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Feature Article

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TLT Interviews

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In this month's issue . . .

Welcome to the July/August issue of *The Language Teacher*. We hope your semester is going smoothly.

This issue includes one Feature Article and one Readers' Forum piece. Our Feature Article is from **Joe Siegel**, **Masako Kumazawa**, **Damon Brewster**, and **Beyza Björkman Nylén**, who compare and contrast university students' experiences with English-medium instruction (EMI) in Japan and Sweden. Our Readers' Forum piece is from **Andrew McMahon**, **Benjamin Rentler**, and **Eri Yoshimura**, who provide details of a project attempting to bring international and domestic university students in Japan together through the use of social media.

This issue also includes two interviews: one with **Graham Crookes** by **Lachlan Jackson** and another with **Judy Noguchi** by **Michael Holsworth**. Please be sure to check out our many regular JALT Praxis columns as well.

Before closing, on behalf of the entire *TLT* team, I would like to take this opportunity to express our heartfelt gratitude to a number of our volunteers who have recently moved on: Casey Bean, David Marsh, Judith Ritter, Nick Roma, and Lauren Walker. We thank them for their invaluable assistance in assuring the quality of this publication. I also want to express appreciation to Heather Yoder, who will be stepping down as Column Editor of the My Share column, but is staying on to help us as a copyeditor.

Finally, 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*

*The Language Teacher*の7/8月号へようこそ。皆様の学期が順調であることを願っています。今号にはFeature Article１つとReaders' Forum １つが含まれています。Feature ArticleはJoe Siegel, Masako Kumazawa, Damon BrewsterおよびBeyza Björkman Nylénによるもので、日本とスウェーデンにおける大学生の英語ミ

Continued over

TLT Editors: Irina Kuznetcova & Brian Strong
TLT Japanese Language Editor: Mami Ueda

ディアム教授（EMI）に関しての経験を比較対照しています。Readers' Forumの記事はAndrew McMahon, Benjamin Rentlerと Eri Yoshimuraによるもので、ソーシャルメディアを通じて日本の大学の留学生と国内の学生を結びつけようとするプロジェクトの詳細を提供しています。

今号にはさらに、２つのインタビューも含まれています。Lachlan JacksonによるGraham Crookesへのインタビューと、もう１つはMichael HolsworthによるJudy Noguchiへのインタビューです。さらに連載されている多くのJALT Praxis コラムもご覧ください。

Forewordを締めくくる前に、この機会に我々*TLT*チームを代表して、最近退任したボランティアの皆さん、Casey Bean, David Marsh, Judith Ritter, Nick Romaならびに Lauren Walkerに心からお礼を申し上げます。このジャーナルの質を保つための彼らのたいへん貴重な援助に感謝します。また、My Share コラムの編集を退き、引き続き編集者としてとどまってくださるHeather Yoderにも感謝の意を表します。

最後に、いつものように、記事の著者、校閲者、編集者、校正者、翻訳者、およびその他多くの*TLT*に貢献してくださっているボランティアの皆様にお礼を申し上げます。彼らの計り知れない時間と力なしには、この刊行物は実現できません。最後に、すべての読者の皆様に、今号を楽しんでいただき、役立つものとなるよう願っています。

—*TLT*上級編集者 Paul Lyddon

The Japan Association for Language Teaching (JALT)

A nonprofit organization

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.

Contact

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Correction to Handley and Kelland (2024)

In the article "The Effect of Working Memory Capacity on Instructed Vocabulary Learning" by Caroline J. Handley and Michael Kelland (*The Language Teacher*, 2024, Vol. 48, No. 3, pp. 3–11. https://doi.org/10.37546/JALTTLT48.3-1), the third sentence of the **Teacher Intervention** subsection, on p. 5, neglected to mention that the vocabulary lesson being used in that study was an adaptation of one that had been used in a previously published work. The sentence should have read as follows: "The target vocabulary was taught in one 90-minute lesson, which included presentation and practice of the target words, and was adapted from a lesson plan used in a previous study by Kelland (2018)."

The **References** should then also have included the following:

Kelland, M. (2018). The effects of working memory capacity on L2 vocabulary recall and production. The MindBrainEd Journal, 1, 47–57.

The online version of this article has been corrected: https://doi.org/10.37546/JALTTLT48.3-1

Correction to Bury (2024)

In the article "Reflections on a Retrospective PhD-by-Publication Journey" by James Bury (*The Language Teacher*, 2024, Vol. 48, No. 3, pp. 13–20. https://doi.org/10.37546/JALTTLT48.3-2), the **Appendix** (mistakenly referred to as "Appendix 1" in the third paragraph of the **Process** section, on p. 18) was inadvertently omitted. The missing appendix can be found in the online version of this article.

The online version of this article has also been corrected to refer to the appendix simply as "Appendix": https://doi.org/10.37546/JALTTLT48.3-2

Similarities and Differences Between EMI Students' Experiences in Japan and Sweden

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This paper examines student experiences of English Medium Instruction (EMI) in two distinct geographic and sociolinguistic contexts: Japan and Sweden. Interviews with 24 EMI students in both countries were conducted to better understand how sociolinguistic factors within each environment may impact student learning. These factors included the role of English in the surrounding society, national-level policies, second language English proficiency level, and views on the use of English in the EMI classroom. Student voices from both contexts articulated similar as well as divergent experiences. Despite clear socio-educational distinctions, students in both contexts had similar emotional responses and observations during their EMI experiences. However, they displayed different purposes for enrolling in EMI programs and distinctive attitudes toward the use of their first language. They also provided insights into EMI's role in relation to broader internationalization efforts. On the basis of the interview analysis, the paper closes with a discussion of EMI implementation in Japan in terms of insights from a Swedish-based model at micro and macro levels.

本論では、日本とスウェーデンという地理的、社会言語的に異なるコンテクストにおいて、非英語圏での英語による専門科目（EMI）を学生がどのように経験しているのかを比較し検証する。24名の大学生へのインタビューを実施し、それぞれの環境における社会言語学的要因が学習にどのような影響を与えるかを調査した。これらの要因には、社会における英語の役割、国家レベルの政策、第二言語である英語の習熟度、EMI授業内での英語使用に対する見解などが含まれていた。両方のコンテクストからの学生の声には類似した経験だけでなく、異なる経験もはっきりと表れていた。社会教育上の明確な違いがあるにも関わらず、両国の学生のEMIに対する感情的な反応や受け取り方には共通点が見られた。一方、EMIプログラムで学ぶ目的やEMIにおける母語の使用に対する見解には相違がみられた。またEMIがより広い意味での国際化への取り組みに果たす役割についての意見も得られた。さらに、インタビューデータの分析に基づき、ミクロ（授業）およびマクロ（政策）レベルにおいて、スウェーデンのEMIのモデルから、日本におけるEMIの実施にどのような示唆が得られるのかを論ずる。

https://doi.org/10.37546/JALTTLT48.4-1

As evidenced by recent publications describing policies and practices in various countries on multiple continents (e.g., Dearden, 2014; Lasagabaster & Doiz, 2021), English Medium Instruction (EMI) takes place in many geographic areas. EMI is commonly understood to be the use of English to teach academic content (apart from English itself) in places where the majority population's first language (L1) is not English (e.g., Galloway, 2021). Because language plays an indispensable role in the delivery and learning of content, educational developments such as transitioning from instruction in a national language to EMI take significant time and effort. This paper focuses on such transitions that are and have been taking place in Japan and Sweden.

According to Kennedy (2013), curricular and educational change comprises multiple layers, from large-scale national policies decreed by centralized authorities to more decentralized individual and emic models in which individuals (e.g., students and teachers) strive to progress in specific classroom contexts. Similarly, Markee (2013) highlighted the multitude of contextual layers (e.g., cultural, administrative, institutional, and classroom) through which changes must pass to be effective. EMI is no exception, and with a sudden insertion of English into university education, its effects in national contexts are likely to be seen at these multiple levels, in areas ranging from broad national policies to materials selection and assessment to classroom teaching and student learning.

Many previous studies on EMI have been situated in their respective national contexts (e.g., Aizawa & Rose, 2019; Kumazawa & Brewster, 2021), yet few have attempted to examine EMI from a cross-contextual perspective. This type of examination can yield benefits not only for the respective national contexts and particular institutions involved but also for the fields of education and applied linguistics, which endeavor to document, describe, inform, and improve what Kuteeva (2020) calls an "expanding phenomenon" (p. 287). Some published works include multiple chapters and case studies describing certain EMI contexts in a somewhat isolated fashion (e.g., Dafouz & Smit, 2020, 2023; Lasagabaster & Doiz, 2021). While these works provide glimpses into the various states and receptions of EMI around the world, their findings are rarely integrated into comparative efforts to determine similarities and distinctions in EMI implementation.

As EMI continues its maturation at higher education institutions (HEIs) in Japan, comparisons with other contexts can help serve as barometers for understanding its development and examining its policies, institutions, programs, teacher perspectives, and student experiences. As Aizawa and Rose (2019) observed, EMI in the Japanese context "marks a significant departure from earlier forms of EMI in Europe" (p. 1141), and research explorations beyond single, isolated locations can be valuable to the global EMI community. For the purpose of our comparison, we choose Sweden because of its markedly different sociolinguistic context, educational culture, and EMI implementation.

Even though both countries have prioritized university instruction in English, the two start from very different foundations, and key differences in socio-educational factors make Japan and Sweden interesting national contexts to consider. The former has a largely homogeneous population (e.g., Ruegg, 2021), while the latter is more multicultural. Whereas Japanese universities may provide English for Academic Purposes (EAP) preparation courses and/or "sheltered EMI" courses to support students in learning through English (e.g., Ruegg, 2021), students in Sweden are largely expected to study in English with no explicit support. Furthermore, Japanese universities may use EMI to bolster numbers of international students and diversify the student population, often for financial reasons, a move which Hino (2017) calls "a lingering social problem" (p. 117). To aid in recruiting students and to expand internationalization, the Japanese government allocates special funding (e.g., Top Global University Project); however, Swedish universities do not have such explicit, publicly funded initiatives. In addition, Japan and Sweden are very disparate in terms of nationwide second language (L2) English proficiency: Japan is listed as "low" (#87/113) and Sweden "very high" (#6/113) by Education First's 2023 English Proficiency Index (Education First, n.d.). Given these socio-educational differences, we aim to examine how students operating within EMI programs set in these national contexts view their EMI experiences.

This paper adopts a comparative perspective between the Japanese and Swedish EMI contexts in order to consider whether the challenges of transitioning from instruction in a national language to English are similar and whether any relevant strategies used in Sweden would be appropriate for EMI in Japan. According to Aizawa and Rose (2019), Japan exhibits gaps between EMI policy and practice; however, whether such gaps exist in other contexts and how they might compare has yet to be explored. Furthermore, Ruegg (2021) points out the challenges Japanese EMI students face and gives suggestions for future growth in the field. Such growth can be informed by experiences from actors in other EMI contexts. Ruegg also mentions potential variables among EMI students in different international contexts, including educational background, admissions requirements, intentions for enrolling in EMI, and the effort required to study content in a second language. However, the views students have on these topics have not been examined from a cross-contextual perspective, let alone through student experiences in countries with such distinct socio-educational circumstances.

Contextual Background

In the Swedish context specifically and in Europe more generally, there is a long and established history of EMI in higher education, starting with the Bologna Declaration of 1999, which prioritized staff and student mobility within Europe and led English to become the de facto lingua franca on the continent. The widespread use of English in higher education throughout Europe has facilitated student and faculty exchange. In Sweden, EMI is relatively well established in higher education, as is evidenced by the growing use of English in teaching and on course reading lists. Malmström and Pecorari (2022) found that around two thirds of the more than 1,700 courses they surveyed assigned at least some reading in English and that certain majors (e.g., engineering and technology) required no reading in Swedish.

Students in Sweden begin formal English courses as early as primary school, and a passing grade (equivalent to CEFR B2) is required in the final obligatory English class in upper secondary school, a fact which demonstrates that English as an L2 is now well established in Swedish education (see, e.g., Björkman, 2014; Hult, 2012). In 2009, in response to the growing influence of English, the Swedish government passed the "Swedish Language Act" to protect, promote, and maintain the Swedish language (Björkman, 2014). Because English-related expectations already exist in Swedish higher education, the notion of attracting domestic students with EMI (Hashimoto, 2018; Kumazawa & Brewster, 2021) is less relevant in Sweden than it is in Japan. Many students in Sweden may enter university with at least some expectation of learning via English at some point.

In Japan, implementation of EMI in university courses may be regarded as a more recent phenomenon. It was initially started in the 2000s, under the Japanese government's national investment initiatives to selected universities. As of 2020, over 40% of 795 universities in Japan offered EMI courses, and 86 departments in 43 universities had fully English-taught programs (ETPs) (Ministry of Education, Culture, Sports, Science and Technology–Japan [MEXT], 2023). EMI in Japan was promoted initially as a part of the national policies to further globalization of the economy and education (Bradford & Brown, 2018; Hashimoto, 2018; Rose & McKinley, 2018). Since 2008, in accordance with the initial statement in the Global 30, which aimed to increase the number of international students to 300,000, the Japanese government has encouraged the spread of EMI courses to internationalize university campuses by providing governmental grants exclusively to selected universities. The push for internationalization has now gone beyond these "top" universities to other "non-selected" universities, for which securing target student enrollment numbers is pressing matter as Japan's university-age population is rapidly decreasing. These universities use EMI as a dual marketing strategy, whereby they use the brand image of an international university to attract international students with limited Japanese language proficiency as well as domestic students (Hashimoto, 2018).

Research Method

Research Goals

The ways in which EMI has been initiated and implemented can be viewed from different perspectives. Among them are comparisons of EMI policies and experiences of students in programs that those policies are meant to guide. The purpose of this paper is to address these two levels of inquiry, namely the formal policies and the individual student experience, by comparing the relatively young EMI environment of Japan with that of Sweden through the lens of the following research question: How are student perspectives of EMI in Japan and Sweden similar and distinct? The answer to this question, we believe, will yield insights for better EMI implementation in Japan.

After consultation with university research offices and reference to regulations at the Swedish university, ethical approval was not deemed relevant to the study. All participants signed consent forms prior to the interviews. The researchers in Japan obtained permission from the research ethics committee of one of the two universities where data was collected and followed the ethical guidelines throughout the research.

Participants

A convenience sample totaling 24 students participated in the study (see Table 1). In the Japanese context, students from two different HEIs were invited to participate (n = 13), one being a "selected university," with the governmental grant to promote EMI (n = 2), and the other being a "non-selected" university (n = 11). The former was a mid-sized private urban university, the latter a smaller, private suburban institution. In the Swedish context, all interviewed students attended the same large public urban institution (n = 11). Table 1 outlines the details of the student participants.

Table 1

Participants

	Japan	Sweden
Number of subjects	13	11
Gender	7 female / 6 male	10 female / 1 male
Self-reported L1	12 Japanese; 1 Chinese	Swedish (6); Italian (3); Persian (1); Russian (1)
Selection	From previous classes taught by the researchers	Open call; subjects previously unknown to researchers
Compensation	1000 JPY payment	100 SEK e-gift card (worth around 1000 JPY)

Two important distinctions between the two participant groups were L1 and cultural background. While nearly all the Japanese participants had Japanese as their L1 and had been raised in Japan (with two exceptions: one international student and one returnee student), the students in Sweden had a variety of L1s (see Table 1) and had spent varying amounts of time living in Sweden and within the Swedish school system. The researchers believe that the selection of these students largely represents the EMI student populations in both research contexts (cf. Bardel et al., 2023; Ruegg, 2021), as immigration numbers are higher in Sweden than Japan, thereby leading to a more culturally diverse and multilingual society.

It is also importatnt to note a major difference in the participants' prior L2 English education. In some Japanese EMI programs, like those in which our participants studied, a period of pre-EMI study at university focuses on language proficiency so that students achieve a CEFR B1/B2 level in English. In Sweden, this benchmark is expected upon graduation from upper secondary school (i.e., high school). As such, first-year students at Swedish universities may enter EMI without any special linguistic support.

Data Collection and Analysis

In order to address the stated research question and acknowledge the individual perceptions, attitudes, and experiences of a small number of participants, a qualitative approach was used. When examining the interview transcripts, open-coding (see Straus & Corbin, 1998) and thematic qualitative text analysis (see Kuckartz, 2014) were used. All participants were interviewed using a set of questions that were independently created to suit the interests of the researchers in Japan and those in Sweden (see Appendix).

During collaborative meetings (both on Zoom and in person), the researchers built awareness of both distinct and mutual areas of interest. This collaboration meant that several of the questions used in interviews in both contexts overlapped to allow for comparisons of the two EMI contexts. These questions covered areas including language background, general impressions of EMI, comparisons between learning in L1 and in English, preparedness for EMI, and teacher support. However, in each context, some context-specific questions were also asked; for example, one research objective for the Japanese members of the research team focused on university advertising in relation to EMI (see Kumazawa & Brewster, 2021), a topic less relevant to the Swedish researchers. The Swedish team was interested in student perceptions of online EMI in comparison to EMI in person (see Siegel, 2023), a topic not covered in the Japanese interviews.

