOS or Android are:

1. Select *More* from the menu at the bottom of the screen.
2. Click the orange *Export Entries* icon.

3. The next screen will provide two options for export. The free version of Daylio only supports CSV export, so select *CSV (table)*.
4. Send the CSV file to your teacher.

Figure 2

Export Entries Item in the More Menu (Left) and Export Options (Right)



Alternative Uses

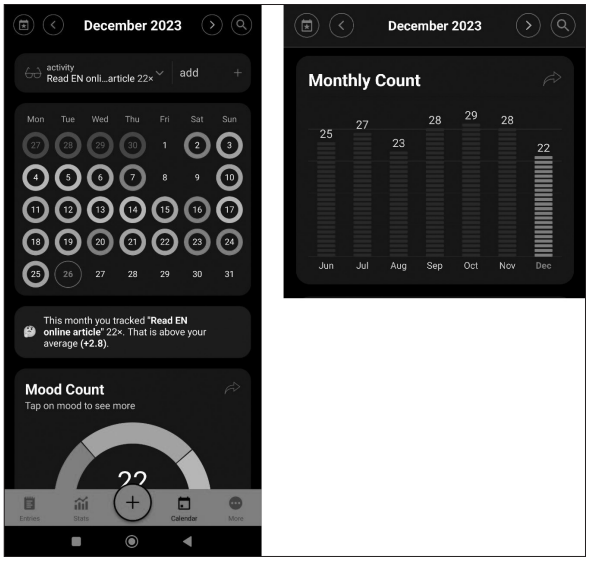
As students warm up to Daylio's ease of use for daily tracking, they might go beyond language learning and start adding other activities or writing about different topics. Welcome this creativity with a reminder that when they export their entries for assessment, unless they manually edit the CSV file prior to submission, every entry will be visible to the teacher. Specifying your assessment methods and criteria should provide clear expectations.

You may also provide weekly writing prompts to spark students' reflection. An example of how Daylio is used through writing prompts can be found in Appendix A.

Daylio also features a Calendar tab that lets students track their monthly frequency for each activity (see Figure 3). This feature may complement a broader goal-setting activity in the classroom.

Figure 3

Calendar View (Left) and Bar Graph View (Right)



Conclusion

The microdiary app Daylio simplifies the act of writing journals by recording daily moods and habits through the selection of emoji and activity icons. In the language classroom, it can be set as recurring homework to track activities they engage in for language learning and reflect on those experiences. Visualizations of their progress over time can guide students to identify patterns, celebrate milestones, and adjust their goals to maintain motivation and ensure they are hitting their desired frequency for each activity.

Appendix A

Writing Prompts for Weekly Reflection

The list of prompts below was provided to students to jumpstart writing in their microdiary when the author implemented Daylio as a semester-long self-monitoring activity in class. Adapt these prompts to fit your class's needs.

In the Notes section, you can write freely about your day or week with a focus on your experience as a student learning English or other languages. If you need help getting started, you may use the following questions. You may respond to each question more than once. For example, you can answer the same question in different weeks.

- Week 1- What Activities did you set in Daylio? Why did you choose those Activities? What are you looking forward to in fall semester? in English 2? In other courses?
- Week 2 - What English-language manga did you choose for Extensive Reading? When did you first read the Japanese version?
- Week 3 - The first Vocabulary Quiz is over. How did you study for it? Do you think it is an efficient way to study or do you think your study habits can still be improved?
- Week 4 - It is Week 5 of fall semester. Have you settled into a weekly routine?
- Week 5 - What do you like about learning English (and other languages, if applicable)? What are your main struggles in learning English so far?

- Week 6 - What happened during your visit to the Chit Chat Club or the Writing Center? What did you and the other participants talk about?
- Week 7 - Where do you normally encounter English, apart from English 2 class?
- Week 8 - (Unit 8 final outcome) How successful were you with your 30-Day Action Plan? How did you stay motivated? How did you struggle?
- Week 9 - What happened during your visit to the Chit Chat Club? What did you talk about?
- Week 10 - Compare the pros and cons of doing solo work, pair work, and group work for the unit outcomes in English 1. Which style suits you best?
- Week 11 - Do you have a favorite English song? Can you sing it without looking at the lyrics?
- Week 12 - What happened during your visit to the Chit Chat Club? What did you talk about?
- Week 13 - What English-language media did you encounter, consume, or enjoy today?
- Week 14 - (Unit 11 final outcome) Reflect on your experience of writing to your future self. Are you excited to receive your letter in the future, or are you anxious?
- Week 15 - (Final reflection) Describe and reflect on your experience of using Daylio as a bullet journal throughout fall semester. Do you think you will continue using the app? Do you plan to continue learning English after English 1? If yes, how?

[JALT PRAXIS] YOUNGER LEARNERS


Martin Sedaghat & Emily MacFarlane

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

Email: jaltpubs.tlt.yl@jalt.org

Student-Centered Teaching (Part One): Often Overlooked Pre-Lesson Considerations for Young Learner Classrooms

Jesse Reidak

The current article contains six pre-lesson considerations for teachers interested in acquiring a more balanced and student-centered teaching approach. Suppose teachers were to focus solely on lesson objectives, such as teaching grammar patterns. In such instances, they may lose sight of pre-lesson considerations such as the local teaching context, team teaching relationships, positive role modeling, effective lesson pacing, instructional techniques, and novel task implementation. Although a perfectly rounded teaching approach does not exist, teachers can attempt to create a balanced approach that best suits their students' needs. The pre-lesson considerations in this article are well-suited for teachers seeking such balance.

This two-part miniseries is written primarily for teachers of young learners, but many of the considerations discussed can also be applied to adult classrooms. The companion piece to this article will focus on social-emotional learning and other essential childhood developmental skills, such as the mechanics of young learners' behavior, thinking, and development. Part two will also draw connections between the importance of social-emotional learning and a selection of the pre-lesson considerations discussed within this article. The pre-lesson considerations have—intentionally—not been supplied in a particular order; however, the first topic, local teaching contexts, should be highly relevant to teachers who are employed overseas. Although an assortment of Japan-specific classroom examples is utilized throughout the article, the pre-lesson considerations can be applied, as warranted by teachers and administrators, to classrooms located anywhere in the world.