Participants were given a choice regarding the interview language (either L2 English or L1 Japanese / L1 Swedish, respectively). In addition, some Swedish participants joined group interviews to facilitate scheduling. Interviews were held and recorded via Zoom and were later transcribed. Researchers in each context then examined the transcripts for relevant themes, drawing on procedures for thematic qualitative text analysis outlined by Kuckartz (2014). These themes were then gathered, presented, and discussed in joint data analysis sessions involving researchers from both contexts. Table 2 provides a summary overview of themes that emerged from this data collection and analysis.

Table 2
Data Collection Summary

Details of interviews	Japan	Sweden
Interview style and language	11 individual interviews in Japanese; 2 individual interviews in Japanese and English	3 group interviews in English; 2 individual interviews in English; 2 individual interviews in Swedish
Data	625 minutes of transcribed audio	315 minutes of transcribed audio

Results

The point of asking similar questions about EMI to both participant groups was to provide a genuine comparison of the emerging issues in both contexts. These expressions should be viewed with various contextual concessions in mind; for example, the general emphasis placed on English in schools and in society at large is often greater in Sweden than in Japan; the general English proficiency level of students entering university is lower in Japan than in Sweden; and EMI student groups in Sweden are more likely to be multicultural and multilingual than are those in Japanese universities. These claims are certainly not absolutes but are relevant factors when interpreting the findings from this cross-contextual study.

Similar Themes

Based on the interview findings, some similar themes emerged from both participant groups, mostly related to student emotions. Students in both Japan and Sweden reported feelings of nervousness, particularly at the initial stages of EMI courses. For example, a student in Japan reported her initial shock at the challenge of EMI, saying, "At first, I was very enthusiastic and wanted to do my best, but when I actually took the class....there was a gap between my ideal and the reality...and I felt I was being driven by anxiety" (translated from Japanese). The "reality" in this quote apparently refers to the situation in which her current English proficiency did not meet the high expectations required in that EMI class, and for her, the gap was so overwhelming that it changed her initial enthusiasm into anxiety. Likewise, one student in Sweden noted that "it is always a little scary to study a subject at university level in a language you have not mastered 100%" (translated from Swedish) (see Siegel, 2023, for additional examples and discussion), underscoring the high-stakes nature of higher education, presumably in comparison to compulsory schooling, where more teacher support and lower L2 English expectations may be present.

Despite initial nervousness and trepidation, however, students in both contexts also reported feelings of motivation, pride, and accomplishment. It seems many were able to overcome initial feelings of intimidation by learning content via L2 English. They likely developed strategies and took advantage of various support systems (e.g., institutional support, such as writing centers; socio-affective support systems, like classmates; and independent strategies, including the use of translation software or allocation of additional time to processing and reviewing EMI course material). As noted by Kumazawa and Brewster (2021), students in such situations often "demonstrate some sense of resilience in the highly challenging [EMI] environment" (p. 35).

These similar findings related to student emotions demonstrated consistency in relation to initial feelings of hesitation and anxiety. This finding is interesting because students in Sweden are often confident in their general English skills and have attained (at least according to Ministry of Education steering documents) a CEFR level of B2 or higher before entering university. At the same time, Swedish universities do not offer "bridge" courses or much support for those studying in L2 English. The assumption is that students entering Swedish universities have already acquired the requisite English abilities to learn and succeed in EMI, although recent studies highlight struggles that Swedish university students have with, for example, academic English reading (e.g., Eriksson, 2023). In particular, students with an L1 other than Swedish often struggle the most. Most Japanese students, by contrast, may enter such courses with less exposure to English (in both general and academic terms) and possibly less confidence and proficiency. Thus, nervous feelings on their part would seem quite logical. This data comparison, however, suggests that regardless of proficiency, initial experiences in EMI may still cause anxiety. Instructors on such courses may wish to factor these emotions into early planning and delivery of material as well as into expectations placed on students. They could also emphasize the need for resilience and point out success strategies in EMI.

Distinctions

Our analysis also revealed several distinctions between the two participant groups, some of which were not unexpected. One major difference was the view expressed by Japanese participants that their purposes for enrolling in EMI programs were twofold: L2 English development and content knowledge learning. This perspective positions the Japanese participants as "language learners" alongside their intention to learn the subject matter. In contrast, the Swedish group already viewed themselves as English "users," and while they mentioned some implicit improvements in English proficiency, especially in academic genres, their main collective intention was to learn the content. These findings show a second major distinction: how EMI students in these different contexts view themselves.

The student groups also had varying perspectives on using L1 in EMI courses. These distinct views are likely partly related to the more homogeneous nature of EMI in Japan, where student groups most often have a common L1, whereas university groups in Sweden frequently comprise members with different L1s and perhaps even varying proficiency in Swedish. While an EMI teacher in Japan may have the option of translanguaging to benefit content learning, teachers in Sweden may need to adhere to English as the only shared language. Some in the Japanese student group preferred "total EMI," where the class uses English only and L1 use is seen as detrimental to the language development aspect of the course. Others appreciated the use of L1 for specific purposes, such as to avoid miscommunication and to provide further depth to the content of their discussion. This observation calls for more research and support of the issue of teachers' English proficiency (cf., e.g., Galloway & Ruegg, 2022). In contrast, the Swedish participants expressed more tolerance for multilingual language use, including L1 Swedish where appropriate, to facilitate and solidify content learning. In other words, they prioritized content learning and did not focus on English language learning opportunities in the way that the Japanese participants did.

Another notable difference between the groups was in the perceived benefit of EMI and connections to international experiences. In Japan, some universities promote their EMI programs and courses as opportunities for domestic students to learn together and interact with international students. According to Japanese students' views, this ideal situation highlighting internationalization via EMI did not always come to fruition, often because of discrepancies in English ability and/or low recruitment of foreign-born students to Japanese universities. In Sweden, the international, multilingual nature of student groups was often praised by interviewees, who highlighted the democratic and accessible nature of EMI in Sweden. They noted that because of shared English proficiency, students and teachers from various L1 backgrounds and cultures could meet, interact, and learn in diverse classrooms.

Discussion

This comparison of student experiences in distinct EMI contexts illustrates the effects of centralized EMI initiatives and the efforts of individual institutions and departments to implement those mandates. Given the range of national and institutional contexts in which EMI takes place, implementational variation, flexibility, and adaptation will always be necessary. In other words, no single EMI model will work in all contexts. At the same time, cross-contextual investigations like this one can help augment the collective knowledge base about EMI and expand the range of strategies and support for its implementation.

Despite the aforementioned contextual differences between Japan and Sweden (e.g., general L2 proficiency level, the role of English in society), student interviews revealed some similarities. Interestingly, these shared perspectives were typically related to student emotions. As described earlier, students in both groups expressed some initial reservations about EMI. Dewaele et al. (2018) found that high levels of foreign language classroom anxiety negatively affected attitudes toward the foreign language, which in turn would likely affect learning through that language. Findings in our study indicated that learners with limited proficiency or confidence in their language of learning experienced anxiety, at least early on. This finding suggests that instructors on such courses should, from the start, factor learner anxiety into their planning, teaching, and learner expectations. Teachers may, for example, consider ensuring that the first lessons cover only “low-stakes” material; that students have a chance to become accustomed to their voice and teaching style; and that pair work is included at times so that students can support each other. A second similarity concerned another emotion: motivation. Students from both groups emphasized that taking EMI courses was an enticement and challenge in the positive sense. This finding suggests that EMI provides developmental and autonomous opportunities that may be distinct from circumstances involving courses taught in the L1.

One key difference between these groups was the participants’ reasons for enrolling in EMI and their related goals. The study participants in Japan seemed to view EMI as a twofold benefit, where they not only gain content knowledge but also develop their English skills. The participants in Sweden, however, seldom mentioned language-development objectives; instead, the main focus for these students was the content. These distinct viewpoints likely reflect two broad purposes for EMI worldwide: one that explicitly acknowledges L2 development *and* content and another that emphasizes content *through* an L2 (cf. Galloway, 2021; Richards & Pun, 2022). Which of these viewpoints is adopted may depend largely on students’ entry-level L2 proficiency, pre-university L2 training, and teachers’ L2 abilities (e.g., Ruegg, 2021). (This ongoing joint research project will next focus on teacher views in the two contexts). At a national policy level, it could also be argued that these perspectives reflect the socio-economic agenda of these two countries, which affected their language policies related to EMI. Japanese students, in particular, seemed to believe that attaining higher English proficiency through EMI would provide them with better employment opportunities, consistent with the government’s intention to use EMI as a tool for achieving economic globalization (Bradford & Brown, 2018; Hashimoto, 2018; Rose & McKinley, 2018).

In light of the aforementioned differences between the Japanese and Swedish contexts, we might ask whether Japan should rather seek to develop its own unique EMI model or whether it could adopt certain aspects of the Swedish model. The study and implementation of EMI should take into account the sociolinguistic realities of the geographical context. Some important parameters to consider are the general level of learner language proficiency, methods of language instruction in earlier education, and the typological distance between English and the local language.

On a micro level, given the universal nature of the qualities required for a good EMI teacher (e.g., sufficient English language proficiency, the ability to account for varying student English proficiency, planning appropriately for EMI), classroom teaching techniques should be to some degree transferable. The classroom experience and tips for effective learning can be shared and learnt by both sides, although in the exchange of teaching ideas, the difference in the general English proficiency in these two contexts must also be considered (Ruegg, 2021).

On a macro level, we might say that Japan should seek an EMI model different to that of Sweden, at least in the short term, because of the fundamental socio-educational differences between these two countries. First, our study corroborated previous findings that an important agenda of EMI for Japanese students is to raise their English proficiency for enhanced employability. In terms of the internationalization of university campuses, the two Japanese university EMI courses included in this study were far less internationalized and multicultural than their Swedish counterpart. These differences suggest that Japan still needs to work on some basic premises for EMI, such as ensuring students' preparedness in terms of proficiency and literacy in English, further diversifying the student body and faculty to make English a true academic lingua franca, and filling the gaps between the promise made (Bradford, 2023) and the reality of EMI. In light of Japan's slow rate of change in its educational culture and practice, this development will probably take a long time and require a much more honest approach and concerted efforts, such as early-years and secondary education language teaching and smaller, more focused programs in HEIs, mirroring the smaller numbers who need/could benefit from EMI.

Nevertheless, the findings from the Swedish example still presents a number of issues that the government and HEIs in Japan should prepare to address in their long-term EMI design. Although most objections to EMI in Japanese HEIs at the moment may focus on the learning deficit for linguistically unprepared students or the unpreparedness of many teachers in these classes (see, e.g., Bradford et al., 2022; Ruegg, 2021), there may eventually come a point where issues such as those felt in Sweden—namely encroachment of English on more and more teaching domains and becoming a perceived threat to the national language—become more apparent. Ideally, these issues should be taken into consideration as the government and HEIs in Japan design their long-term plans.

As EMI is highly context specific in nature (Dafouz & Smit, 2020), the comparison between Japan and Sweden not only sheds light on issues in each context but also contributes to a more shared ontology of EMI as a global phenomenon. In the future, additional EMI research involving contextual comparisons with countries with similar socio-educational contexts vis-à-vis EMI and those with greater distinctions, such as those presented in this paper, will help inform evolving EMI implementation. If future research purposefully integrates experiences, practices, and observations from various EMI contexts, we can begin to establish conditions related to EMI universally and ones that are context specific.

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Appendix

The following are English versions of the interview questions used in Japan and Sweden, respectively.

Interview items used in the Japanese context

Background

- Tell us about yourself as an English learner/user.
- Why do you study English? What is your goal?
- How do you study and use English?

Recent EMI experience

- How many EMI classes have you taken so far?
- What is your general impression of EMI classes?
- How would you describe the classes?
- How would you describe your experiences?
- What parts of the classes have been (most) challenging for you?
- What parts of the classes have been most valuable for you?
- What advantages do you think EMI classes have in general compared with content classes offered in your first language?
- What disadvantages do you think EMI classes may have in general compared with content classes offered in your first language?

Interview items used in the Swedish context

Background

- Would you prefer the interview in Swedish or English?
- How many languages do you speak?
- What do you consider your strongest language? Swedish, English or other?
- How would you describe your English proficiency level?
- Have you had previous schooling in English?
- How much experience have you had studying with EMI?
- What subject(s) have you studied through EMI?
- What were your reasons for enrolling in an EMI program?
- Did you have choice to study the subject in your L1?
- In Sweden, which English courses did you take in upper secondary school? (English 5, 6 and/or 7?)

Recent EMI experience

- What is your general impression of EMI classes?
- What is your general impression of EMI course literature?
- How does learning a subject in EMI compare to learning that subject in your first language? (hypothetical/ideological responses are okay)
- How would you describe the classes/your experience in EMI?
- How would you describe your comfort level in EMI lectures (i.e., more teacher-fronted sessions)?
- How would you describe your comfort level in EMI classes/seminars (i.e., more interactive sessions where students actively contribute)?
- How would you describe your comfort level with course literature in English?
- Do you supplement EMI course literature with books, articles or other resources in another language?

- Do you think your English ability has changed during your EMI studies? [which skills?]

In person / Online

- Could you comment on EMI online compared to in person?
- Do you prefer one to the other? Why?
- Does the mode of instruction (in-person or online) affect your comprehension of the course content?
- What amount of content do you understand in EMI lectures (online / in person)? (prompt, if necessary with: all, most, some, a little, none)
- Does the mode of instruction (in-person or online) affect your examinations and grades?

Teachers

- Could you comment on the support you get from teachers in-person EMI?
- Is there anything you'd like your teachers to do to support your learning in in-person EMI?
- Could you comment on the support you get from teachers in online EMI?
- Is there anything you'd like your teachers to do to support your learning in online EMI?

Preparation

- Do you feel you were prepared to study in these EMI classes? In what ways?
- Do you wish you had prepared or had been prepared differently?

Intercultural Interactions in Higher Education: Challenges, Innovations, and Lessons Learned in a Japanese Context

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As many students at international universities in Japan find it difficult to make friends outside of their own linguistic groups, this paper discusses a project involving two linked initiatives with different approaches to using social media to encourage connections between international and domestic students. It describes the impetus behind the project, the rationales for each of the two approaches, the methods that each used, and their results. Although it was beyond the scope of this project to determine whether it led to any improvement in connections, several positive outcomes emerged. These included student validation of the need for such interventions, the creation of engaging content, and valuable insights into the effectiveness of different strategies for conducting such a project. The paper concludes with practical suggestions for future efforts to foster connections between international and domestic students.

日本の国際大学で学ぶ学生の多くは、自身の言語コミュニティの外で友人を作ることが困難であると感じている。本稿は、留学生と国内学生のつながりを深めるために、ソーシャルメディアを活用して行った2つの取り組みについて報告する。主に、プロジェクトの背景、各アプローチの理論的根拠、それぞれの試みで用いた方法と結果について述べる。プロジェクトにより学生間のつながりが促進されたかどうかについては今後検証が必要だが、いくつかの肯定的な結果が得られた。これらの結果には、学生がこのようなプロジェクトによる介入の必要性を認識していること、魅力的なコンテンツを構築すること、プロジェクトを推進するにあたり異なる手法が効果的であろうという重要な洞察が含まれている。最後に、留学生と国内学生のつながりを今後促進させていくための実践的な方法を提案する。

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Readers who have studied a foreign language abroad can likely identify with one of the following two experiences: Either they fully immersed themselves in the foreign language environment, or they shied away from that daunting challenge and largely stuck to socializing with others from their own first language group. Working at an international university in Japan, we see both types of learners among our international students. Some throw themselves into activities where they will interact with others from different linguistic backgrounds, using English and/or Japanese as a lingua franca supplemented by their other linguistic resources; others mostly cook, hang out, and chat with those who share a mother tongue. The same is true of some Japanese students. Many find that the cosmopolitan friendships they dreamed of are tantalizingly just out of reach.

These observations raise important questions about the factors influencing international and domestic students' cultural orientations and the challenges these students face in integrating when they reach the university campus. Taniguchi, Takai, and Skowronski (2022) explored these dynamics through semi-structured interviews with 41 international students from China, the UK, and the US who were enrolled in large public universities in Tokyo and Nagoya for at least one semester. They identified two major categories of cultural contact orientations: intercultural contact orientation (assimilation to the host culture) and intracultural contact orientation (separation from the host culture). Their findings indicated that international students often struggled to balance their desire to integrate into Japanese culture with their need to maintain ties to their home culture, a challenge amplified by host nationals' perception of these students as "foreigners." Similarly, Rose-Redwood and Rose-Redwood's (2018) study of international students in the United States highlighted the potential for both formal university programs and informal social interactions to facilitate longer lasting international connections. They suggested that universities have the power to support meaningful cross-cultural interaction; however, active commitment from both international and domestic students is required for such initiatives to be effective. Together, these studies demonstrate that crafting genuine intercultural connections in Japan's academic settings demands intentional strategies and adaptability from both students and institutions alike.

In light of these challenges, the Japanese government's initiatives—most notably the Top Global University Project and the Global 30 Project—aim to transform Japanese higher education into a more internationalized endeavor. However, Hofmeyr's (2021) study of such formal programs raises concerns about the actual efficacy of such formal programs. Despite the intent of these initiatives, Hofmeyr found that authentic intercultural interactions and the development of intercultural competence among students are not as common as one would hope. This insight raises the question of whether these structured efforts are sufficient or whether the solution lies in fostering more organic, student-led interactions outside the academic environment.

This ongoing challenge is not unique to Japan. Volet and Ang (1998) highlighted the educational advantages of intercultural contact and have advocated for the role of multicultural campuses in promoting intercultural understanding. However, subsequent research by Summers and Volet (2008) and by Geeraert et al. (2014) indicates that students often retreat to their cultural comfort zones, a phenomenon observed in educational institutions worldwide, from Australia to the UK and Belgium.

It was against this background that we set out to test ways of bringing domestic and international students together. Comprising two English-language lecturers and one Japanese-language lecturer, our team launched a project called Campus Connections, which we began by surveying students about their experiences. For context, the student body is a near 50-50 split between "English-basis" students, who take the majority of their classes in English, and "Japanese-basis" students, who take the majority of their classes in Japanese. This status is determined by language proficiency testing at admission, and almost all students take language classes in their weaker language. Of the students who responded to our bilingual online survey (N = 568), there were more Japanese-dominant respondents (58.6%) than English-dominant ones (41.4%), but both groups were well represented. The survey included 22 items (see Appendix for a link to a duplicate of the survey), with a mix of open-ended and multiple-choice questions (mostly on a four-point Likert scale, from 1 = strongly agree to 4 = strongly disagree). It also made use of branching. In other words, the question items respondents saw varied according to their responses to earlier items.

Our survey found that despite their awareness of the many mixing opportunities already available to them—survey respondents were presented with a list of 10 university-related organizations and asked which ones they were aware of, and seven of the 10 options were selected by 98 or more of them—students desired more ways to meet their linguistic counterparts (e.g., 97% agreed or strongly agreed with the statement "I would like to have more opportunities to meet people from other countries and cultures"). They also reported wanting the university to provide these opportunities (e.g., 92% answered "yes" to the question "Would you like [institution name] to provide more opportunities for you to meet people from other countries and cultures?"). Additionally, from five response options to the question "Which of the following online activities for meeting people from other countries and cultures would you be interested in taking part in? Choose as many options as you like."), the preferred means of making connections was via social media ("Social media group—a social media app moderated by [institution name] faculty and TAs to connect students with similar interests and to promote language and cultural exchange"). This finding was unsurprising as, because of COVID-related travel restrictions, many students at that time were attending virtual lessons from their hometowns and home countries. In response to the question item "Most events nowadays are organized online or via social media. Would you be interested in joining a social media group for connecting domestic and international [institution name] students?," 53% responded "yes" and a further 31% responded "maybe." Recognizing a clear demand for a platform that encourages social media interaction among students, we decided to set such an initiative in motion.

The First Iteration

The first iteration of the project was carried out in the 2021 academic year, when most teaching was being conducted remotely. Our idea was to create bilingual social media groups that would only be open to students at our university. The first challenge was to select a suitable social media platform. One might think that finding a platform catering to our needs would be straightforward. However, the reality was different. Although most university students already possess social media accounts, the platforms that are most common among students in Japan, such as Instagram and Line, lacked the features we needed. Restricting group memberships based on institutional affiliations posed a particular challenge. (Although Line has a feature for limiting access to public groups, that feature is not available on phones purchased outside of Japan.) One of the project team members explored various lesser known apps and even corresponded with several app developers. Ultimately, we selected an American app called LoopChat, tailored for university students. This platform mandated an institutional email address for account creation to ensure that access was limited to valid university-affiliated individuals, thus creating a more secure environment for effective communication.

Next, we chose the top six areas of interest that students taking our survey had said they would like to talk to new friends about: music, future goals, sports, movies, on-campus/local city events, and travel. To encourage engagement in and prevent abuse of our chat groups, we used Faculty Initiative Program funds to hire three bilingual chatroom moderators from among our more senior students—one for every two chatrooms. We trained our student moderators (two domestic students and one international student) and launched the Campus Connections chatrooms with a university-wide digital publicity campaign. Furthermore, as an activity to deepen the understanding of communication through social media, we invited a speaker from the UK's Open University to provide students and staff with an online workshop on proper emoji use.

At first, all went well. Students joined the chatrooms with an apparent mix of Japanese-dominant and English-dominant students. The moderators often welcomed new members individually in both languages, invited them to introduce themselves, and initiated new exchange threads. Although there were no major differences in the way domestic and international students formed connections, the majority of students seemed to write in both languages or to write some content in the language that was easier for them. Some rooms were quite lively. However, this initial burst of activity did not last more than a few weeks, and soon the chatrooms became very quiet.

Follow-up interviews with the moderators suggested some reasons as to why chatroom use declined as it did. First, adapting to new platforms while maintaining the essence of authentic interactions proved more challenging than anticipated. Second, the fact that students had to use an unfamiliar app also likely caused some to lose interest.

Moreover, an unforeseen challenge that greatly impacted our initiative was a drastic redesign of the app interface. An update transformed it from a straightforward messaging and photo sharing platform to something resembling a dating app, which understandably might have deterred our student participants. While the developers eventually reversed these changes, our users had largely abandoned the app by then. Clearly, the original vision of our project, at least in its digital form, had been compromised.

However, the Campus Connections team remained resilient. As the new academic year brought students back to the physical campus, we revised our strategy. Our renewed objective was to integrate face-to-face interactions, effectively blending virtual exchanges with tangible encounters.

Campus Connections Redux

For the second iteration, which took place in the 2022 academic year, when most students were back on campus, we decided to use social media to encourage students to attend events where they could meet new people. We again hired students—this time as social media managers—and collaborated with them and used their skills to create a plan with two components. After discussions with the university's student office, we realized that students were lacking a unified digital platform for information about upcoming events, so the first component was a social media feed to let students know what was going on at the university and in its host city. Guided by feedback from our TA moderators from the first iteration and recognizing its popularity among students, we selected Instagram as our feed's platform. The social media managers collected information about upcoming events from contacts at the city hall and from various campus groups and organizations and then used their creative skills to re-post the information in eye-catching ways to an Instagram account, which was advertised around campus.

For some of the events, these posts also included links to temporary chatrooms where students could discuss their plans to attend the events and find others who were interested in going. This was the second component of the project. Although platforms like Instagram offer group capabilities, they lack the privacy and exclusivity features we required, so we decided on another platform that many students would already be familiar with: Discord, a platform known for its community-building tools and private chat capabilities. The idea was that students who were looking to meet new people—either to practice their language skills or to connect with individuals from different backgrounds—would discover selected events through the Instagram feed, join a temporary chat group to make plans to attend, and then connect with others at these events. We gave our social media managers specific roles based on their skills and interests and asked them to manage the day-to-day running of the project.

The project continued in this way for one semester. The social media managers reported back to our team and met with us as necessary. The more successful of the two components was the Instagram part, which attracted over 200 followers and an average of 52 account views per post. Users often liked the posts but rarely saved them, suggesting limited engagement. The initiative seemed to work well as a public service for students, but success for us meant getting students to make connections, which was where the Discord groups were supposed to help.

Although 100 students joined our Discord channel during its run, engagement with the groups was minimal, despite the best efforts of our "chat moderator" social media manager. As with the chat groups from the previous year's iteration, students seemed reluctant to post anything. Once again, it seemed that the critical mass needed to create active users had not been achieved. On the positive side, though, our student employees again had very valuable insights into why this had happened and had excellent ideas for how such a project could be more successful in the future.

Unfortunately, our team is not in a position to be able to commit to a third iteration of Campus Connections, but we would like to share what we learned from debriefing with our student employees here in the hope that someone somewhere else might be able to more fully succeed in bringing international and domestic students together through a similar initiative.

Suggestions for Similar Initiatives in the Future

Our social media managers still believed in the value of the project to the end. They could see the need to support students in getting together across language barriers. Thus, they felt that the following design changes might make the project more popular with students.

- Clearly communicate goals: Clearly communicate the primary goal of any initiative, whether for socializing, academic discussions, or event promotions, to help set students' expectations.
- Publicize events effectively: Rather than simply encouraging interaction in chat groups, it seems more effective to promote an event and use it as a stimulus to create interaction.
- Adapt to social media algorithms: Understand and optimize social media algorithms to ensure maximum visibility and engagement and potentially generate a higher frequency of posts or more interactive content.
- Engage with campus organizations: Collaborate with existing campus organizations or groups to tap into established networks and further the initiative's reach.
- Encourage active participation: Encourage student managers or representatives to attend events and activities to provide them with firsthand experience to later share and promote.
- Implement feedback mechanisms: Regularly collect feedback from participants to understand what is working well and where improvements can be made.
- Foster cultural exploration: Create environments or events where stepping out of one's cultural comfort zone is encouraged, but also ensure that support systems are in place for students who feel intimidated.
- Blend virtual and physical events: Even in conditions not requiring social distancing, consider a blend of virtual and physical events to cater to different comfort levels and logistical challenges.
- Provide cultural sensitivity training: Offer sessions or workshops on cultural sensitivity to both domestic and international students to make the mingling process smoother and more engaging for all parties.

By the nature of what we set out to do, it is very difficult to quantify how many students our interventions were able to help (e.g., how many students made online contacts, went to an event they would otherwise not have attended, or made new friends). We certainly feel that even small numbers of successes in these areas would make our efforts worthwhile, and we remain convinced by the feedback we received that there is still a need for similar projects to help students make that initial leap into socializing with students from outside their native language groups. As highlighted in recent studies from around the world, the persistence of "cultural comfort zones" further reinforces the need for projects like Campus Connections to encourage students to venture beyond their linguistic boundaries. With the insights we have gained from our two-year project, we hope that sharing our experiences here will inspire others to consider ways in which they, too, can encourage students to connect at their own institutions.

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Appendix

A duplicate of the survey instrument described in the paper can be viewed at the following link: https://forms.office.com/r/h45hjJPdvB

Note: Because the form uses branching, some items will not be immediately visible.

Andrew McMahon has been a language teacher for over 20 years. He spent much of his career teaching French and German at the secondary level in the UK before moving to Japan in 2015. His professional interests include English as a Global Language and teaching IELTS test preparation classes. He is an officer in JALT's Global Englishes SIG.

Benjamin Rentler is a senior lecturer at Ritsumeikan Asia Pacific University in Japan. With a background extending over a decade in the field of English instruction, he has taught in junior high schools and universities in the US and Japan. His current research interests are translanguaging, AI-integrated language learning, and vocabulary acquisition.

Eri Yoshimura has been a Japanese language teacher for 15 years and has taught Japanese in China, the United States, and Japan. She specializes in instructional design and is an e-learning expert. She is also involved in disaster prevention activities and promoting *yasashii nihongo* in the community.

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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.

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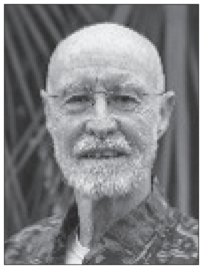
Welcome to the Summer 2024 edition of TLT Interviews! In this issue, we bring you two enlightening interviews: one with Dr. Graham Crookes from the University of Hawai'i at Mānoa, and another with Dr. Judy Noguchi from Mukogawa Women's University. To begin, we present Dr. Graham Crookes, Professor in the Department of Second Language Studies, University of Hawai'i' at Mānoa. His specialties include second language teaching methodology, the philosophy of teaching, and critical language pedagogy. Dr. Crookes has also conducted numerous workshops for teachers in countries including Columbia, Denmark, Korea, Kyrgyzstan, Singapore, and Vietnam. His extensive publications include: Values, Philosophies, and Beliefs in TESOL: Making a Statement *(2009);* Critical ELT in Action: Foundations, Promises, Praxis *(2013);* Starting Points in Critical Language Pedagogy *(2022); and* English for a Critical Mind: Language Pedagogy for Social Justice *(2023). He was interviewed by Dr. Lachlan Jackson, Professor in the College of Law, Ritsumeikan University, Kyoto. A former Japanese language teacher in the Australian high school system, Dr. Lachlan has taught English in Japan for more than 25 years. His work has appeared in such journals as* Asian Englishes, ELT Journal, Japan Journal of Multilingualism and Multiculturalism, *and the* Electronic Journal of Contemporary Japanese Studies. *His research interests include representations of language learning in Japanese media, and critical approaches to language teaching in the Japanese context. Without further ado, to our first interview!*

Exploring Critical Language Pedagogy: An Interview With Professor Graham Crookes

Lachlan Jackson

Ritsumeikan University

Dr. Lachlan Jackson: *Thank you very much for agreeing to this interview, Professor Crookes. I started engaging with your work when I began seeking alternatives to "more of the same" in my teaching practice. Your work has been highly influential in my development as a teacher, opening my eyes to a range of possibilities regarding what can be achieved when teachers are prepared to "let go." To start, what was it that drew you to critical language pedagogy? Could your initial forays into teaching be described as traditional? Or have you always taken a critical approach to your work?*



Dr. Graham Crookes: My initial teaching was indeed conventional; I taught high school, briefly in London, then in Malaysia, as I had been taught. I only moved away from conventional practices as I moved further into the ELT world, in Japan around 1980, catching up with early CLT (communicative language teaching). But at the same time, I had grown up in a decade and place (1970s London) when "free schools," such as the White Lion school, were in existence, in the news, controversial sometimes, but at least an established entity. Many other matters involving education and popular culture led one to believe that alternatives were entirely plausible and accessible. So, I was always aware of "radical pedagogy" even though I didn't know that was what it was called. That kind of pedagogy has sat next to critical pedagogy but tends to take a separatist social position—to disengage from mainstream society, withdrawn to the extent possible, to the safety of a like-minded community. I go back over this old ground in a book chapter which has the words "Radical Teaching" in the title (Crookes, 2009a).

It is worth spending time with radical pedagogy. Giroux uses the term in his early writings, because he was suggesting that it needed, at the beginning of the 1980s, a critical theory to go along with its practices. Remember, it is only after 1983 or so that what we now think of as critical pedagogy acquired that label because of Giroux's influence on Freire, who had been doing radical pedagogy for at least 20 years and more at that point (See Crookes, 2013).

For many, it was a debatable question whether it was worth trying to do radical pedagogy within state institutions. At that time, at least in the US, there were "alternative schools" using that name that were state-supported. They tended to be for what we would now call "at-risk" students—those who had caused so much trouble or were in so much trouble that regular high schools were allowed to send them away. And at such schools, clearly some alternative practices were engaged in. It was people like Giroux who resisted the implications of Bowles & Gintis (1976) and even Willis (1978), and was optimistic about what could be done. So, even though Freirean pedagogy starts in the adult education sector (a good place to try alternatives), it works its way into the public sector by way of the immigrant education programs in the US in the 1970s and then is taken up, a bit, in postsecondary education (e.g., Shor, 1980; 1992).

What drew me to critical pedagogy were the counter-examples I saw of radical academics who tried to keep their pedagogical orientations out of the public sector where they worked; and others who found ways to integrate their critical analysis of society into education. It became clear to me that the separation was undesirable. I had read a little in the area, but it wasn't until a student of Elsa Auerbach's, Al Lehner, showed up in our department around 1990 that I became convinced that values-driven academic research in our field could be integrated with a particular kind of committed second language teaching that would be usable in some (clearly not all) classrooms, rather than requiring a separate sphere of sociopolitical action to operate within. Even then it was very difficult for me to get into the regular classroom; I explored the ideas in a seminar in 1994 (reported on later in Crookes & Lehner, 1998) but put the matter to one side while I worked on values as a necessary preliminary concept (Crookes, 2009b; 2021).

Your work suggests that while CLP is more of an approach to teaching than a methodology per se, it is underpinned by some key principles. You flag several of these in Critical ELT in Action (2013). These include democratic classroom management and assessment, a critical orientation, the centrality of dialogue and problem-posing, and an "action-orientation" whereby students, ideally, work towards improving society in some way. Given that this book was published a decade ago, do these principles remain as relevant today? And if so, given the current state of the world, do any of them now strike you as particularly important?

So long as the current experiment in democracy continues, approaching those practices—I wouldn't call them principles—would be desirable. US readers may be intrigued to realize that the Founding Fathers thought it was an experiment and indeed one that might fail: Recent reports indicate that democracy is retreating rather than advancing, so such principles are even more desirable, but in shorter supply, everywhere.

When I began implementing some CLP principles into a university class I teach, my initial approach was cautious. I gently tried to transition from simply "teaching about social issues" to "critically exploring social issues with the students." The next time I taught it, I decided to be less conservative, increasingly "handing over" the course to them. Would you say that my gradual and increasing experimentation with CLP is typical of most critical pedagogues? And do you have any advice for TLT readers considering giving CLP a go?

Bravo, Lachlan. I am myself a continual beginner. Almost all of us are, as few, almost none of us have seen anything like a critical pedagogy in practice. In addition, what that entity looks like is and should be different in the many different circumstances we teach in. But at the same time, of course, praxis is the name of the game—that is, cycles of action, reflection, and re-theorization, as we move forward gradually in a particular location. I repeatedly write "baby steps." We can't and shouldn't dive in trying to do all aspects of a critical language pedagogy on our first attempt. But one hopes that a dedicated teacher will explore, gradually adding additional aspects (such as syllabus negotiation) to their teaching repertoire. They may also invent, or re-invent things they have read about to fit their specific circumstances or take advantage of particular local features. As for advice, well, in all three of my books that relate to this topic, I list various components of CLP. A reader should simply consider which of them seem least challenging to implement and just try that one. A long time ago, when Stephanie Vandrick had to consider this in print with regard to feminist language pedagogy, she said the first step was just to bring woman-oriented content into a class without changing anything else. So that idea could carry over. None of us should be ashamed of making a first step a fairly unchallenging one.