Local Teaching Contexts

Before teaching a lesson, specific preparations apart from lesson planning must be performed. A language teacher's pedagogy should partially reflect local ethnic (e.g., whether or not to teach handshaking) and sociopolitical factors (e.g., how to use pronouns). Crookes (2003) referred to such considerations as the local ethnopedagogy. When joining overseas educational institutions, teachers import cultural beliefs and practices with them—often without overt knowledge of doing so. Such cultural beliefs can sometimes contradict the local ethnopedagogical practices, so teachers must determine what is and is not acceptable for them to discuss and teach in their new employment roles.

Schools contain unique ethnopedagogical climates. Before opening textbooks, teachers must do their best to understand school rules, sensitive historical topics, correct cultural disciplinary protocols, and team-teacher expectations—if applicable. Such ethnopedagogical considerations can make or break lessons if teachers do not appropriately interface with them. Over time, institutions change rules and expectations, so teachers must remain vigilant and stay informed regarding the latest institutional expectations.

One of the best ways to learn about ethnopedagogy is from coworkers. Sometimes, asking veteran coworkers about the local teaching context can be as informative as asking a school administrator. The critical takeaway is to absorb as much accurate ethnopedagogical information as early as possible in your new teaching role. Having a reliable ongoing source of accurate guidelines and informal rules can, and will, save teachers from finding themselves in uncomfortable situations. Team teachers are often an excellent source of such feedback if a positive working relationship has been established.

Team Teacher Relationships

Many language teachers in Japan do not hold Japanese state-issued teaching licenses, so a licensed Japanese teacher usually accompanies such teachers in traditional school settings (e.g., elementary, junior high, and high school settings). Sometimes, team teaching is also used in kindergarten and *eikaiwa* (i.e., private language school) classrooms. When a language teacher from overseas is paired with a licensed Japanese counterpart, the teaching dynamic is called team teaching (MEXT, 1994). Team teachers are paired for English language lessons and also to facilitate content-based (e.g., math or science) lessons delivered in English.

Before team teachers start planning lessons together, they must discuss classroom management. Most licensed Japanese teachers have particular, and well-established, classroom management protocols. If team teachers dive into lesson planning without having preliminary conversations about classroom management, they may set themselves up for disagreements before entering the classroom together (Reidak, in press). For example, if students are being disruptive, the team teachers should have a pre-established rule for how to deal with such young learners. Students become understandably confused if team teachers have misaligned or seemingly separate rules.

In addition to classroom management, team teachers should also actively discuss their pedagogical preferences (Nishino, 2012). The team teachers need to find the time to talk, not just once at the beginning of the year, but regularly throughout the academic year. Solely discussing lesson objectives is insufficient; team teachers must preplan how, and who, will teach each lesson segment. To facilitate such smooth lesson flow, newly paired team teachers can—and should—compare schedules to find an informal weekly or biweekly meeting time. If the team teachers cannot schedule adequate time to share their concerns, praises, and new ideas, the team-teaching process disintegrates into two uncoordinated solo teachers sharing undefined teaching responsibilities. Maintaining a professional relationship is critically important for team teaching to be effective. If team teachers are on two different pages, it is difficult for them to project a positive model of teamwork and cooperation to their students.

Positive Role Modeling

Sometimes teachers fall into a *do as I say, not as I do* mentality while teaching young learners. Inadvertently, modeling a double standard is easier to accomplish than most teachers realize. Children are impressionable, and they are watching—everything—that adults around them are doing. A checklist has been supplied below to ensure you are not breaking your own rules.

- I do not interrupt (i.e., speak over) students while they share their ideas.
- Young learners in Japan are not allowed to bring smartphones to school, so I keep my phone out of the classroom.
- Most schools in Japan have dress codes for the students, so I also do my best to adhere to the dress code.
- Students are discouraged from solving their problems with anger and frustration, so I try to resolve classroom issues without raising my voice or becoming frustrated.
- Students are discouraged from speaking negatively about their peers and teaching staff, so I do not speak unfavorable sentiments about students to colleagues during break/lunchtime.
- Students are told to make an effort, so I do the same.

People with societal roles involving authority (e.g., police officers, teachers, parents) sometimes forget that rules are generally not unidirectional. For there to be a reasonable expectation that students follow classroom rules, teachers must first model the desired behavior with their own actions. Positive role modeling coupled together with other pre-lesson considerations, such as effective lesson pacing, can be a powerful combination.

Effective Lesson Pacing

Some young learners are very high energy, while others are low energy. Some student groups seem content for teachers to repeat the same lesson routine, while other groups respond more positively to dynamic lessons featuring new and varied content. There is no set formula for effective lesson pacing, but rather, teachers must experiment and discover what best suits their students' needs and expectations. Each student group is unique and requires slightly different learning circumstances to help learners attend to classroom content. There are, however, five key points that may help with overall lesson pacing.

- Do not keep learners seated for too long; get them up and moving.
- Find topics and themes that students will be excited to study.
- Finish activities before the students' motivation levels wane; you can always continue the activity during the next class.
- Utilize authentic materials (e.g., plastic replicas of fruits and vegetables rather than flashcards) so that students can make connections between the classroom and the wider world.
- Never forget to maintain a healthy balance between the rigor of study and the joy of learning. In other words, try not to forget to have fun.

Young learners' attention can switch off quickly and easily. One distracted student can lead to the entire classroom becoming distracted. The key is to *expect* young learners to become distracted, and rather than attempting to force students to focus, let their interest levels determine when it is time to move on to a new activity. Effective pacing is more than writing a lesson plan with approximate time delineations. Every classroom will require vastly different pacing. Be prepared to make adjustments mid-lesson so that the students' learning needs are being met. An assortment of instructional techniques can be used while teaching young learners. Effective lesson pacing is also determined by which instructional techniques a teacher has selected.