Graham, the C(L)P literature frequently makes mention of the importance of "codes." Could we say that "codes" are, essentially, pieces of "realia" that embody the discourses being problematized/investigated in the classroom? For example, in my "film" class, we are currently using the documentary, Food Inc., to think about some of the environmental, health, labour, and animal welfare issues associated with the production and consumption of food. I have had the students take photographs of packaging/wrapping of food in local supermarkets—milk and egg cartons, cheese and yogurt tubs, etcetera—and bring them to class. We have *been talking about how the imagery on such packaging of happy cows grazing in green pastures etc., is often at odds with the realities of how many animals in factory farms are treated. Am I correct in thinking that these labels, or photos of them, can be thought of as "codes?" Would you mind elaborating a little on the use of "codes" in the CLP classroom, perhaps with an example or two?*

Yes, very close. Instead of embody, I would say "evoke." Wallerstein (1983a, 1983b, 1983c) has careful detailed advice, and is almost the only source for L2 teachers, though I must mention an obscure but useful work by her early colleague, Moriarty (1985). Freire (1973) explains and provides actual illustrations in his crucial early book, Education for Critical Consciousness. Someone, perhaps it was Shor, refers to codes as projective devices. Rorschach blots are projective devices. Ambiguous material that allows matters to surface. So, codes should not really be one-sided or blatant. There are many actual examples in the Auerbach and Wallerstein books (Auerbach & Wallerstein 1987; Wallerstein & Auerbach, 2004). When I explored this in a recent teacher handbook (Cogo et al., 2023), I and my co-authors came to the view that looking for images online, we were unlikely to find a single image that would work—never mind the copyright issues—and were obliged to use pairs of images. Freire and I suspect Auerbach and Wallerstein had an artist draw specific images. Mind you, it's not just images. Actual or created dialogues are used. Realia is certainly one more example. Yes, your example of having students bring food packaging is close to Shor's example of actually bringing a meat patty, or burger—what he calls, I think, a piece of dead cow—to class to get people to really think, or by which to evoke. Yes, we can say discourses now, but we couldn't say that when Freire was first writing. A full-length documentary, I guess so, but apart from the amount of class time involved, I imagine that a documentary does in the end take a particular point of view and is not so ambiguous as a code. The very important thing about codes along with an inquiry perspective in your curriculum is that it prevents us from imposing our views on students. We may design a code and students, of course, can also do this work which we think will evoke or surface relevant material. But it would not be appropriate to stack the deck, even though we can eventually say what we think, conditions permitting.

Congratulations on your recently co-authored book with A. Abdenia (2022), Starting Points in Critical Language Pedagogy. I found it an accessible, practical, and ultimately, extremely helpful resource. In the introduction, I think, you explain your intention to speak directly to classroom practitioners who seldom have the time or opportunity to engage with the academic literature dealing with critical approaches to teaching. Could you tell us a little about how the book came about?

A key point was our felt need for a book in this area to start where regular teachers are and move forward from that, as opposed to expounding critical language pedagogy and hoping that teachers would come to us. Arman had established, to my surprise, the feasibility of at least some degree of a critical language pedagogy in his home base, the private language institutes of Iran. My response was also that a book of this kind had to have the voices of teachers in it if it were to be both plausible and respectful. So, we developed and ran, twice, a free online course in the area. Arman did the recruiting but word of mouth spread it just a little beyond his mainly Iranian EFL teachers, so there were others in there. And we told our course participants what we were doing, and they were happy to have their words in the book.

As a form of exploratory practice, CLP seems to require that we open students and ourselves up to new ways of looking at the world, of exposing ourselves to alternative perspectives, and so on. Some critical pedagogues have pointed out the need in this regard to "push students out of their comfort zones" and provoke them to think about things in ways that they previously hadn't. At the same time, others highlight the importance of creating classroom environments conducive to the exploration of sensitive topics such as safe spaces, trigger warnings etc. Of course, these are not mutually exclusive positions to hold, but do you have any specific thoughts on these two points relating to classroom tone? Do you have any advice for teachers regarding the fostering of classrooms in which complex, controversial, or even "taboo" topics can be broached in appropriate ways?

Yes. My first response is to say that I have seen too many accounts, some of which might have used the word *critical*, in which teachers unilaterally present students with controversial topics or content, where provoking or challenging is the aim. Whereas, even though we might not always get it right in practice, the examples—back to Auerbach and Wallerstein, and Shor—we have considered involved teachers who have become very familiar with a category of student, mostly those who are to some degree oppressed or not privileged, and know or maybe have done a critical needs analysis that allows them to be fairly certain what students' issues and problems are or were. Then we are again in problem-posing territory—the teacher poses the problem that emerges from the students, back to them, with some guidance on how it could be studied, perhaps with a view to taking action on it. I think such a move is not what is implied in the critical pedagogy literature I am familiar with. It comes from a different tradition. I have heard the phrase *teaching the conflicts*, or it comes from the English literature studies tradition, in which a professor selects one or more literary works—in this day and age, perhaps edgy, involving issues of race or gender—and teaches these books. Students sign up to take the class but it is the professor who is determining content. This is not an inquiry-based pedagogy.

That said, presumably there is a middle ground; if students have the option to take or not take a class, that is, it is, in some sense, an elective, then there can be some advertising of content or style ahead of time, such that those students who show up on day one are indicating a willingness, say, to engage with a certain category of topic. But with that in mind, the instructor must then put lots of time and resources into play, such that sensitive topics can be handled in accordance with negotiated forms of language for dialogue. Much preparatory work is going to be needed and lots of care. Gradual development of teacher expertise and instructional resources, over multiple offerings of a course, will be needed, and the building of good rapport and the deployment of culturally-informed professional judgment. That is an inexplicit answer, but it is consistent with my mantra "baby steps." I repeatedly warn, in print, that this kind of teaching is more difficult than the average.

Michael Ellis (2023) has recently noted that critical approaches to language teaching can rejuvenate teachers and prevent burnout. That has certainly been my experience. Is this something you have also noticed or had experience with regarding the in-service teachers you have worked with?

Ah, good. No, I hadn't picked up on that, exactly. I do say that if one has certain personal and professional values and cannot act out of them or manifest them, one will live an alienated life, which is indeed a recipe for burnout. At least if you have the opportunity to point in the direction you think is right, professionally, you will have some sense that the days are worthwhile.

In several of your writings you have noted that critical pedagogies are far from new—they have been around, in one form or another, for a very long time. With respect to Japan, however, CLP seems to me to remain relatively underutilized and misunderstood. Additionally, critical approaches do not seem to feature prominently, if at all, in many of the more well-known distance learning MA programs that many teachers in Japan undertake in order to begin teaching in the university system here. Firstly, do you agree with this assessment that CLP is not as understood and utilized by teachers "out there" as it could be? If so, why do you think this might be? And do you see this changing in the future?

Sure, certainly, of course CLP is not as understood and utilized as it could be, because it is by definition a marginal form of practice that runs against the grain of a modern consumerist society or a credential-oriented education system. I may use the word "values" to characterize its driving force, but a lot of ELT is in the private sector, in which a key value is caveat emptor. The objectivist, scientistic thrust of (perhaps past) SLA research doesn't help. Many MA programs are just too short and oriented to "just the facts" to get into the actual reason we are doing this. Plenty of international language teachers did not actually choose to get into language teaching, but drifted into it for non-education reasons, so it's hardly surprising they would not be interested in something like CLP even if they knew what it was. But back to the central point—no, it simply is not known. And if it has been heard of, in a general sense, it may well be thought of as impractical. So, it is my responsibility to continue to hold up the flag and say it exists, and also to explain how it can, in small measure, be done, under favorable conditions, step by step, a little at a time; and further, taking up your point earlier, it is probably a good thing. It is good for a teacher with democratic values to know that this exists, and the world will be a better place if more of us can do it, to whatever extent possible in the realities we live in.

One important feature of CLP is that it is action-orientated. When it comes to integrating the target language with real world action, I'm wondering if this isn't more difficult to do in EFL rather than ESL contexts. Wouldn't letter/petition writing, for example, be done in Japanese when trying to make changes to the local society in Japan? Doesn't action in the local context usually require students to operate in their L1? I was wondering if you had any thoughts on this.

I have thought a bit about it but haven't much concrete to offer. However, in supporting a Korean teacher in an early exploration of critical language pedagogy, she found that the Korean high school students she tried out ideas with liked the idea that they could use English to explain Korean practices to the wider world. Or consider how often one sees video of a protest in a country which is not primarily English-using, yet which has signs intended for the news cameras that are in English. I don't think that the action has to be in English, even if the English class was the one, often the only one, in which discussion was possible. I think this has not been explored in our tiny literature and would welcome any documentation of actual actions. The area of actions is one of the least explored and written-about in the literature of critical pedagogy.

I see, Graham, that you have written with Nicole Zeigler about the extent to which a CLP approach might inform task-based language teaching (TBLT)—and vice versa—(Crookes & Zeigler, 2021). Are there other frameworks in addition to TBLT that teachers might consider incorporating CLP practices with?

I guess any framework that is broadly communicative or committed to the idea that one can learn a second language through use, even if not only through use, will do. If you say, what about communicative language teaching, I would say fine. First I would say, does that still exist, I suppose, and then we just have to start saying we want Critical CLT. CLT is one step distant from TBLT in the sense that you still have to say, "What do you need or want to do with the language you are learning?" I suppose the CLT/notional-functional answer gets specified in exponents of critiquing, analyzing, explaining, protesting, and notions: race class, gender, democracy, exploitation, change, but the TBLT person will come back with, "OK, but what genres of discourse will you use to accomplish the tasks associated with those notions and functions."

Less resistantly, I suppose I could say that project-based learning would fit easily with a critical perspective—service learning, with adjustments. Suggest a learning-through-use perspective, and I would probably go for it. The more the merrier!

Professor Crookes, thank you very much for being so generous with your time and expertise. In closing, may I suggest that anyone interested in finding out more about CLP is well advised to check out Graham's recently published introductions to CLP listed in the references below.

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In our second interview, we feature a discussion between Dr. Judy Noguchi and Michael Holsworth. Professor Judy Noguchi is Professor Emerita of Kobe Gakuin University where she served as Dean of the Faculty *of Global Communication. Prior to that, she was Professor of English at Mukogawa Women's University, School of Pharmacy and Pharmaceutical Sciences. She has BA and BS degrees in chemistry from the University of Hawaii, an M.Ed. in TESOL from Temple University Japan and a PhD in Applied Linguistics from the University of Birmingham, UK. She was Vice-President of JACET from 2015 to 2017 and President of JACET Kansai Chapter from 2010 to 2015. Her research focuses on materials development and teaching in English for Specific Purposes (ESP). She has numerous publications on the topic and a recent one is a chapter entitled,* Genre-Based, Corpus-Supported Writing Courses for Science and Engineering Students at Japanese Universities *(Noguchi & Kunioshi, 2022). She was interviewed by Michael Holsworth, an Associate Professor at Kyoto Sangyo University. His current research interests focus on corpus linguistics and ESP. Now, for your reading pleasure…*

An Interview With Judy Noguchi

Michael Holsworth

Kyoto Sangyo University

Michael Holsworth: *I'd like to know a little more about yourself. Would you mind sharing how you got started with SLA research?*

Judy Noguchi: I got into English teaching through the back door. After graduating with BS and BA degrees in chemistry, I came to Japan and got married to a guy I had met when I was traveling in Japan. He waited for two years while I finished my degree. So here I was in Japan with practically no Japanese language ability which made it impossible to do anything with my chem degree. People would say, "Why don't you teach English?" But that was the last thing I wanted to do! However, someone said, "Would you teach English for chemistry to chem majors?" To that, I could not say no.

But at the time, there were no textbooks for such a job. And there wasn't even tried and true teaching methods. I did manage to find a textbook on basic English for science, but the grammar material was too easy for the students, and the listening exercises were too difficult.

So, I wrote to my mom and had her send me my old chem textbooks. I picked out basic contents such as a chapter on the organic double bonds, one on the principles of thin layer chromatography, and a lab manual section on the synthesis of aspirin. Those around me said, "Those kids can't even say 'hello, how are you?' in English. How are they going to handle that stuff?" Well, when I showed the materials to the class, they said, "Oh, yeah, we learned that last week in organic," or "we did that synthesis in lab." "So that's how you say that in English." I never turned back.

For those who are unfamiliar, could you briefly explain ESP?

ESP, English for specific purposes, is basically an academic discipline which combines teaching and applied linguistics concepts to help learners acquire practical language and communication skills for specific situations. ESP began over 50 years ago as a way of teaching nonnative English speakers the language of professionals but today can offer ideas and methods for teaching communications skills to native English speakers. This is because ESP has "no native speakers." Even if you are a native speaker of English, if you are not a physician, you probably would not be able to go into a medical conference and actively participate in the discussion. ESP requires a systemic literacy of the communication situation, or put another way, ESP requires a working knowledge of the language of a given discourse community.

What first drew your attention to ESP?

My first major was chemistry and after moving to Japan, I started doing the English editing of research paper manuscripts for Japanese scientists. I began to realize the importance of language skills in professional communication. When I entered the M.Ed. program at Temple University Japan, I did all of my assignments from an ESP viewpoint.

Prior to this, I had attended a week-long seminar at the University of Michigan on the teaching of English to engineering students. The guest lecturer was John Swales, who later wrote the seminal book that established the field—*Genre Analysis: English in Academic and Research Settings* (1990). At the time that I first met him, he was pondering on what was happening in the introduction sections of research papers. He was trying to identify the types of information that were being presented. When I heard him talk about it, my first impression, from a science background, was "Of course, that's what you need to write to introduce your research. That's how scientists think!" When his book came out and everyone raved about it, I realized that these thought processes needed to be made evident in order to be able to teach them.

You have an impressive list of publications? Is there one that stands out to you? Why?

My work on the science review article, which was the theme of my PhD dissertation. By the way, John Swales expressed a desire to be the external examiner for my viva voce (the oral defense examination in the British system). I was a bit overwhelmed but figured that if he approved it, what I was saying would not be too off course.

I have been following the state of the "review article" for the past thirty or so years. And have written chapters in books about the changing landscape of knowledge construction in the sciences. The communication systems now in place have changed everything and will continue to do so in the future. We need new ways to curate the information being produced in order to be able to separate the "wheat from the chaff" for the further construction of our knowledge systems.

What advice would you give to new researchers to the field of ESP?

While you do not need to be an expert in a specific disciplinary field, you do need to have a grasp of how the people in it think. Get real world experience outside of academia. You do not need medical training to teach physicians how to write up their research, but you should have an understanding of how medical scientists think about research.

You also should have a good grasp of how to analyze and operationalize the communication needs of your target learners.

Your plenary presentation at the JALT 2023 conference was very interesting. It provided the audience with a clear way to connect real world issues with practical applications in SLA and ESP. Is there a main take away message that you hope your audience got?

Learning is literally something that you need to do continuously until it is time to finally go, like Hokusai. I teach grad students in rehabilitation sciences. This means that I read the papers they are reading and writing. Everything points to the need to keep active, not only physically but mentally as well as socially (Lane et al., 2020).

You discussed the needed shift from propositional knowledge to procedural knowledge. Can you explain this briefly for the readers and provide advice on how one can make this shift?

Propositional knowledge is what you can get from books or ChatGPT. Procedural knowledge is how you can use the propositional knowledge to do something. In December, I attended a seminar on data science. Michiko Watanabe of Rissho University talked about the difference between the transmission model of learning, which is basically teaching propositional knowledge, and a constructive, collaborative, and cooperative learning model to be able to create value. It is this latter hands-on type of learning that motivates people to keep learning. She said that, for example, rather than have the students learn about Python and other math details first, tell them what they can do with the data that they can get from doing programming. Then they will want to learn how to get at the data.

The idea is not new. Confucius said, "I hear, and I forget. I see and I remember. I do and I understand." More recently, research is showing that multisensory learning seems to improve memory performance (Okray et al., 2023).

You stressed the importance of communication as the way to engage and address global issues, and how ESP can help us through a discourse community, genres, and corpus linguistics. Would you mind speaking a little more about these three components of ESP?

The discourse community is the audience you want to reach. I have my grad students talk about their PhD research as a 3MT presentation to learn how to adjust the level of their explanation to the audience (University of Queensland, n.d.). For this, they need to explain, in just three minutes, what they are trying to do and its value to the other students in the class who are all working on different projects. This is learning how to explain your work to those outside your field.

I also have them talk about their research as though it was going to be presented on TV news. As Albert Einstein said, "If you can't explain it simple, you don't understand it well enough." See the YouTube video by Levy (Wired, 2023) for experts explaining complex things at five different levels: to a child, a teenager, a college student, a grad student, and an expert in the same field.

Genres are simply the different types of texts that people use for communication. During the recent Noto Peninsula earthquake, the TV announcer kept shouting, "There is a tsunami coming. Get yourself to higher ground." No honorifics, which is unusual for Japanese TV. No other details. She kept repeating the message.

What message do you need to get across and what is the best way to do it? Specific formats arise to fit the communication needs. When John Swales was pondering on what was going on in research article introductions, I was thinking, of course, you must explain why the research needs to be done, what we already know about it, what we still don't know and what was done in the study being reported. That's how a scientist approaches a research project.

Corpus linguistics is the basis for examples of how language is actually used. If you need to write a research article on a specific topic, developing a dedicated corpus of articles in that specific area, can help you understand how things are expressed in that particular field. By the way, that's also how the generative AI models work, although they do not understand the content. They are simply working with large language model algorithms to predict the most commonly used patterns of expression.

An example of student feedback from a recent ESP class mine include the following:

The class underscored the importance of structured writing in academic papers. Previously, while I sensed an underlying structure in scholarly articles, my writing primarily focused on expressing my ideas smoothly. This course illuminated that each sentence in academic writing serves a specific purpose, following a move-by-move approach. Realizing this, I revisited various articles and observed a consistent pattern. This revelation has encouraged me to adopt a similar structured approach in my writing, which I believe will not only improve the organization of my papers, but also clarify my thoughts.

You discussed two very useful acronyms that the readers may not be familiar with. OCHA (observe, classify, hypothesize, apply) as a process to great good PAIL (purpose, audience, information, language features) text. Can you give an example of how readers could apply these?

If you were going to try to explain how to make *okonomiyaki* to someone who had never had it before, how would you do it? If you needed to send the recipe to someone in the US, you should observe recipes written in English, classify the different features (a list of ingredients and their amounts, followed by the command form verb structures for the directions), hypothesize about how you are going to present the information you want to share, and then apply what you have observed to prepare the recipe.

What do you observe? The purpose of the recipe and who your audience is. Let's say it's an aunt who lives in the countryside in Idaho. What kind of information would you need to provide? If she lives near a store that sells Asian foods, then she could probably get *katsuobushi* (bonito flakes) to top the okonomiyaki. But if there is no nearby place that she can get it, then you could offer possible alternatives, or try to explain what the katsuobushi can add to the dish. Of course, she might also be able to order it online. Finally, what language features would you use to describe the ingredients and process. You would need the proper verbs to talk about the cooking process. And they would be used in the command form in short sentences that are ordered in the chronological order in which each action should be performed.

Thank you so much for doing this interview today. Are there any last words of wisdom that you would like to share?

To be a good teacher, you yourself should be a good learner. Keep learning in order to keep teaching.

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Lorraine Kipling & Heather Yoder

We welcome submissions for the My Share column. Submissions should be up to 600 words describing a successful technique or lesson plan you have used that can be replicated by readers, and should conform to the My Share format (see the guidelines on our website below).

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

Dear readers, welcome back to My Share, where TLT *readers share their favorite classroom activities for you to use. In this issue, we have four activities focused on collaboration and communication for you to try with your students.*

First, John Guy Perrem gets students working together to talk about peace. Next, students can work together to create and describe a beautiful garden with Ivy Santiago C. Liwa's activity. After that, Nick Hallsworth uses a social media trend to play a werewolf game. Finally, Brandon Archer helps students do peer interviews, including creating questions and summarizing the results.

I have had a wonderful time for the past two years helping so many of you share your classroom activities. This is my final TLT *issue as My Share co-editor, but I'll be continuing to work with* TLT *in other capacities, and I do look forward to reading all the new activities you send in! My Share will always welcome contributions of useful and accessible activities from My Share veterans and newbies alike. Please email Lorraine with questions and submissions at jaltpubs.tlt.my.share@jalt.org.*

Wishing you all the best in the future,

—Heather

I'd like to thank Heather for all of her hard work during her time as co-editor of My Share. I'm looking forward to working with her as she explores new roles in TLT *and wish her all the very best ahead!*

—Lorraine

Exploring Peace Together

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Quick Guide

- Keywords: *Collaboration, dialogues, peace, team Pictionary, vocabulary*
- Learner English Level: *Intermediate and above*
- Learner maturity: *High School and above*
- Preparation time: *15 minutes*
- Activity time: *80 minutes*
- Materials: *Global Conflict Tracker, large paper sheets, markers, printed conversation starters, vocabulary cards, drawing materials, timer.*

Exploring the concept of peace is essential, as it fosters empathy and equips students with skills to work together. This lesson plan combines a *Collaborative Pictionary Challenge* and *Peaceful Pairs* discussion to help students explore the topic of peace. Students work in teams to visually represent peace-related vocabulary through collaborative drawing, and then use conversation prompts to engage in pair dialogues. This thought-provoking lesson helps students to develop communication skills and improve their vocabulary.

Preparation

Step 1: Prepare large paper sheets, markers, and drawing materials.

Step 2: Prepare one set of word cards per group with peace-related vocabulary (e.g., "diplomacy"). Each card should have one word/phrase (see Appendix).

Step 3: Prepare and print conversation starter sheets (1 per pair of students) using questions related to peace (see Appendix).

Procedure

Step 1: Introduce your students to the topic by eliciting examples of active conflicts around the world. You can also use a projector to display the Global Conflict Tracker (n.d.) map, which illustrates the widespread impact of conflicts. Emphasize the importance of peace in the context of global conflicts.

Step 2: Introduce the vocabulary on the board. Elicit meanings by pronouncing words and inviting volunteers to explain. Encourage students to add and write words.

Step 3: Divide the class into teams of 3-4 students each.

Step 4: Explain that students will do a *Collaborative Pictionary Challenge* and work together to draw some of the assigned peace-related words.

Step 5: Ensure each group has a set of word cards, a large sheet of paper, and drawing materials.

Step 6: Tell teams to randomly select vocabulary cards and give them 2-3 minutes to create drawings of the words/phrases. Remind them that they are working together.

Step 7: Then, invite teams to view the other teams' drawings and guess the correct word. Set a one-minute limit for guessing.

Step 8: Encourage teams to share their thought process with the class.

Step 9: Pair up students and distribute the conversation starters to each pair.

Step 10: Explain that they will engage in dialogues about peace using the conversation starters.

Step 11: Encourage the use of the target vocabulary.

Step 12: Tell students to take turns picking a conversation starter, read it aloud, and discuss the topic with their partner. Encourage them to try to use the target vocabulary, and ask follow up questions. Give 2 minutes for each discussion prompt.

Step 13: After two minutes of discussion, tell students to switch roles, with the other partner selecting a conversation starter and initiating a new dialogue.

Step 14: Monitor discussions and offer support as necessary.

Step 15: Once the students have discussed the questions, invite volunteers to share their answers.

Extension

For reading practice, students explore the Global Conflict Tracker (n.d.) to research specific conflicts. Insights can be shared in discussion groups to enhance their understanding. For reinforcement, ask students to use the target vocabulary in a piece of writing.

Conclusion

This lesson offers an engaging approach to teaching peace-related vocabulary and encourages students to consider the importance of peace. It builds collaborative skills through creativity and then transitions into pair dialogues for further practice. This fosters communication and listening skills.

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Appendix

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

The Best English Garden

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Quick Guide

» Keywords: *English macro skills, spring, collaborative learning*
» Learner English Level: *Advanced*
» Learner Maturity Level: *High School/University*
» Preparation Time: *5 minutes*
» Activity Time: *90 minutes*
» Materials: *Tablet computer, illustration boards or large pieces of paper, drawing materials, regular-size whiteboard, and Worksheet A (Appendix A), rating sheet (Appendix B), garden blueprint (Appendix C), and special award ribbons (Appendix D).*

Spring is a colorful season. Using it as a theme in teaching can scaffold learners' acquisition of English *macro skills*: listening, reading, speaking, writing, and viewing. This activity will expose students to collaborative learning that will enhance their communication skills by creating an English garden, writing a script, and making a presentation. Through balanced tasks revolving around the spring season, this lesson can be meaningful among learners.

Preparation

Step 1: Prepare Worksheet A (Appendix A) and a Rating Sheet to be used by the students (Appendix B).

Step 2: Sketch an English garden blueprint on illustration boards or large pieces of paper (Appendix C).

Step 3: Make special awards ribbons (Appendix D).

Step 4: Create a voting poll with a QR code. Enter all group names for students to vote for winners of special awards.

Procedure

Step 1: Begin the warm-up by asking students their favorite season. Let some volunteers explain their answers.

Step 2: To introduce vocabulary for the lesson, divide the class into groups of four. Each group should have access to a whiteboard. Let students use their iPad devices to search online for common spring plants and flowers. They should take screenshots, write the names on the whiteboard, and practice saying the names.

Step 3: Ask each group to share their plants and flowers with the class.

Step 4: Introduce the day's goal – "Today you will design a beautiful garden. Then, you will make a presentation about your garden."

Step 5: Pass out the English garden blueprints and drawing materials. Ask students to brainstorm which plants and flowers they want to include in their garden. They can reference the plants and flower names written in Step 2. After they finish brainstorming, they can draw and color their English garden. Give students about 15 minutes for this.

Step 6: Give students Worksheet A and tell them that they will now prepare a presentation about their garden. For 10 minutes, have each group work together to write a script and plan which part each of them will say.

Step 7: Explain that students will rate each other's speeches and go over the criteria on the Rating Sheet (Appendix B). Have students practice their presentations encouraging them to keep in mind voice modulation, facial expressions, and enthusiasm.

Step 8: Do the presentations, letting each group show and explain their English garden to the class. Ask the listeners to rate each group using the Rating Sheet. Take a video of each presentation.

Step 9: Show the QR code and let the students vote for one winner of the special awards using their iPad devices.

Step 10: Declare the winner for each category and award the prizes.

Step 11: If there is time, play the winning group's video. Elicit students' comments about the winner's good points.

Conclusion

Integrating spring season in an English lesson can be helpful in developing students' communication fluency. Likewise, students learn to evaluate group performances and outputs based on specific criteria. Since realistic and interrelated tasks are accomplished through teamwork, learning English can be a worthwhile experience among learners.

Appendices

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

He's a 10 But He's Always Late...

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Quick Guide

- Keywords: *Social media, quirks, habits, dating*
- Learner English level: *Beginners, pre-intermediate*
- Learner maturity: *High school, university*
- Preparation time: *15 minutes*
- Activity time: *40-50 minutes*
- Materials: *Board, worksheet, paper slips, photos*

This speaking activity is an adaptation of a game where people ask their friends to rate potential romantic partners and then explore how that rating would change if the person had a singular peculiar habit or quirk.

Preparation

Step 1: Print worksheet (Appendix A).

Step 2: Create paper slips. One fourth of them should say "werewolf" and three fourths should say "human." Fold the paper slips.

Step 2: Create unique and humorous examples aligned to student level to use in Step 2, such as, "She's a 10 but she only ever eats hotdogs"; "He's a 10 but he's always late."

Step 3: Scenarios 1 and 5 in the worksheet require visual input; either create a PowerPoint to show the pictures or print them (see Appendix B).

Procedure

Step 1: Tell students to imagine their ideal (future) partner. Ask a few students what that person would be like and write up some responses on the board. Possible responses could be: "kind," "funny," "cute," "Chunichi Dragon's fan," "looks like + [insert celebrity name]." Explain that the person they just imagined is their "10", on a scale of 1 to 10.

Step 2: Tell the students that their "10" showers only once a week, even in summer, and ask them what their new score would be. Students can answer orally, or you could have them write the new number down on A4 paper and hold it up on the count of three. Give other examples from those you created before class.

Step 3: Distribute the worksheet (Appendix A) and put the students into pairs. They should read the eight quirks in Part B and write what they think their partner's score will be for each.

Step 4: Have the partners interview each other to check the answers.

A: *She's a ten but she sneezes like an old man.*

B: *Maybe 5.*

A: *I'd say 9.5!*

B: *No way! lol!*

Step 5: Once finished, students identify the best guesser by finding the difference between their guesses and their partner's answers (write in the "Gap" column) and then calculating the total score (lowest score wins).

Step 6: Put students into groups of four to play the "werewolf game." Give each student in the group a paper slip. Three slips say "human"; one slip says "werewolf". Each player takes turns introducing a peculiar quirk using the vocabulary and grammar of Part C of the worksheet or, level permitting, creating their own scenarios. Then, the other players give their rating; the humans tell the truth; the werewolf lies (they must give a number at least two points away from the truth).

Step 7: After two minutes, call time and have the students point to the person they think is the werewolf on the count of three. Repeat the game two or three times with a new werewolf each time.

Variations

If you don't have much time, finish after Step 5. If you have time to spare, have students make scenarios to ask the teacher at the end.

Conclusion

This sequence of activities is great for breaking down barriers, generating interest among students, and demonstrating that English communication can be simple and fun.

Appendix

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

Campus Video Interview Project

Brandon Archer

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Quick Guide

- Keywords: *Listening, speaking, critical thinking, real-world practice*
- Learner English Level: *A2+*
- Learner Maturity: *College freshmen*
- Preparation Time: *Minimal*
- Activity Time: *3 x 60-minute class sessions*
- Materials: *Sticky notes, student phones, Google Drive, handouts of: Sample Questions, Tips for Writing Interview Questions, and Photo/Video Release & Consent Form (see Appendices)*

In this engaging, learner-driven project, students learn how to write and ask engaging questions, and get out of the classroom to interview people around campus. This activity can be done at any time, or as an end-of-unit roundup of topic-based themes and vocabulary.

Preparation

Step 1: Print off one copy per student of the following documents from the Appendices: Sample Questions, Tips for Writing Interview Questions, and Photo/Video Release & Consent Form.

Procedure

Step 1: Explain to the students that they are going to write questions for interviews they will conduct in a future lesson.

Step 2: Pass out the Sample Questions (Appendix A) and have students ask each other the questions in small groups.

Step 3: Discuss the questions with the class. Are they good questions? What kind of responses will they elicit (long, or short answers)? What made them effective/ineffective?

Step 4: Ask, 'If a question only requires a short answer, what can you do to keep the conversation going?' Elicit that asking follow-up questions using 'How...?' and 'Why...?' can be helpful. Ask if students have any more advice for writing effective interview questions.

Step 5: Pass out the Tips for Writing Interview Questions handout (Appendix B) and go through them with the class.

Step 6: Put students into small groups and ask them to choose a new topic or theme for their interview.

Step 7: Pass out three sticky notes to each student and ask them to write an interview question on each note. Give students time to write questions, and circulate to provide support.

Step 8: Ask groups to discuss the questions and choose four that they will use in the interview.

Step 9: Guide the groups in proofreading their chosen questions and improving their open-endedness, using suggestions from the handout as appropriate.

Step 10: Explain that students will be conducting their interviews in the next class.

Step 11: In the next class, tell groups to define each person's role. Some possible roles may include: Interviewer, Camera Person, Canvasser (potential participant greeter), Waiver Person (signature collector for consent form - see Appendix C).

Step 12: Conduct practice interviews within groups to familiarize students with the questions and roles. Groups can also interview each other if they need more practice.

Step 13: Send students out into the campus to conduct interviews. Advise students to send their canvasser to approach interview subjects, rather than going all together. Give students a time by which they should return.

Step 14: In the third class, create a Google Doc for each group before class. Ask groups to review their recordings, take notes, and summarize the interviews. Have students analyze the responses to identify common themes and present their findings to the class.

Variations and Extensions

This project can also be done with audio rather than video recording, or simply taking notes. If recordings are made, they could be used as listening materials for future practice.

Conclusion

This flexible activity can be adapted to nearly any level or teaching context, and requires little preparation. It also gives students a reason to practice authentically outside the classroom and take ownership in their learning by preparing their own questions, boosting their confidence and motivation.

Appendices

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

[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 editors before submitting.

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Deleting Responses From Multiple Google Forms With Google Apps Script

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These days, we can drive cars without knowing how they work. The same goes for Google Workspace and its lineup of apps such as Forms and Sheets. Those who learn the mechanics of cars can modify them to accomplish special tasks for specific purposes. The same can be said for Google Workspace apps. You can learn the mechanics of these apps by learning what is called Google Apps Script (GAS), which is a scripting language based on JavaScript that sits behind a number of

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Google Workspace products, such as Google Docs, Google Forms, and Google Sheets" (Roberts, 2021, p. 7). GAS is a great programming language to learn for novices. You do not need to install anything, as the processing is done on Google's servers. You only need a Gmail account, any web browser, and an internet connection. All the data is stored in the cloud. GAS can automate tasks, extend the functionality of Google Apps, and integrate app functions for projects that require multiple app use. AI can also be used to assist you with writing GAS. The GAS in this article was written with the assistance of ChatGPT 3.5 (OpenAI, 2024).

I became more interested in using technology in my teaching due to the pandemic. I was using Google Forms and Google Sheets in my teaching as introduced by Paton (2021), who describes how to integrate Google Forms and Google Sheets. I used Google Forms for quizzes and surveys and Google Sheets to record the results from the Google Forms into more usable configurations, allowing me to track each student's progress in real time and calculate the grades easily at the end of the semester.

As I became comfortable using Google Forms and Google Sheets, I began relying on them for various class assignments, creating many Form files to accomplish my tasks. As a result, I could go almost paperless in my classroom—no more time spent photocopying handouts! However, I was spending a lot of time on repetitive tasks, such as deleting Form responses for reuse in a new class. I felt that by changing from paper handouts to Google Forms, I exchanged one set of repetitive tasks associated with paper handouts (e.g., photocopying handouts) to another set of repetitive tasks associated with Google Forms (e.g., deleting responses). Executing GAS allows me to automate these repetitive tasks. I will explain how to construct the GAS that has allowed me to delete responses from multiple Google Forms simultaneously within a single Google Drive folder.

How to Create and Run GAS

Creating a GAS that involves performing the task of deleting responses from multiple Google Forms saved in a single folder on Google Drive is no different from creating any other new Google app document. I would recommend creating a folder with a few dummy forms so that you are not accidentally erasing results from Form files you do not want to be erased.