Instructional Techniques

Teacher talk has been described as the segment of a lesson that teachers use to explain, model, and set up activities (Brown & Lee, 2015). Richards and Soares (2022) suggested that teacher talk can potentially benefit learners because the students can soak up more of the target language. Contrarily, the researchers also suggested that teacher talk should be limited to give students more time for outputting in the target language.

Rather than trying to solve the ongoing debate, I propose a middle-ground solution that may help in some teaching situations. Some lessons with extensive teacher talk feature a teaching approach known as presentation, practice, production (PPP) (Anderson, 2017). The presentation step, also known as modeling, sometimes causes teachers to over-explain—or over-model—the teaching point. If the teacher is skilled, they will get in and out of the presentation stage as quickly as possible with limited language use (i.e., they are showing rather than telling), whereas a less experienced language teacher may fall into the trap of linguistically explaining a complex concept to a group of five-year-olds. To avoid the pitfalls of a PPP-based approach, there is an alternative pedagogical tool known as task-based language teaching (TBLT).

Like teacher talk, the ongoing conversation regarding what constitutes a TBLT task is also quite intricate. One version of a task is an activity that is meaning-based (i.e., has connections to the world outside of the classroom) and promotes consciousness-raising (i.e., stimulates students to think or reflect upon the learning objectives) (Willis & Willis, 2007). If teachers attempt to utilize novel (i.e., original or creative) tasks in their classrooms with young learners, they can reduce teacher talking time while concurrently providing their students with deeper learning objectives compared to language drills or overused flashcard games.

Novel Task Implementation

Using TBLT in adult-based classrooms is more straightforward than using TBLT in classrooms with young learners. Carless (2002) suggested that young learners draw pictures to help them express their feelings if they cannot do so in the target language. Allowing young learners to draw pictures is an excellent point of entrance for utilizing novel tasks.

Supplying students with meaning-based and consciousness-raising tasks, even if they are young, can help foster deeper learning objectives. An example is introducing the students to global sustainability topics such as the United Nation's (2015) Sustainable Development Goals (SDGs). Junior high schoolers and older would foreseeably be able to handle tasks involving the SDGs, whereas elementary school-aged children would require simplified thematic versions (Reidak, 2023). An example would be introducing public littering, via video clips from the internet, and then allowing students to draw pictures of clean public spaces. Another example would be for elementary school students to draw pictures of alternatives to motor-based transportation, such as bicycles or walking (Scott & Reidak,

in press). Students can work in groups of two or more and provide a brief presentation using simple language about their posters depending on their age and L2 proficiency levels.

Sometimes, utilizing novel tasks can be challenging in classrooms with very young children (e.g., grade 1 or kindergarten students). Nevertheless, even if students draw a picture of themselves riding a bicycle and can vocalize the word *bicycle*, they are forming relationships between local and global issues in their L2. Creating novel tasks for groups of young learners does not need to dominate a teacher's pedagogical repertoire. However, by including learning objectives that do not typically exist in language classrooms (e.g., Lim et al., 2023; Reidak, 2022), teachers can be seen as providing their learners with novel learning initiatives rather than sticking with the average nuts and bolts featured in many language classrooms. Teachers should promote dynamism in the classroom rather than constantly having students' heads buried in textbooks.

Conclusion

This first part of a two-part miniseries was written to support teachers' pre-lesson planning and overall teaching approaches. Too often, teachers are provided with training programs focused on lesson preparation and basic classroom management, but such programs generally do not address the finer points unpackaged in this article. The six pre-lesson considerations discussed relate to often overlooked nooks and crannies that, if not addressed, can become precursors to highly unproductive pedagogy. Such pre-lesson considerations can be utilized in whole or in part to improve the holistic balance of a teaching approach.

Pre-lesson considerations are an integral part of a teaching approach, but when teaching young learners, it is also critically important to incorporate a social-emotional learning framework into the lesson-planning process. In part two, the tenets of social-emotional learning will be explained as they relate to young learners' behavior, thinking, and development. Although pre-lesson considerations and social-emotional learning may seem to be dissimilar topics, the overlap occurs in student-centeredness. Trying to achieve more balance in a teaching approach and attempting to understand young learners' social-emotional cognitive processes better are concrete forms of student-centered pedagogy, which will be explored further in part two of this miniseries.

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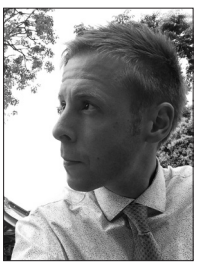

Jesse Reidak hails from Toronto, Canada, and currently resides in Kansai, Japan. He teaches content-based courses at a private elementary school in Kyoto. His research interests include sustainability-related topics, cooperative learning, and task-based language teaching. He welcomes opportunities to connect with other teachers and researchers.
jesse.reidak@gmail.com


Robert Taferner & Stephen Case

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

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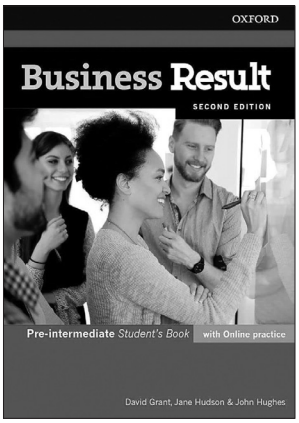
This month's column features Ben Hancock's review of Business Result Pre-Intermediate (2nd Edition).

Business Result Pre-Intermediate (2nd Edition)

[David Grant, Jane Hudson, and John Hughes. Oxford Publishing, 2018. pp. 160. ¥3,562. ISBN: 9780194738767.]

Reviewed by Ben Hancock, British Council.



Business Result Pre-Intermediate 2nd Edition is a revised edition of a popular textbook for learners of business English. This updated version builds upon the success of its predecessor, offering a comprehensive and practical approach to teaching business English to pre-work and in-work professional students. The book targets learners at a pre-intermediate level of English proficiency—roughly equivalent to TOEIC 250-400 or IELTS 2.0-3.5.

The textbook covers the four primary language skills—speaking, listening, reading, and writing—across fifteen units, each addressing essential business topics such as *customer service*, *travel,* and *future trends*. Each unit is structured into five sections to ensure a comprehensive learning experience. The *Working with Words* section introduces vocabulary through reading and listening activities, while *Language at Work* delves into grammar structures relevant to the unit's topic. *Practically Speaking* explores everyday communication in various social situations, and *Business Communication* concentrates on common themes like meetings, presentations, and telephone English. *The Talking Point*, previously known as *Case Study*, offers students opportunities to discuss business ideas and concepts in real-world scenarios.

Business English is considered more challenging than general English (Bošković et al., 2015), and this is addressed in the new edition with a focus on level-appropriate vocabulary and grammar. Real-world scenarios, including interviews with professionals and task-based case studies, are incorporated. However, there is room for improvement in the coverage of practical skills, like telephone English and presentations, with more guidance needed on body language. This is particularly crucial for students in countries where these aspects pose challenges, such as Japan and China. The book's treatment of presentations and body language is insufficient, considering their vital role in business communication.

The layout of each unit remains a concern, as it tries to encompass all four communication skills in one unit, which can overwhelm students. Additionally, tasks within each unit sometimes seem unrelated, making lesson planning challenging for teachers. A clearer and simpler structure within each unit would be beneficial for both teacher and student. Providing example conversations and consolidating information for role-plays would simplify tasks and enhance student understanding.

Business Result textbooks suffer from an excessive amount of material per unit and a lack of fluidity between sections. Reducing gap-fill exercises or setting them as homework and introducing lesson structure flexibility would enhance the overall learning experience. While the textbook attempts to integrate case-studies into its course, a more task-based approach with practical business scenarios, like presentations and role-plays, could be more engaging for pre-work learners. Willis (1996) has proposed the use of tasks as the focus in language classrooms. Task-based lessons have been shown to increase students' motivation and can result in improvements in their language ability (Ruso, 1999). Maintaining students' motivation in tertiary level education can create a more positive learning experience within the classroom.

The *Talking Point* sections at the end of each unit, intended for group discussions and task-based activities, are often underutilized due to time constraints. Dedication of entire lessons to these sections, as demonstrated when designing last year's syllabus, proved more rewarding for both teachers and students. The *Practice Files* at the back of the student's book (related to units 1-15) are useful for homework and self-study, but students may benefit from listening exercises as well as gap-fill exercises.

The e-book includes audio and video for improved listening and comprehension skills. The option to slow down audio playback is particularly helpful considering the increasing use of world Englishes in the workplace. The *Business Result* series is robust with teacher resources like downloadable worksheets, progress tests, class audio, and video. The 2nd edition introduces photocopiable materials emphasizing business communication, language at work, and working with words, offering additional communicative practice for students.

The majority of students were satisfied with the textbook's balanced coverage of language skills (listening, speaking, reading, and writing) and found its exercises beneficial for improving business English. Most would recommend the textbook to future students. Positive feedback included praise for the design, easy-to-understand pictures, appealing layout and practical English content. Suggestions for improvement included adding a word list at the end of each unit, creating a smartphone app, incorporating QR codes for listening file access and including more speaking activities.

In conclusion, *Business Result Pre-Intermediate (2nd Edition)* is a valuable resource for teachers aiming to improve their students' business English skills. It offers practical communication skills relevant to the workplace, though it could benefit from some structural improvements and more focus on presentations and body language.

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Recently Received

Julie Kimura & Derek Keever

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Books for Students (reviews published in *TLT*)

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

! Bake sale—Kamata, S. Gemma Open Door for Literacy, 2022. [Laura Murata is a professor and a single mother. Kazu, the father of her daughter's friend, is also raising his son on his own. Laura and Kazu meet at a holiday bake sale and plan to go out for dinner on Christmas Eve. The Open Door Series comprises graded readers written for those who struggle to read. A lesson plan is available on the publisher's website.]

! Essential writing 1: From sentence to paragraph—Kenney, J. Kinseido, 2023. [This introductory writing textbook for beginner- and pre-intermediate-level learners covers the rules and elements of sentence structure and emphasizes aspects that Japanese learners of English find challenging. Aimed towards those with a TOEIC L & R score of 400-500.]

Globalisation and its effects on team-teaching—Fujimoto-Adamson, N. Cambridge Scholars Publishing, 2020. [The author reveals the connections among global issues, policymaking, and local practices as they relate to team-teaching in English language classes in the Japanese junior high school context. Examining this particular context provides the reader with valuable insights as well as a model of research methodology into team-teaching in wider contexts—a greatly under-researched subdiscipline.]

** Integrity*—Takeuchi, I. (Series supervisor) Kinseido, 2023. [The series consists of three books that are suitable for beginners in the TOEIC 300–400 range, intermediate learners in the 400–500, and advanced learners in the 500–600 range. Because online videos have become an integral part of university students' lives, the series makes use of video to increase student interest in global topics and events. The use of authentic videos integrates and enhances the four skills. Videos are available to watch online, and audio tracks are available for download.]

! New frontiers—Hong, T., Powell, G., Koe, T., & Scafaru, M. Compass Publishing, 2020. [This six-level course helps teenage students learn about English in the 21st century. Aimed towards those with a CEFR of A1-B2.]

! On point (2nd ed.)—Anderson, P., Foster, L., Robinson, S., & Hong, T. Compass Publishing, 2022. [This new edition includes new and updated readings on current topics. Students can participate in engaging activities to build specific reading and thinking skills and develop writing skills with the guided writing tasks related to each topic. In addition, discussion activities help students form and support their opinions. Online materials include audio files as well as other resources.]