To start, we will need to create a new GAS inside Google Drive (drive.google.com), which can be done by selecting "+ New" at the top left corner, selecting "More" at the bottom of the menu, and selecting "Google Apps Script" (see Figure 1). We do not need to create this new script in the folder where all the forms are located. Inside the GAS app, we will see a blank workspace (see Figure 2). The workspace begins with four lines of code. Because we will be using code from this article, let us erase the first 4 lines in the workspace.

Figure 1

Location of Google Apps Script in Google Drive's Create Menu

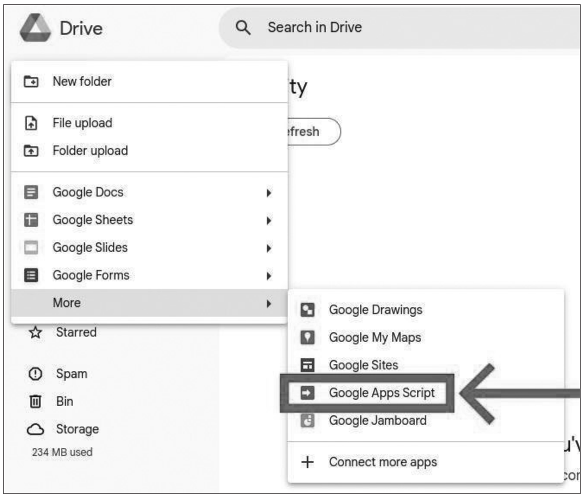

Figure 2

New Google Apps Script Workspace Inside a Web Browser

Every action is represented by a function as seen below. Our function is to erase the form content, so our function is titled *eraseForms*. This should be added to line 1 in the workspace.

```
function eraseForms() {
```

Next, we want to identify which folder in Google Drive has the forms we want to reset. Copy the line below onto the next lines in the workspace.

```
var folder = DriveApp.getFolderBy-
Id('1lsGVBGN0n8-jaOvnW4iyy1E3mPIorsaV');
```

The series of letters and numbers inside the parentheses is the folder's ID. We need to replace that series with your folder's ID, which is found in the folder's URL. In our example as seen in Figure 3, the folder's URL is https://drive.google.com/drive/u/0/folders/1lsGVBGN0n8-jaOvnW4iyy1E3mPIorsaV?lfhs=2 so the folder`s ID is '1lsGVBGN0n8-jaOvnW4iyy1E3mPIorsaV'.

Figure 3

The ID of a Folder in a Google Drive

Next, we want the script to take inventory of all the files in the folder with the following three lines.

```
var files = folder.getFiles();
while (files.hasNext()) {
var file = files.next();
```

Now, we can have the script pinpoint the form files and have all the responses deleted as well as allow new responses to be accepted (with the assumption that accepting responses was turned off). If we do not want responses to be accepted, simply change the word "true" to "false" in the fourth line below.

```
if (file.getMimeType() == "application/vnd.google- apps.form") {
var form = FormApp.openById(file.getId());
form.deleteAllResponses();
form.setAcceptingResponses(true);
```

The script ends with the actions taken being logged and closing all open braces.

```
Logger.log(file);
}
}
}
```

Make sure to save the script by selecting the save icon (floppy disk) in the top menu. To verify that the script works, select "Run" in the top menu. An execution log should appear at the bottom of the screen with the names of all the Form files in the identified folder (remember that this means all listed forms' responses have been deleted; see Figure 4). From this point, anytime we want to quickly clear all the Form files in the identified folder, double-click on the GAS file and select "Run" from the top menu. There are ways to turn this GAS into a web app, but that is an explanation for another time. You can view a full copy of the script in Figure 5.

Figure 4

The Save Icon, Run Button, and the Execution Log

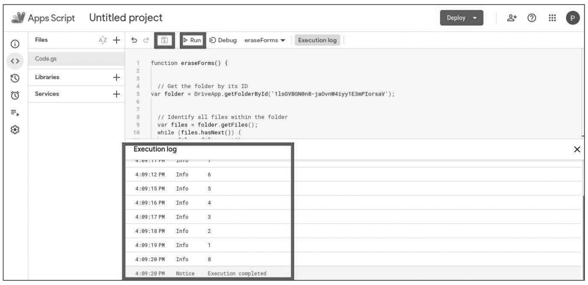

Figure 5

The Code

```
function eraseForms() {
    // Get the folder by its ID
    var folder = DriveApp.getFolderById('1lsGVBGN0n8-jaOvnW4iyy1E3mPIorsaV');
    // Identify all files within the folder
    var files = folder.getFiles();
    while (files.hasNext()) {
        var file = files.next();
        // Check if the file is a Google Form
        if (file.getMimeType() == "application/vnd.google-apps.form") {
            // Allow the script to open the Form files
            var form = FormApp.openById(file.getId());
            // Delete all responses from the Form files
            form.deleteAllResponses();
            // Set the forms to accept new responses
            form.setAcceptingResponses(true);
            // Allow GAS to log the above actions
            Logger.log(file);
        }
    }
}
```

Conclusion

You have just created and executed your first GAS. Congratulations! To continue your coding journey, I suggest that you read Roberts (2021) *Beginner's Guide to Google Apps Script*. This is the book that started me on my coding journey, and I cannot recommend it enough.

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Will Advances in AI Negate the Need to Learn Foreign Languages?

Paul Raine

Despite the worries of some language teaching professionals that advances in AI will completely negate the need to learn foreign languages, this seems unlikely to happen in the near future. In this short essay, I will examine what is required to be an effective communicator in a foreign language and consider whether AI will take the mantle from humans in this endeavour.

In their seminal paper, Canale and Swain (1980) list four core competencies required to use and understand a foreign language:

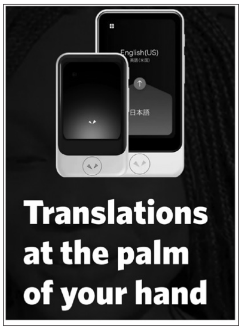
- **grammatical competence**: knowledge of the linguistic code of the target language, including vocabulary, morphology, syntax, semantics, and phonology;
- **sociolinguistic competence:** knowledge of the social rules of language use, including cultural norms, appropriateness in terms of topic, audience, setting, and the relationship between participants;
- **discourse competence**: knowledge of how sentences in discourse are connected to form a cohesive and coherent whole;
- **strategic competence**: knowledge of communication strategies that can be employed to overcome difficulties in communication, including paraphrasing, circumlocution, and gestures.

Using the paid version of ChatGPT in voice mode (OpenAI, 2023), you can now have unnervingly realistic conversations with AI, which include "ums" and "ahhs," references to previous topics, cohesive mechanisms, paraphrasing, changes in topic, varying levels of formality and politeness, follow-up questions, and strategies that encompass almost the full spectrum of Canale and Swain's (1980) communicative competencies. Moreover, ChatGPT can do this in phonologically accurate voices that span over 50 languages, seamlessly code-switching as it goes. This may be jaw-dropping, but it remains doubtful whether technologies like ChatGPT will ever completely negate the need to learn foreign languages, even when such technologies are embedded in the devices we carry with us everywhere.

Universal translator devices have long been imagined by sci-fi writers, from *Star Trek's* Gene Roddenberry to *The Hitchhiker's Guide to the Galaxy's* Douglas Adams. While a true universal translator that instantly and flawlessly translates any language is yet to be invented, pocket translators like the *Pocketalk*[1] (Figure 1) or the *Timekettle X1 AI Interpreter Hub*[2] (Figure 2) are now a reality. These devices allow the user to speak into them and have the onboard AI-powered software translate their utterances into the first language of their interlocutor. Devices like these are increasingly visible in countries such as Japan. For instance, the university where I work is trialling them at the IT support desk, and some Japan Rail (JR) staff have been equipped with them. Kirkpatrick (2020) notes that "these devices represent a significant increase in accuracy and functionality above manual, text-based translation applications such as Google Translate" (p. 15).

Figure 1

The Pocketalk Translator



1 https://www.pocketalk.com
2 https://www.timekettle.co/en-jp/products/x1-ai-interpreter-hub

Figure 2

The Timekettle X1 A1 Interpreter Hub

In addition to carrying such devices, we may soon be wearing them. A few years ago, Google teased us with a video showcasing its new Project Iris smart glasses (see Figure 3), which use augmented reality (AR) and machine translation (MT) to translate and render subtitles for spoken foreign languages right in front of the user's eyes (Google, 2022). Although these glasses eventually failed to materialise (Hollister, 2023) it seems inevitable that devices like these will continue to be developed, and eventually become as ubiquitous as smartphones are today. However, would we really want to rely on them to mediate our multilingual relationships?

Figure 3

Google's Project Iris Augmented Reality Smart Glasses

I recently spoke with a 30-something Japanese female friend who was lamenting her last failed relationship with a foreigner because "I can't speak English well, and he couldn't speak Japanese at all," adding that "the relationship failed because we had to rely on technology to communicate." Pocket translation devices can be intrusive and clunky, and whispering sweet nothings into one and having it translate and robotically recite your sentiments to your significant other could certainly be a barrier to romance. However, the voices are becoming less robotic (e.g., voices developed by ElevenLabs[3] or Synthesia[4]), and the devices are becoming less clunky and intrusive. In situations that do not normally involve the intricate nuances of romantic relationships, such as asking a member of JR staff which is the correct platform for Shinjuku, pocket translators could work just fine.

Therefore, will advances in AI negate the need to learn foreign languages? Almost certainly not. There are still plenty of reasons to actually learn a foreign language (where *learn* means to be able to use and understand it in a variety of situations in an unassisted way). We regale our students with these reasons in introductory English classes, often stating: "You'll broaden your horizons," "You'll bolster your employability," "You'll think differently," "You'll make new friends and influence people," or "You'll see the world in all its Sapir-Whorfian glory" (Sapir, 1929; Carroll, 1956). Those with strong enough instrumental, integrative, or intrinsic motivation (Gardner & Lambert, 1972; Noels et al., 2000) will always be compelled to learn foreign languages, especially a foreign language such as English, which serves as the de facto global lingua franca (Crystal, 2003; Jenkins, 2006). Also, let's face it, being able to speak a foreign language is much cooler than relying on technology to translate for us. It is also, apparently, more romantic and almost certainly necessary to maintain any non-superficial human relationship.

Translation devices will, however, diminish the urgency with which foreign languages are learned due to the reduced risk of communication breakdowns (granted, they may introduce other breakdowns). These devices will be sufficient in a variety of situations—both business and personal—where multilingual communication is essential. However, they will likely never match the capabilities of human interpreters, translators, or speakers of foreign languages. Humans have a wide range of expressive and communicative techniques, alongside cultural, situational, and emotional understanding, that a unidimensional translation device cannot hope to match. That is, at least not until AI is fully embodied and conscious, which remains firmly in the realm of science fiction.

Addendum

On May 13th, 2024, a few days after this article was submitted for copy editing, OpenAI released GPT-4o, which they describe as "a step towards much more natural human-computer interaction—

3 https://elevenlabs.io

4 https://www.synthesia.io/avatars

it accepts as input any combination of text, audio, and image and generates any combination of text, audio, and image outputs" (OpenAI, 2024, para. 1). Although I believe that the assertions in this article—that advances in AI will not negate foreign language learning—still hold, this release shows just how quickly AI technologies are developing. By the time this article is published, there will likely be even more advanced models, with even more human-like capabilities.

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[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

"Where's my Magic Wand?": Listening Matching Tasks Mediated by Roleplay with Very Young Learners

Pretend play is a powerful tool for learning and can be catered to learners of different levels, even true beginners, through teacher mediation. Very young language learners (aged 2-7) engage mostly with speaking and listening skills, focus on one aspect of a task, have high motivation and less awareness of how language works (Pinter, 2012). Drama can provide children with an authentic environment and multi-sensory contextual cues that may accommodate and leverage these learners' characteristics for language learning (Bland, 2015). Make-believe, also called pretend play or imaginary play, while less formal than drama, has similar characteristics and may provide similar benefits. It has even been argued that activities like make-believe play a central role in linguistic and social development (Cook, 2000).

To illustrate, my learners are eager to play shopkeeper. When a desk becomes a shop and they stock it with food to purchase, my role as a shopper is clear and they readily guess at what I'm trying to buy, even if I only speak in English. The interaction is so obvious it could be completed with physical action alone. Adding appropriate language enriches the context and enables negotiation, description, and playfulness.

Teachers can leverage this power of context and make-believe to facilitate listening matching tasks. These roleplays reinforce the vocabulary being matched because of how saliently it is integrated into the situation. The following procedure is based on the ideas above to maximize the learning opportunities for a variety of topics using pretend play.

Procedure

The activity format is essentially a listening matching task embedded within a roleplay. The basic procedure is to engage a learner in a roleplay with the teacher, wherein they listen to the teacher and select an appropriate vocabulary item by choosing a flashcard or other representation of the item said or described. After the learner selects the item, they will either give it to the teacher or otherwise use it within the context of the roleplay. Once one learner has accomplished an appropriate selection, another learner is called to take a turn. This continues until all learners have had a chance to participate.

In my experience, there are a few important considerations that seem to promote a positive learning experience. The following principles result from trial and error in my teaching contexts. Some, like the first and third, may be less appropriate in different teaching situations. Nevertheless, I believe attention to these details is important, even if you take a different approach.

1. Start With Flashcard-Style Vocabulary Work

The procedure above is intended to follow, not replace, the introduction of vocabulary. Therefore, I suggest pre-teaching relevant vocabulary with flashcards, realia, or other tangible representations of the items like toys. I believe that multiple repetitions of stimulus, by showing the item, response, by cuing the learners to say the vocabulary item, and feedback, by praising, reteaching, or requesting repetition with each vocabulary item, prepare learners for the matching task.

I use materials in the roleplay that are the same or as similar as possible to those that were used during the introduction of the vocabulary. This can prevent confusion over minor differences like a green instead of red apple or a fedora as opposed to a baseball cap. Young learners can become preoccupied with details that are not the primary focus, so I recommend avoiding introducing new differences.

2. Set-Up a Roleplay Where the Vocabulary Forms the Object of Interaction

When you set up the roleplay, making the situation obvious helps learners understand their role. This could be done with elaborate props, sets, and costumes, but it can be accomplished equally effectively with much less preparation. There are three aspects to effective set-up: demarcating space; illustrating roles and needs; and providing for repetition.

In make-believe, spaces can be demarcated to represent other places in a shared fiction. Acting and pantomime support the construction of these shared fictions. A rug could represent a garden bed or a castle. If you are pretending to dig up vegetables, learners can easily imagine it as a garden bed. If you pretend to patrol the rug's perimeter, fighting off dragons with your imaginary sword, learners can easily imagine that the rug is a castle. Walls, chairs, whiteboards, or other classroom objects can define these spaces.

Roleplay situations also require people with needs or wants. Representing these needs and wants through actions and speech supports the learners' understanding of what is happening. For example, you are walking around the "garden", poking at the ground and saying, "Where were those… carrots!?" If there happens to be a flashcard portraying carrots on the rug, it is likely that students who remember what carrots were will realize that you are searching for them and will be happy to pick the card up and give it to you. Similarly, if you are visibly having trouble fighting off a dragon with a sword, your exasperated comment, "Where is my magic wand!?" will help them understand that they should find the item you are calling for and hand it to you, like any good squire would.

Lastly, an appropriate selection by one learner should not complete the roleplay. The situation continues until all learners have participated. This repetition supports learners who are watching and waiting for their turns and builds humor (see also Section 7).

This principle of making the situation obvious through careful set-up is perhaps the most important. The learners' interest relies upon their understanding of the situation, your needs or wants, and their role in finding the appropriate item. It is further built through the repeated participation of each class member, and the teacher's reactions and continued requests.

3. Interact with Learners One at a Time

By calling each student, one by one, to take turns in the make-believe, they are given a chance to feel accomplished in completing the task. The students watching will undoubtedly be shouting out answers to the current participant, and this support can be helpful especially for less confident learners. If it is a problem, it can be addressed by reminding the students that each learner will have a turn.

As both the teacher and the person deciding which item to request from each learner, you have considerable control over the difficulty of the task. It can help to call more capable learners who may enjoy a challenge first when all options remain unselected. On the other hand, by waiting until only a few choices remain, a less confident learner may have an easier time making an appropriate selection. When a learner is uncomfortable participating alone, it can be appropriate to allow them to act as a pair depending on individual and cultural factors.

4. Make the Vocabulary Salient

There are several strategies for increasing the salience of input. Aural enhancement can be done by pausing briefly before saying the desired vocabulary item, saying it with strong emphasis, or repeating the input. While I believe them to be effective for very young learners, it should be noted that the research is not conclusive on the benefits of these strategies (for a review see Bloomfield et. al, 2010). Assistance can also be provided through gestures. For example, you can say, “Oh no! The monsters are so strong! I need my... wand! Yes, the... wand!” while swishing and flicking as if holding a wand. In this way, you can stay in character and make the listening more salient.

5. Learner Output Through Selection and Manipulation

While oral output is important in language learning, it is not necessary for this activity. Requiring only physical selection and manipulation of flashcards or the like keeps the hurdle to participation low and motivation levels high. This type of output is similar to that targeted by Asher (1969) in the early stages of his well-known TPR methodology that focuses on action-based output in response to listening-based input, especially for beginners.

6. Provide in-Context, Real-Time Feedback

Upon selection of the appropriate item, you can give positive reinforcement through language, facial expressions, and gesture. For example, you can say, “Yes! That’s it! That’s my wand! Now I can protect the castle!” Upon inappropriate selection, you can similarly provide negative reinforcement and offer another chance and more clues to select the appropriate item, as in the example, “Oh no, that’s my staff. I need the wand! It’s small and blue.”