! Promoting reflection on language learning: Lessons from a university setting—Curry, N., Lyon, P., & Mynard, J. (Eds.). Multilingual Matters, 2023. [This book was written by academics working at a university in Japan to present an overview of their efforts to promote learner reflection within their institution. The authors also provide practical tools and activities for teachers to become better equipped to facilitate student success and satisfaction.]

! Re-envisioning EFL education in Asia—Muller, T., Adamson, J., Herder, S., & Brown, P. S., (Eds.). iTDi, 2023. [The authors re-envision EFL teaching and learning through chapters that address contemporary 21st-century issues in which Asia comes into its own as a center of language teaching pedagogy and research. Both teachers and researchers will learn how to re-envision language teaching in their own contexts.]

! SGDs × discussion—Yoshihara, R., Hayashi, C., Itoi, E., Iwamoto, N., & Morrell, A. Kinseido, 2022. [Students learn about a wide range of world issues through reading passages and then discuss SGDs as ways to deal with them. Self-study audio download is available.]

Talking point—Harris, J., & Leeming, P. Abax, 2021. [This two-book series takes a task-based approach to making presentations. Units focus on academic talks given by a variety of English speakers. Students have access to the publisher's learning management system, which includes video and audio listening activities, as well as voice recognition.]

What is language?—Kane-Hinohara, E. Perceptia Press, 2023. [What is Language? follows a CLIL approach. Each of the 15 units is scaffolded for learners, with a progression from lower- to higher-order thinking skills. There is a mix of communicative focus-on-form tasks through explicit teaching of the academic word list and academic language skills. Productive tasks include pair work in scaffolded discussions and individual presentations. Audio tracks are available for download.]

** World adventures / On board for more world adventures*—Berlin., S., & Kobayashi, M. Kinseido, 2021. [These two coursebooks each contain 15 chapters featuring video segments shot in 15 countries. The text provides students with interesting scenes relating to various people and cultures around the world. Audio tracks are available for download.]

[JALT PRAXIS] TEACHING ASSISTANCE

David McMurray

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

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In this issue of Teaching Assistance, we follow-up the progress made by an international student who graduated from Akita International University's Graduate School of Global Communication and Language. Due to the COVID pandemic she took all her classes off-campus and learned how to teach and completed her practicum training entirely online. Her essay details the trials and tribulations of conducting face-to-face classes for the first time as a lecturer employed at a university in Japan. She concludes by sharing her new goals for next semester along with a strategic plan of how to improve her teaching approach based on what she learned in her first academic year of teaching.

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My First Class as a Lecturer: What Went Well and What did not

I ting Tsai
Kanda University of International Studies, Chiba Prefecture

Working in higher education has always been my goal, and I am more than grateful to have the opportunity to work in an English language institute at a university here in Japan. Even though the journey has just begun, I would like to share what worked and did not work during my first classes in April of 2023. I began teaching as a lecturer of the *Writing* and *Media English* courses.

I teach four classes of sophomores, with each class consisting of around 20 students. It is noteworthy that these two courses have distinct pedagogical approaches: *Writing*, with a more teacher-centered orientation, and *Media English*, employing a student-centered paradigm. This essay will delve into the general aspects that worked and did not work in those courses.

Figure 1

The Author Teaching Her First Class of Media English

Things That Worked Well

One remarkable success was the amount of English that students used during class time. Building an English-speaking classroom is a step-by-step process, acknowledging that students recognize the importance of English in various aspects but may lack determination, perseverance, or clear goals. My role included guiding them to better understand why they needed to speak in English during class. In other words, I provided them with a purpose to use English. I encouraged them to speak as much English as they could, suggesting that their English fluency would improve with practice. One effective approach was to encourage students to envision the individuals they aspire to emulate or the proficiency level they aim to achieve in English by graduation.

Another successful aspect was the student-teacher relationship. Cultivating positive connections with students is a key element that can impact their future academic achievements (Cook et al., 2018). The willingness of students to actively seek assistance with writing, both during and after class, was higher than I anticipated. One-on-one consultations, having a total of three times per semester in each writing class proved indispensable. These sessions provided a valuable opportunity for face-to-face, positive, and helpful feedback, enhancing communicative effectiveness between students and the teacher. In particular, students who received positive feedback tended to be more focused on following lessons and were more willing to participate in discussions.

Things That did not Work Well

In the beginning, getting ready for the courses was hard, but it got better as time passed. Because I had trouble knowing where to begin and whether my preparations were enough, I often worried that I was missing something important and causing problems during the lesson. The first few weeks were chaotic and stressful. Thankfully, a senior colleague helped me with technical matters and assisted me with useful teaching-related materials, which made things a lot easier. Even though it improved, sometimes I still had to work on course preparation at home after my regular work hours.

Instruction was also sometimes challenging. Several students tended to ask their peers about the task after my explanation, which occasionally made me wonder whether my instructions lacked clarity or if they were not paying attention. However, teachers who observed one of my lessons pointed out that my instructions could have been clearer and suggested that I provide more scaffolded activities and demonstrations if possible. Merely providing oral examples proved insufficient; visual aids, such as writing on the board or creating a slideshow, were necessary for clear explanations (see Figure 1). Despite repeated activities, certain instructions could not be omitted, and modifications might have been needed to accommodate the different levels of the students.