7. Let it be Funny: Incorporate Repetition and Allow Failure

“Wow. This dragon is really tough. I’ve tried my sword, bow and arrows, wand, and staff. Maybe I need ... my magic hat!” Absurd comic repetitiveness can increase learners’ enjoyment and engagement. Repetition builds comedy when it defies expectation - the learners expect the next student’s task to satisfy the teacher’s need, but it never quite does until the end of the activity.

An individual learner can also try repeatedly until they succeed. Each failure means more opportunities for context-appropriate input. Focusing on having fun and enjoying the make-believe can help learners stay motivated when they fail, and more often than not they will. The comic atmosphere also supports anxious learners and can be further built through overemphasis in voice and body language in your reactions. In fact, some learners have intentionally chosen the wrong item to see my emphatic reactions and playacting. I try to encourage an atmosphere where mistakes are welcome, and this can be a great activity to reinforce that attitude. When learners become immersed in the roleplay, they may engage beyond the simple matching task, playacting their role to a greater degree than required. This should be a welcome behavior especially if they are interacting based on the communicative and interactive contexts. I encourage it until it interferes with turn taking.

Situations for Roleplay

Throughout the explanation above, I referred to two example situations: vegetable gardening and fighting dragons. Next, I will provide six more example situations involving food, animals, and clothing. Each includes roles for teacher and learners, vocabulary to treat, suggestions for setting-up the space, suggestions for acting out the situation, clues to facilitate the matching task, and possible feedback.

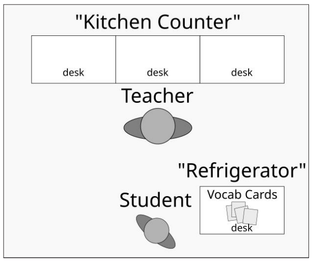
Food Situation 1: Cooks in the Kitchen

- **teacher role:** chef
- **learner roles:** cooking assistants
- **items represented:** food, vegetables, ingredients
- **setting the space (see Figure 1):** desks to serve as the counter, cooking range, and sink, with a separate space for ingredients or a refrigerator

- **acting:** Stand (or kneel) facing the counter and busily chop, wash, and stir.
- **language clues and context:** "The next order is for spaghetti. I need… tomatoes."
- **positive feedback:** "Yes, these tomatoes are perfect!" Pretend to slice, wash, or otherwise use the ingredient.
- **negative feedback:** "No, no. This is a potato. I need tomatoes!" Toss the wrong ingredient back to the collection of ingredients.

Figure 1

Example Space for Cooks in the Kitchen

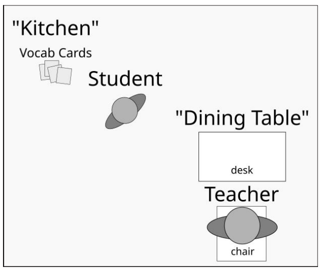


Food Situation 2: Voracious Restaurant-Goer

- **teacher role:** diner
- **learner roles:** serving staff
- **items represented:** food dishes, and drinks
- **setting the space (see Figure 2):** a desk to serve as the diner's table
- **acting:** Sit down, wipe your hands, look at a menu, and wave down a server.
- **language clues and context:** "I'm really hungry. First, I want a salad."
- **positive feedback:** "Oh, yes!" Pretend to gobble up the food before ordering the next item.
- **negative feedback:** "No, this is not what I want!" Shake your head, waving your hand dismissively.

Figure 2

Example Space for Voracious Restaurant-Goer

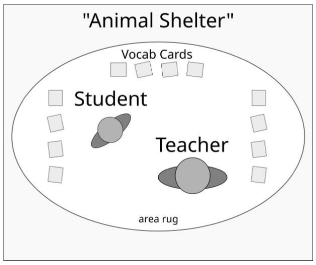


Animal Situation 1: Never Too Many Pets

- **teacher role:** pet buyer
- **learner roles:** animal caretaker
- **items represented:** animals or other creatures.
- **setting the space (see Figure 3):** An area rug can demarcate the location. Desks can serve as cages or just arrange the flash cards (or other representations) in an interesting, pet-shop like arrangement on the floor to walk around.
- **acting:** Look around at the pets, smell them, smile at some, grimace at others, pet some, and get bit by others.
- **language clues and context:** "I want a soft, fluffy pet. Maybe… a rabbit," or similarly use descriptive language, gestures, and body language to support the selection.
- **positive feedback:** "It's perfect! The best rabbit I've ever seen!"
- **negative feedback:** "Hmm. It's a little too small and stinky. I think it's a mouse, but I really want a rabbit right now."
- **alternative:** For higher levels, the teacher could describe the pet (as above: "soft, fluffy") and let the student select based on the description alone.

Figure 3

Example Space for Never Too Many Pets



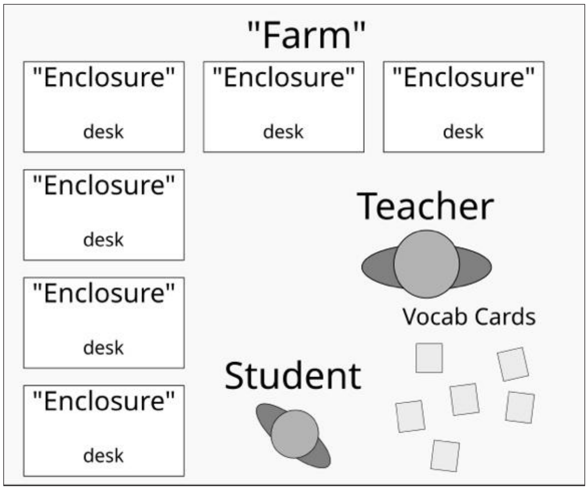
Animal Situation 2: Animals are Loose!

- **teacher role:** farmer or zookeeper
- **learner roles:** farm hands or zoo staff
- **items represented:** animals or other creatures
- **setting the space (see Figure 4):** Desks are set to represent cages or enclosures arranged in an orderly manner. The animal representations should be scattered around outside of the enclosures.
- **acting:** Hectically run about, frown, and panic.
- **language clues and context:** "Where are the

llamas? I can't find them. Their cage is empty!"
- **positive feedback:** "Yes. Thank you. Now the llamas are back in their cage. Safe and sound." Pretend to put the animal in the enclosure and lock it.
- **negative feedback:** "Oh, those are the quails. They don't go in this cage. Where are the llamas?!" Give gestures or sound clues if necessary.
- **alternative:** To practice animal sounds, the teacher could take the role of the animals' fellows and give clues by making the sound of each animal.

Figure 4

Example Space for Animals are Loose

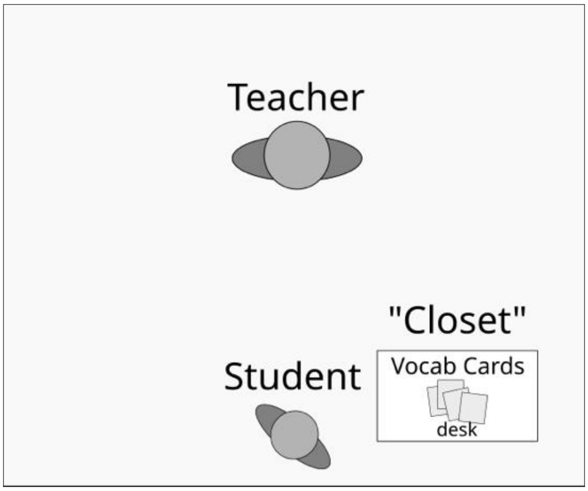


Clothing Situation 1: I'm So Cold!

- **teacher role:** a cold person
- **learner roles:** friends with lots of clothes
- **items represented:** clothing and warm items
- **setting the space (see Figure 5):** a desk to serve as a closet
- **acting:** Shiver a lot, rub your body as if to warm it up.
- **language clues and context:** "Brrr. My feet are sooo cold, I wish I had socks!"
- **positive feedback:** "Oh, so much warmer. Thank you." Pretend to wear the item before realizing *another* body part is still quite cold.
- **negative feedback:** "No, not a hat. My feet are cold, I need socks" Point at the body part if necessary.

Figure 5

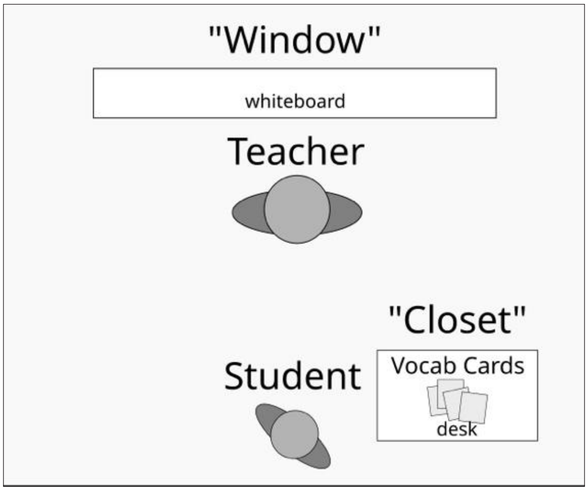
Example Space for I'm so Cold



Clothing Situation 2: What Fickle Weather!

- **teacher role:** someone getting dressed to go out
- **learner roles:** friends with lots of clothes and accessories
- **items represented:** clothing and weather-related accessories (umbrella, sunglasses, etc.)
- **setting the space (see Figure 6):** a desk to serve as a closet, a space near a window or a vertical surface to represent a window like a whiteboard with weather cards
- **acting:** Look out the window and at your clothes and shake your head.
- **language clues and context:** "Oh, no. It's raining. I need my poncho." Once you're well prepared for one weather scenario, look out the window and gasp in disbelief because the weather has changed. "What?! It's sunny now?"
- **positive feedback:** "Great! A poncho. Just what I need for the rain. Thank you." Pretend to wear the item.
- **negative feedback:** "No, not that yet. First, I need a poncho." Gesture if necessary.

Figure 6
Example Space for What Fickle Weather!



Conclusion

The template for activities described above gives teachers a tool to facilitate the needs of very young learners in a communicative setting. Teachers could apply this to many other situations: a doctor telling nurses to bandage injured body parts; a busy office boss who needs stationery; or a writer unable to find the letters to make a word. It could be performed as a dramatic post-reading project for picture books as proposed by Sedaghat (2023). For example, Carle's (1969) eponymous caterpillar is a voracious eater much like the restaurant goer introduced above, and Campbell's (1982) boy who wrote to the zoo fits the pattern equally well.

This template emerged as one of my most effective tools for very young learners. They love to pretend and do so easily. It is surprisingly easy to find situations where you as a teacher can take on a role with obvious needs that the learners can fulfill by finding the right item. Interactively mediating the tasks is not only helpful for the learners, but also a rare opportunity to rekindle the joy of immersive make-believe.

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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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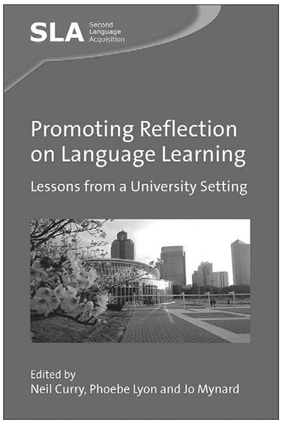
This month's column features Richard Ingham's review of Promoting Reflection on Language Learning: Lessons from a University Setting.

Promoting Reflection on Language Learning: Lessons From a University Setting

[Neil Curry, Phoebe Lyon and Jo Mynard. Bristol: Multilingual Matters, 2023. pp. xii + 358. ¥8,034. ISBN: 978-1-80041-002-2.]

Reviewed by Richard Ingham, British Council (Japan)



In this collaborative effort, the authors of *Promoting Reflection on Language Learning: Lessons from a University Setting* have written an informative resource that provides considerable inspiration for educators hoping to implement reflective practice within their respective university contexts. Including theoretical perspectives and research studies, this collection offers a fascinating insight into the pivotal role of reflection in language learning at a Japanese university. From practical tools to innovative methodologies, it not only demystifies the reflective process, but also equips educators with tangible strategies to foster reflective awareness in their own learners.

Reflection in language learning encompasses the process of consciously examining and evaluating one's learning experiences, strategies, and outcomes. It involves thoughtful consideration of what has been learnt, how it has been learnt, and how that learning can be applied or improved upon in the future (Curry et al., 2023). Prior research has confirmed that reflection can develop metacognitive awareness, which has been described as "the foundation of learning and success" (Fleming, 2014, p. 30). By encouraging learners to reflect on their progress, challenges, and goals, educators foster a more active and engaged approach to learning, leading to enhanced language experiences and outcomes (Richards & Lockhart, 1996). However, despite the crucial role of reflection in language learning, there has been a noticeable dearth of published research articles addressing this issue, making this an important contribution that fills a significant gap in the existing literature.

Promoting Reflection on Language Learning is divided into eight parts, with Part One setting the scene and outlining the institutional and educational context of the research. Part Two then provides a concisely written summary of the literature related to reflection in language learning. Parts Three to Seven outline several small-scale research projects that, taken together, help to clarify the process of improving learner reflection. The book concludes with Part Eight, which neatly summarises the previous ideas, whilst also considering the future directions that research on language learning reflection could take.

This publication provides some key insights into nurturing effective reflection among language learners. Firstly, it highlighted the invaluable role of prompts, particularly reflective questions, in helping learners through the reflective process. Secondly, the recognition that reflection can take myriad forms, be it written, spoken, or through innovative technological means, and that we should explore what fits best with our learners. Thirdly, the book clarified the key role that dialogue-driven reflection can have in helping students stay motivated and connected with their teachers and peers. Finally, the book underscores the significance of ensuring that participants clearly grasp the purpose behind reflective activities, emphasizing that reflection is an ongoing journey rather than a one-time event. I have found these elements particularly instrumental in informing my forthcoming implementation of reflective practices within my own instructional context.

Whilst *Promoting Reflection on Language Learning* provides invaluable insights for fostering reflection among language learners, it should be noted that the focus on one specific university setting with abundant resources, presents a limitation for educators in less well-resourced environments. The description of extensive support structures, such as learning assistants, well-staffed self-access learning centres, and credit-based courses solely dedicated to reflection may seem daunting for those working in contexts with limited resources. However, despite this challenge, the resource still holds significant value. Educators operating in less well-resourced environments can find a number of practical ideas and adapt them to suit their specific contexts. Thus, while the book may initially seem tailored to universities with significant learner support, its core principles remain adaptable and applicable across more diverse contexts.

In conclusion, *Promoting Reflection on Language Learning* offers a comprehensive exploration of reflective practices in language education, serving as a valuable resource for educators in Japan. Through its meticulous examination of theoretical perspectives, empirical research, and practical strategies, this resource provides a roadmap for fostering reflective awareness. By the careful description of a number of highly relevant research studies, educators can find the tools to engage learners in meaningful self-assessment and continuous improvement. While acknowledging the primary focus on a well-resourced university setting, the adaptable principles contained therein ensure relevance and applicability in a wide variety of educational establishments. Educators can glean actionable insights and adapt them to suit their specific contexts, thereby enriching the learning experiences of their students. In essence, *Promoting Reflection on Language Learning* empowers educators to cultivate reflective practices, ultimately nurturing a culture of lifelong learning and fostering tangible growth among language learners.

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Recently Received

Julie Kimura & Derek Keever

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A list of texts and resource materials for language teachers is available for book reviews in *TLT* and *JALT Journal*. If none of the titles we have listed appeal to you or are not suitable for your teaching context, please feel free to contact us to suggest alternate titles. We invite publishers to submit complete sets of materials to Julie Kimura at the Publishers' Review Copies Liaison postal address listed on the Staff page on the inside cover of *The Language Teacher*.

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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.]

Activator next—Shiozawa, T., & Martinelli, A. Kinseido, 2023. [This title is a functional-situational based coursebook and was written for Japanese college-aged learners of English who may be identified as false beginners. Activator next provides students with opportunities to use English and to feel the joy of global communication. Audio tracks are available for download.]

Home run! Team history MLB—Halvorsen, J. Perceptia Press, 2023. [Home run! Team history MLB provides a fascinating insight into Major League Baseball. Each of the 15 units features a photograph and histories of two MLB teams, as well as reading comprehension exercises, conversation starters, and a writing assignment. Additional research project ideas provide students with a range of options.]

Inspiring Olympians: Stories of great Olympians and what they did afterwards—Halvorsen, J., & Kobayashi, S. (M. Mathias, Illus.). Perceptia Press, 2023. [This 18-unit coursebook features Summer Olympic athletes who have inspired people around the world in times of conflict and peace. Each unit features vocabulary exercises and a reading passage with comprehension checks, followed by topics to consider for discussion. The instructor can use conversation activities with any unit either in the classroom or online. Students are also given opportunities to think about goals and how to achieve them.]

! 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.]

Japanese popular culture in English: Discussions and critical thinking—Sheridan, R., Tanaka, K. M., & Kobayashi, J. M. Nan'un-do, 2024. [This coursebook was developed with the needs and interests of intermediate learners of English in mind. The coursebook was designed to improve reading, critical thinking, discussion, and writing skills. Each of the 12 units includes pre-reading, while-reading, post-reading, and extension activities to promote understanding and help students to formulate their opinions. The teacher's manual includes a 180-question comprehensive test bank.]