How I Plan to Improve My Teaching Style in the Next Academic Year

Reflecting on this past academic year, I have come up with several goals to improve my teaching approach for the incoming academic year. Engaging silent or unmotivated students during discussions or group work remains a challenge in my teaching experience. Despite my efforts, I have found that relying only on verbal encouragement does not produce the intended or desired outcomes. In my first year, I did not see much improvement among some students who failed to engage in classroom activities. Therefore, I will try to improve the situation by giving each student a role by assigning a leader in each group, which could be either in a rotation form or not. Moreover, I will group students according to their motivation to speak in English. For example,

active learners will be grouped with other active learners and passive learners with other passive learners. Therefore, I must still constantly find alternative methods to foster involvement among the low-engaged students. To enhance the process of encouraging future cohorts to come up with their own reasons for speaking English in class, I plan to distribute journals next year for students to track their English-speaking progression throughout the year, aiming to have a sense of accomplishment by the end of the semester. Modifying materials and giving instructions in different ways to suit students' levels is also one of the main things I have been working on throughout the year so far, and I will continue doing it next semester until a balance is reached. Even though there are still many aspects of teaching to explore, maintaining a reflective teaching diary will be my future way of keeping track of my progress and refining effective teaching methods. According to Hale et al. (2018), "conversation analysis can serve as a powerful tool for teacher reflective practice" (p. 70). Therefore, analysis of my verbal conversations and non-verbal conduct during social interactions might be one way that I will keep track of my development as a teacher. I might also look for help by seeking insights from experienced teachers, exploring innovative teaching techniques, and most importantly, reflecting on the approach and strategies I am actively employing to tackle this ongoing challenge.

Conclusion

The aforementioned points in this essay were significant episodes that happened during my first year of full-time teaching in a university. After reflecting upon my first year of teaching I admit that there are still many things to learn through interacting with my students and colleagues. Moreover, teaching encompasses various factors, from pedagogy to classroom management, to assessment, which is a never-ending journey. Teaching is an art, and I am committed to continually evolving as an artist in this field.

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[JALT PRAXIS] WRITERS' WORKSHOP


Jerry Talandis Jr. & Kinsella Valies

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

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How to Get a Textbook Project Off the Ground: Part 1

George M Jacobs, Steven Lim, & Jesse Reidak

Writing a book is a massive undertaking, with so many pages to fill, and tens of thousands of words that need to be written, and then rewritten, multiple times. How can you generate the necessary effort and create a work that will make you feel proud? Over the next three Writer's Workshop columns, we will cover this topic in a three-part series to provide advice on (1) steps for conceptualizing your project; (2) how to tackle some of the unique challenges involved in the writing process; and (3) how to perform editing in an efficient and productive manner.

In early 2023, I (George) was a member of a group of seven people who published a free online book entitled *Cooperative Learning and the Sustainable Development Goals* (Lim et al., 2023). We were a diverse group, with three of us from Japan, two from Singapore, two from China, and one from Malaysia. As you probably guessed, given that the book is freely available online, the authors receive no royalties. Our book, which can be download-

ed free of charge (https://payhip.com/b/obOwr), was inspired by a previous one on a similar theme (Maley & Peachey, 2017). Cooperative learning (CL), sometimes also called collaborative learning, is a teaching methodology in which students spend part of their class time interacting with peers. In our book, we showcase CL as a key method for involving students and teachers in promoting the United Nations' *Sustainable Development Goals* (SDGs). The SDGs gained widespread recognition following their launch in 2015. The 17 goals seek to improve the lot of humans, such as providing everyone with enough food, while at the same time protecting the environment.

Our book was a challenging collaborative writing experience. The structure consists of seven sections that cover numerous aspects of the SDGs, CL teaching theory, and practical classroom activities. We struggled at times but ultimately learned a lot from our experience, which we would like to share with you. So, in this series of columns, we will provide suggestions and guidance to those of you who have been considering a book project, drawing on our experiences working on our recent CL publication. I will be writing part one, so these tips will be in my voice. In this first article, I'll cover three basic tips for all materials developers: (1) identify your passions; (2) seek and use models; and (3) look for collaborators.

Identify Your Passions

Even if many people join you on a project, it will very likely take you longer than you expect. One reason projects take so long is that we seldom have the luxury of big grants that would allow us to focus solely on them. Most often, there is no funding at all, no de-loading from our normal workload. Thus, book projects are often done as labors of love, on top of our regular jobs. It was like this with our project. Fortunately, I am passionate about how CL and the SDGs overlap, and from the early days of my career, I have gravitated towards communicative language teaching. I wanted students to be active learners, a goal which CL facilitates perfectly. What really ignited my passion and told me that CL and the SDGs were a match made in heaven was that the central principle of CL, positive interdependence, lies at the heart of understanding why working toward the SDGs is an act of cooperation, not of charity. This realization fueled my involvement in our project.

So, what are you passionate about? Without clearly identifying what interests you, it will be very difficult to sustain energy through the various challenges that arise during your book's creation process. Whatever topic you choose, you should feel something plucking at your heartstrings. Or, if you are not getting a hollow feeling in the pit of your stomach when you're not thinking about your project, at least you should be hopeful that such a feeling will develop over time.

Seek and Use Models

When initiating your project, another valuable tip is to draw inspiration and guidance from other books within your field and use them as models. On our project, we sought out models to help us explain CL and the SDGs, as well as lesson plan models for the book's final and most important section about practical classroom teaching activities. In our experience, the edited volume by Maley and Peachey (2017) helped us a lot. Likewise, for your project, aim to find another book that covers similar ground and study it closely, as you can learn a lot about what it does well and identify gaps your project can fill.

Models can be found in other places, such as teaching materials created by others or those you've developed yourself over the years. As you look over these materials, keep an eye out for anything you can utilize on your current project. For example, when examining materials I've made in collaboration with colleagues, I was able to clarify a couple of rules that we ended up using for how to present lesson activities in our book. The first rule was to write in terms of what students do, not what teachers tell students to do (e.g., "Students form groups of four. Each group selects one challenge to investigate"). The second was to link the classroom and the world beyond by encouraging students and teachers to use their language and other capabilities to make the world a better place. We followed these guidelines on our project, and it really helped make for a more effective book in the end. It's an example of the power of models for guiding and informing your project's overall approach and goals.

Look for Collaborators

Working with others can make the writing quicker, easier, and better. For me, perhaps I seek out people to work with because I am lazy or want to compensate for my various insufficiencies, such as not being very good with IT or being poorly organized. While those self-criticisms may have some validity, I would like to think that the positives, such as enjoying cooperation and seeking to grow the number of people doing similar work, are more powerful motivators.

Despite obvious advantages, working with others does come with some potential challenges. For example, what can you do about collaborators who do not do their fair share or those who are reliable yet lack the necessary skills? These are real problems that need to be addressed up front in any sort of group writing activity. Unfortunately, it's beyond the scope of this column to address these issues in depth. However, there is no shortage of literature on building teamwork skills. In the field of CL, for example, strategies such as how to disagree politely (Stephen, 2023) and spend time productively for team building (Mulvahill, 2023) are featured in many articles that are only a quick Google search away.

In short, what we learned on our project, which had seven authors working together in four different countries, was the value and importance of good communication. We were able to work through numerous issues by meeting regularly online. These meetings helped us support each other and enabled us to avoid any serious problems. Overall, I believe it's helpful to remember that more often than not, each team member brings much to the table. Members of your team will have different strengths and weaknesses, and through a collegial process, you can bring out the best in each other. Sometimes, people just need a chance to develop their skills, confidence, and a level of comfort with the team and the tasks. So, be patient as you work with others and aim to appreciate and value what they can do.

Final Thoughts

This short article has presented three tips from the experience of seven authors co-writing a book. If I were to boil down each into a single word, it would be *passion*, *models*, and *teamwork*. Based on our experience, these are three key ideas to keep in mind when beginning your own project. Once this groundwork has been laid, it is time to actually produce your book. So, in the following two columns of this series, Steven and Jesse will be sharing more tips on a collaborative approach to writing and editing a lengthy publication.

To conclude, publishing *Cooperative Learning and the Sustainable Development Goals* was the highlight of 2023 for me. We, the authors, hope that you will give our book at least a skim. We hope you will be inspired to use at least one of the lessons with your students and, maybe, develop one of your own. If, in future projects, you seek to work with others on a similar project, please consider us among your potential collaborators.

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Michael Phillips

Collaboration, in all its forms, is a cornerstone of JALT activities and the same goes for SIGs. JALT currently has 30 Special Interest Groups (SIGs) available for members to join. This column publishes an in-depth view of one SIG each issue, providing readers with a more complete picture of what these groups believe and do. Past SIG Focus *columns are available at* https://jalt-publications.org/tlt/departments/sig-news • Email: jaltpubs.tlt.sig.focus@jalt.org

Announcing a Renewed JALT Focus

I would like to take this opportunity to explain the changes being planned for the SIG Focus (SF) column starting with the next issue of *TLT*. In short, the column will broaden in scope and transition to become "JALT Focus" (JF).

Column History

Readers may recall the November 2022 issue of SF—the time when I assumed control of the column. In that article, one of the first SF editors, Robert Morel, explained how this column had begun in mid-2015. Initially, it was co-edited with Joël Laurier until he finished at the end of 2019, and then with Satchie Haga from the start of 2020.

Prior to the 2015 transition, astute long-term readers may recall the precursor column which was simply called SIG NEWS. That column provided SIG information, news, updates, and reports for many many years and was edited by (among others) Mary Hughes, James Hobbs, and James Essex before finally being managed by Jennie Roloff-Rothman. Jennie maintained the column until May 2015, when the general SIG overviews and news transitioned online, and the more specific and detailed SF articles began.

Current Status

Since then, the main remit of the column has been to publish "an in-depth view of one SIG each issue, providing readers with a more complete picture of what these groups believe and do." As explained during the 2022 handover, SF also began to highlight the increasing degree of collaboration between SIGs, the other parts of JALT, and outside organizations—a natural evolution from the COVID-19 period. Further, the series began to increasingly focus on various personal perspectives of SIG involvement and later issues aimed to develop readers' understanding of the collaborative efforts between diverse groups both internally and externally to JALT.

Over the past nine years, the number of SIGs available for members to join has grown from 26 to 32, with some folding and others emerging. Recent SF articles have covered the newest of these, and analysis shows that this column has now effectively run through the full list of actively formed SIGs. This is indeed a proud achievement, and even though *communication issues* led to one SIG not participating despite repeated attempts, the exclusive focus here on SIGs is now at a crossroads.

As I see it, there are two main questions to consider: Should the column continue in its existing format, retaining the same approach, and simply begin cycling though the current SIG list again, or is there now a chance for a reimagining and repositioning of the column? For me, a change is opportune, particularly as I mentioned back in my 2022 introduction, "The future of the column is therefore likely to incorporate a wider perspective on JALT's groups too".

Future Directions

The May/June *TLT* will therefore mark the beginning of a reimagined column simply called JALT Focus. Sad the SIG Focus column is ending? Fear not! As Jennie stated during her own handover, "Like a phoenix from the ashes of one column rises a new one!" This *new* column will give a more in-depth view of one chapter, SIG, or other JALT group each month, providing readers with a more complete picture of the different entities and goings-on within JALT.

Astute readers will no doubt be aware of the current JF content available on the main website (https://jalt-publications.org/tlt/departments/jalt-focus). For the time being, past SF columns will remain available at https://jalt-publications.org/tlt/departments/sig-news and the email for the column will remain as jaltpubs.tlt.sig.focus@jalt.org until the transition occurs. After that, links with a "jalt-focus" tag will become the main way to connect to the new column.

Please stay tuned for upcoming articles, particularly ones linked to the wider remit that JALT encompasses, providing readers with a more complete picture of what different groups are undertaking and achieving. JALT currently has 64 groups spread out across Japan. Many of these are active, holding regular events, both large and small. In addition to these "visible" groups, there are many other officers and committees that keep the organisation running smoothly from behind the scenes and it will be good to also hear from them as well.

JALT MEMBERSHIP INFORMATION

The Japan Association for Language Teaching (JALT)

- A professional organization formed in 1976
  - 1976年に設立された学術学会
- Working to improve language learning and teaching, particularly in a Japanese context
  -語学の学習と教育の向上を図ることを目的としています
- Almost 3,000 members in Japan and overseas
  - 国内外で約 3,000名の会員がいます

https://jalt.org

Annual International Conference

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

https://jalt.org/conference

JALT Publications

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

https://jalt-publications.org

JALT Community

Meetings and conferences sponsored by local chapters and special interest groups (SIGs) are held throughout Japan. Presentation and research areas include:

Bilingualism • CALL • College and university education • Cooperative learning • Gender awareness in language education • Global issues in language education • Japanese as a second language • Learner autonomy • Lifelong language learning • Materials development • Pragmatics, pronunciation, second language acquisition • Teaching children • Testing and evaluation

支部及び分野別研究部会による例会や研究会は日本各地で開催され、以下の分野での発表や研究報告が行われます。バイリンガリズム、CALL、大学外国語教育、共同学習、ジェンダーと語学学習、グローバル問題、日本語教育、自主的学習、語用論・発音・第二言語習得、児童語学教育、生涯語学教育、試験と評価、教材開発 等。

https://jalt.org/main/groups

JALT Partners

JALT cooperates with domestic and international partners, including (JALTは以下の国内外の学会と提携しています):

- AJET—The Association for Japan Exchange and Teaching
- IATEFL—International Association of Teachers of English as a Foreign Language
- JACET—The Japan Association of College English Teachers
- PAC—Pan-Asian Consortium of Language Teaching Societies
- TESOL—Teachers of English to Speakers of Other Languages

Membership Categories

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

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

https://jalt.org/main/membership

Information

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

JALT Central Office

Level 20, Marunouchi Trust Tower—Main,
1-8-3 Marunouchi, Chiyoda-ku, Tokyo 100-0005 JAPAN

JALT事務局：〒100-0005東京都千代田区丸の内1-8-3
丸の内トラストタワー本館20階

Tel: 03-5288-5443; jco@jalt.org

Joining JALT

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

https://jalt.org/joining.

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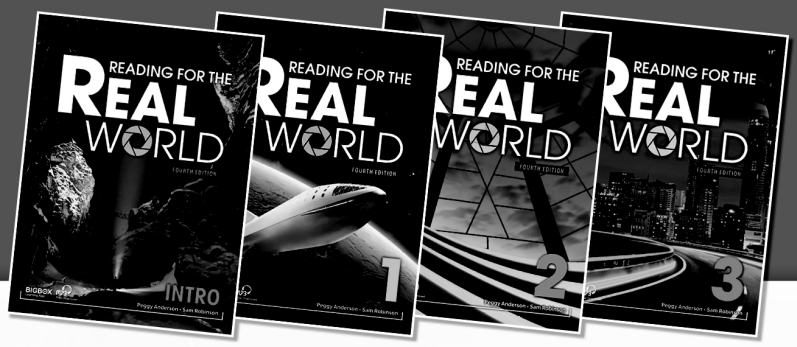

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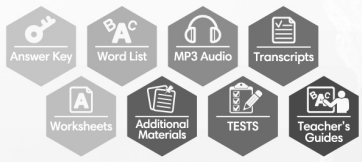

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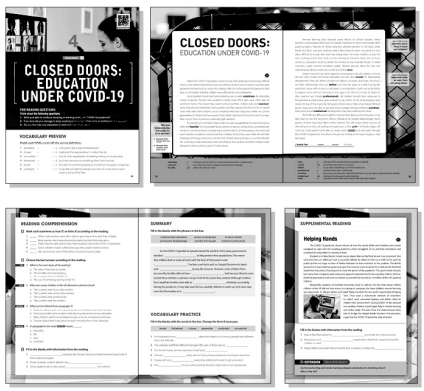

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The design of the series has been completely refreshed to engage students more thoroughly in the topics they are studying. This includes contemporary magazinestyle layouts with large, engaging imagery.

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JALT2024

Call for Presentations is open January 9 ~ March 10, 2024

- **Research-Oriented Presentations** (25 or 60 minutes, on Saturday, Nov 16 - Monday, Nov 18)
- **Practice-Oriented Workshops** (25 or 60 minutes, on Saturday, Nov 16 - Monday, Nov 18)
- **Poster Sessions** (90 minutes, on Saturday, Nov 16 - Monday, Nov 18)
- **Technology in Teaching (TnT)** and **Professional Development (PD) Workshops** (on Friday, Nov 15)
- **Featured Speaker Workshops** (on Saturday, Nov 16 and Sunday, Nov 17)

All sessions will be face to face, in-person sessions

JALT's 50th Annual Conference on Language Teaching and Learning

November 15-18, 2024

Shizuoka City

jalt.org/conference

Call for presentations open Jan. 9 - Mar. 10

jalt2024

JALTCALL 2024

The Impact of AI in Language Education

Headline Speakers:

- Takako Aikawa (MIT Director of Japanese Language Program), previously Microsoft Research Expert in Machine Translation

- Joel Tetreault (Datamnr AI professional and Computational Linguist) previously ETS, Grammarly, and Yahoo.

https://events.jalt.org/e/jaltcall2024

- When : May 17-18-19, 2024
- Where: Meijo University, Nagoya Dome-mae Campus

Task-Based Language Teaching in Asia 2024

The fifth biennial conference presented by the JALT TBL SIG

July 5th-7th, 2024
Meijo University, Nagoya, Japan

Jonathan Newton
Victoria University, NZ

John Norris
Educational Testing Service, Japan

Shoko Sasayama
Waseda University, Japan

CALL FOR PAPERS

The aim of this international event is to enable language educators and researchers from across Asia to share ideas and discuss various aspects relating to the theory and/or practice of TBLT in Asia. We also welcome those from further afield with an interest in TBLT. We invite submissions for paper (25 mins), workshop (40 mins), or poster sessions.

Due date for submission: **March 15, 2024** (See our website for details of the submission process)

Following peer review, presenters will be notified of acceptance by early April.

www.tblsig.org/conference