* *Life topics: Changing views*—Berman, J. Nan'un-do, 2023. [Thoroughly researched and thoughtfully organized, this coursebook combines language lessons with advice on how to live happy and meaningful lives. Topics include anticipation, social media, and forgiveness. The teacher's manual includes supplemental information, quotable quotes, and teaching suggestions. Audio download available.]

What's that you say? Bright ideas for reading, writing, and discussing in the English classroom—David, J. Nan'un-do, 2023. [This coursebook provides students with topics and activities designed to foster English language learning and practical usage. Fifteen units include vocabulary building, reading passages, comprehension reviews, and follow-up activities that include trivia questions and well-known quotations. 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 recordings for all unit readings are available for download.]

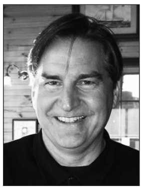
Books for Teachers

* *African possibilities: A matriarchitarian perspective for social justice*—Amadiume, I. Bloomsbury, 2024. [Representing the culmination of over 40 years of groundbreaking work on notions of matriarchy at the intersection of the Igbo-African universe and the Western capitalist reality, Amadiume sets forth a blueprint for a new matriarchitarianism, critiquing all forms of social injustice and introduces a matriarchal-relational humanism.]

* *Babygirl, you've got this! Experiences of Black girls and women in the English education system*—Pennant, A.-L. Bloomsbury, 2024. [This book explores the educational experiences and journeys of Black British girls and women in England, and considers the influence of the intersections of race, gender, ethnicity, cultural background, and social class on their journeys. It features unique qualitative data, covering Black girls' and women's experiences from primary school to university, and provides insights which are globally applicable.]

* *Blackness at the intersection*—Andrews, K., Crenshaw, K., & Wilson, A. Bloomsbury, 2024 [In the 1980s, Professor Kimberlé Crenshaw first coined the term *intersectionality*. Curated by Crenshaw and featuring several of the leading scholars of critical race theory, this collection is the first to apply the concept of intersectionality and Blackness to contexts outside the United States. Focusing on Blackness in Britain, the contributors examine how scholars and activists are employing intersectionality to foreground Black British experiences.

[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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Exploring London's Multiculturalism

Kotaro Koba

The International University of Kagoshima Graduate School

In this issue's column, the author reflects on his experiences communicating with young people from a wide variety of ethnic and cultural backgrounds who work in diverse neighborhoods in London. Having encountered an amazing diversity of friendship groups abroad during a one-year exchange at the University of Central Lancashire in Preston, England, the author applied to a graduate school in Japan that allowed him to return to the UK to conduct fieldwork on the linguistic factors that have led to the development of multicultural London English (MLE).

When I received a letter dated May 1, 2022 from the admissions office of the University of Central Lancashire (UCLan), the news brought me both excitement and surprise. I was excited because one of my biggest ambitions was to study abroad at a university in the U.K. I was surprised because ever since the COVID-19 pandemic spread around the world, I had been praying that I would be healthy enough to study overseas. I simply could not believe that I would be going to England in five short months. At the time, however, I did not expect that a year abroad in England would change my direction in life.

I had studied American English since junior high school. I was not particularly fascinated by the English language. I had an opportunity to visit Salinas, California on a sister city program with Ichiki Kushikino City, Kagoshima. I started to appreciate the English language more and became intrigued by communicating with my homestay family and people my age, whom I met at malls in the neighborhood. At senior high school, my foreign language teacher was from England, and three years later, my university professor was a specialist in Shakespeare. Communicating with my teachers sparked my interest in British English. In my undergraduate lessons, I became used to hearing the British-accented English of my professors and recordings in assigned textbooks. In the comfort of my own home in Japan, I tuned in to the British Broadcasting Corporation (BBC) News via YouTube. I regularly visited the BBC News website before going to England to practice my listening skills and considered it to be the standard English, or the King's English. Listening to the BBC did not prepare me, however, for riding the rapid transit system operated by the London Underground.

Study Abroad

In September 2022, all my efforts were rewarded, and I bought a plane ticket departing September 15, 2022, with a return flight scheduled for September 14, 2023. When I finally arrived in England, my first challenge was taking the train from London to Preston, where UCLan is located. Although I am an experienced traveler on Tokyo's maze-like subway network, the Tube was much more complicated than I thought. It was a labyrinth that even my smartphone could not make sense of. To make matters worse, when I asked for directions, I was baffled by the station master's accent.

When I eventually made it to my campus dormitory in Preston, I began reading much more widely on British dialects and accents. I became glued to the Netflix series *TopBoy* (Bennett et al., 2011–2023)—a captivating show about youth, drug dealers, and gangs in London. Some of the cast members had Irish, Welsh, Scottish, or a standard London accent, but most spoke with multicultural London English (MLE). Of the many accents that I heard, the one that interested me most was MLE.

MLE is a dialect of London English, which emerged in the early 1980s in parts of London where there had been a relatively high level of immigration. I noticed numerous accents firsthand by talking and interacting with my friends and classmates at UCLan. The multicultural university attracts 38,000 students, who come from all over the U.K. and over 100 countries around the world. In addition, on the weekends I travelled around the U.K. to gain exposure to diverse accents. These included Scottish, Liverpool, and Manchester dialects. I was at least able to pick out a few words every time I communicated with people. The most challenging accent that I heard was the Irish accent, an accent that continued to challenge my ear no matter how hard I tried during my one year abroad.

Meeting Real English

London was more diverse than I had originally thought. With its nine million citizens from 287 ethnic groups, I set out to meet as large a sample size as I could. It was a daunting prospect, as there are over 300 languages spoken in London—more than any other city in the world (Greater London Authority, n.d.). When I met someone at the student union pub, who later became a dear friend, he called out, "Wagwan," to me as a greeting. I did not immediately know what he meant. He told me later that this meant hello and suggested that I should give it a try next time I met someone new. Moreover, diverse ethnicities co-exist in London. I noticed numerous international restaurants and supermarkets. At times, I was overwhelmed by the diversity of the world-city because of its global atmosphere and the plethora of foreign languages in the markets. I came to understand that people spoke a variety of English typical to their ethnicity, and when they interacted with someone from a different ethnicity, they would start speaking in MLE. This interaction formed part of the melting pot that is MLE. The mix of foreign accents, languages, and foreign people are intertwining to create new culture and new language. I attended many musical events (see Figure 1), which were a fascinating example of the amalgamation of languages, as the vocalists sang in MLE.

From these opportunities and experiences in the U.K., I began writing a research paper about the modern-day development of the English language. As soon as I handed in my undergraduate dissertation and completed my final year presentation, I began thinking about digging deeper into this fascinating field.

I applied to conduct graduate research on the effect that immigrants in London have on British English. New words and colloquial expressions have been added, and some words are disappearing from the London dialect. For example, *mandem* is an association to a group of male friends. Another common London slang is *innit* which is a contraction of the expression "isn't it." The vocabulary and accents used in London are considerably diverse, and I would like to understand more about them. Therefore, I decided to conduct my Master's degree research on MLE, multiculturalism, and mixed languages.

Japan's Future

Although the population of Japan is decreasing, the number of foreigners in Japan has increased. According to *The Japan Times* (2024), the number of foreigners living in Japan has hit a record high with over 3.4 million in 2023. This is a 10% increase from 2022. There seems to be more opportunities to see foreigners and hear foreign languages in Tokyo now more than ever before. To me, Japan feels as though it is becoming a more diverse country, which means the Tokyo dialect might also change from standard Japanese to a more inclusive multicultural Tokyo Japanese. I have been studying about multiculturalism and language to lead Japan to a more promising future, where native Japanese and foreigners can coexist harmoniously. For example, where I live in Kagoshima, the population is falling, and on my campus in Kagoshima, the number of students has been decreasing for several years. However, the city is located in the southern part of Japan and close to other Asian countries, so there are an increasing number of students from China, Taiwan, and South Korea in my postgraduate course, and they speak several different languages, such as Cantonese, Mandarin, Korean, Japanese, and English.

My Future

My strong interest and admiration for London encouraged me to apply for a visa to return to the U.K. At the time of writing this essay, I received confirmation by letter that my Youth Mobility Scheme (YMS) visa to live in England for two years from September was approved. This welcome news again brought me both excitement and surprise, so in five months, I will conduct research on MLE and multiculturalism in London. I am grateful to return to London to further immerse myself in MLE and the London culture. I hope to be able to write about it in an MA dissertation and perhaps another essay for this column.

Figure 1

Collecting Data at a Concert in Victoria Park, London

Note. The Warehouse Project, Manchesteron December 2nd, 2022

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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 3

Jesse Reidak

George M. Jacobs

Steven Lim

This is the third and final segment of our three-part series about getting a textbook project off the ground. In the first entry (Jacobs et al., 2024), we wrote about how to channel a concept from your heart and onto the first blank page of your notebook. We then covered essential points on collaboratively writing a book with coauthors (Lim et al., 2024). This final installment focuses on the final step of your textbook project: dealing with the massive amounts of editing required. Achieving a successful edit without overdoing the process is paramount. This article is therefore focused on supplying you, the editor, with four editing techniques to expedite your editorial adventures: finding joy in the editing process, developing and using a style guide, streamlining your digital workflow, and determining when your work is finished.

Joy to the Edit

I want to start in a joyful place: the land of Christmas movies. *A Claymation Christmas Celebration* (Vinton, 1987) is one of the greatest, most joyful Christmas movies of all time. As the two protagonists—dinosaurs named Rex and Herb—discuss the meaning of classic Christmas carols, it becomes clear that Rex and Herb find Christmas joy in different festive nooks. Similarly to Rex and Herb, you, I, and all of the other editors scattered across the globe need to locate our editorial joy if we ever hope to, dare I say it, enjoy editing. Zull (2011), a neuroscientist, noted the importance of helping students find joy in classrooms. However, how can joyless teachers help their students locate joyful learning experiences? Taken a step further, how can editors provide a cohesive edit that will produce a joyful reading experience if they do not themselves experience joy while editing?

Fortunately, there are various ways to find joy in your editorial work, as the process itself can contain relevant intrinsic rewards. First is the development of your writing ability. For example, while editing, your punctuation and grammar skills get a hefty workout. Any editor can attest to being able to write more clearly after finishing a project. The second is professional development. After completing a project, you can add new work experience to your academic CV. In addition, you also have the opportunity to collaborate with other colleagues. A positive and effective teamwork experience may not only lead to other writing opportunities, but create enduring friendships as well. Finally, the old cliché applies: The journey is better than the end. Everyone involved in a project will receive different intrinsic rewards that may not become apparent until after it has concluded. Keeping these points in mind will help you locate your editorial joy and avoid a cold and mechanical editing experience that lacks the warmth and spirit of the holiday season.

Develop and Utilize a Style Guide

A style guide is a comprehensive—but not exhaustive—compilation of the rules governing the editorial stylistics that will be utilized by the editorial team. In our textbook (Lim et al., 2023), we created a four-page style guide that covered general points (e.g., how to apply bold and italics), formatting, key terms, lists, steps (e.g., of an activity), headings, referencing other books, numbering, tables, and quotation marks. Rather than painstakingly going through our guide, I will provide reflections on what worked well and some challenges we encountered.

One of the principal authors of our textbook volunteered to write the style guide after the main content of our textbook had been written. However, had this guide been made earlier, it would have shaved off much time in the overall editing process.

Writing a style guide earlier rather than later is not always possible, as many stylistic points emerge while writing. However, establishing a shared document online that authors can refer to and add new stylistic points while writing is an excellent way to avoid having to backtrack and make corrections later.

Critical to an effective edit is appointing a competent editor whose stylistic decisions are trusted by the project members. Bestowing a single editor with total editorial decision-making allowances can be a blessing and a curse. On one hand, the editor can make decisions without having to check in with the other project members. On the other hand, if the editor performs an undesirable edit, it may lead to a difference of opinions. An example of this occurred when I had combed through every sentence of our textbook to remove all of the contractions. I felt that the subject matter did not partner well with them, so I scrubbed out every last instance outside of quotations. However, the authors had purposely used these contractions (e.g., "it's" instead of "it is") to give the prose a more casual feel. While this decision was within my purview as lead editor, I was worried that I had overstepped my editorial privilege. Fortunately, my coauthors accepted my perspective, and we avoided any disagreements. The takeaway lesson is that an editor not having enough editorial freedom may impede progress, whereas having too much leeway may cause coauthors to feel that their writing has been fundamentally altered. Talking about such nuances in advance with your team and including them in a style guide may save a considerable amount of time later on.

When creating your style guide, do your best at the start to make it as detailed as possible, but leave room for it to grow over the course of your project. My colleague, who designed our book's style guide, was wise enough to know that new points would pop up while the editing was underway. By not trying to include everything in the initial version, I could add to it gradually. This flexibility allowed us to make changes as needed. The takeaway is that overbearing and rigid style guides can limit your editorial freedom and lead to overly mechanistic results. A flexible approach, on the other hand, builds trust amongst your team, as colleagues feel they have input in making stylistic decisions. This fosters a creative and invigorating editorial experience, one where you can enjoy your duties.

Systemize and Back Up Progress

Digitally organizing your editing project boils down to two fundamental tasks: systematizing and backing up (i.e., regularly saving) your progress. Especially when undertaking a large project involving multiple chapters or sections, it is critical to have an organized and optimized workflow. The earlier you can design your system, the more time will be saved as files and documents pile up. In our project, we spent time at the beginning discussing how we could best organize our system. For example, we created file folders that corresponded to each main section of the book. We also agreed to a file naming convention of: section of the book + title of the chapter (e.g., Cooperative Learning Techniques - Under Water). When we were ready to begin the editing, all of the files were already organized and were incredibly easy to access. After working on a chapter, the completion date was added to the end of the chapter's file name (e.g., Cooperative Learning Techniques - Under Water - 3.13) to indicate when it was last edited. This came in very handy as we updated the style guide, as it allowed us to know at a glance which files needed to be updated.

Also, back up your progress! No, really, back up your progress after every single edit session! If you store your files online in a shared folder, download the file library to your PC after every edit session. If you are working solely off of one PC's hard drive, have a USB device that you back your files up on after every edit. Without going into detail about how easy it is to mix up files even after developing a systematized workflow, I can say without hesitation that establishing a golden rule of constantly and consistently backing up your editorial work is one that must never, ever be violated. Losing a massive amount of work due to file mix-ups or a hard drive crash is maddening and can severely set back your project.

Getting Stuck Off-World on Planet Edit

Imagine that you had the perfect amount of round-trip fuel to reach a distant planet. Do you risk the chance of depleting your spacecraft's fuel for the sake of a spacewalk on "Planet Edit," or do you check your fuel gauge and resist the off-world jaunt? Getting stuck on Planet Edit is a risk of becoming over-embroiled in a lengthy editorial process by chasing perfection. When editing our textbook, we flirted unproductively with obtaining a perfect edit. Upon reflection, it became abundantly clear that such editorial perfection does not exist. We ended up wasting hours, painstakingly going over each and every paragraph multiple times, reading, and re-reading the text after each coauthor had made any changes. This bogged down our progress, as we had become incredibly stuck off world on Planet Edit. Upon returning to Earth, we resolved not to go overboard on future editorial projects. Every editor has their own definition of finished, but it is critical not to go past the point of diminishing returns. Perhaps a sweet spot somewhere between acceptable and perfect is the perfect off-world editing destination.

In Sum

This trilogy of articles was written to help those of you who are considering your own book-length project ideas. While not a comprehensive guide, we were able to draw upon our experiences to cover some of the main highlights, such as channeling concepts from your heart, assembling a rock-solid team that works well together, and developing an organized workflow. From my experience as someone new to this type of project, I feel that the most important lesson is provided within the cooperative learning literature—you and your team will either sink or swim together (Jacobs & Renandya, 2019). Hopefully, you can form a group with different skill sets and perspectives that will lead to a collaborative and satisfying project experience. We are confident that with a basic understanding of what it takes to produce a book, you will start your own project soon. Best of luck in your future endeavours!

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[JALT PRAXIS] JALT FOCUS

Michael Phillips

JALT currently has 31 chapters and 32 special interest groups (SIGs) spread out across Japan. Many of these groups are very active, holding regular events large and small. Further, collaboration, in all its forms, is a cornerstone of JALT's presence in the language teaching community. In addition to these "visible" groups, there are many other officers and committees that keep the organisation running smoothly from behind the scenes. This column publishes an in-depth review of one JALT group each issue, providing readers with a more complete picture of what the different groups are undertaking and achieving.

Past columns are available at https://jalt-publications.org/tlt/departments/jalt-focus
Email: jaltpubs.tlt.jalt.focus@jalt.org.

Decoding the JALT Engine

With the upcoming national election (the results of which would already have been announced by the time of publication), alongside the previously mentioned shift in the focus of this article, now seems like an opportune time to look under the bonnet, so to speak, of the innerworkings of the JALT organisational structure. For the average JALT member who attends meetings at their local chapter in their area, I imagine that there is a large part of the organisation that probably remains unclear, unknown, or of mystery to them.

Naturally, they will also probably be aware of the many and varied SIGs (as described previously in this column) operating nationwide that are available for members to join (either as a free option with a JALT membership or for a cost to join additional SIGs). Each of these groups represents the yin-yang of what is visible to regular attendees and participants at meetings and conferences. However, for those like me, there is a realisation that JALT is more than a simple sum of these visible parts, and like an iceberg, there is a lot more of the structure that remains hidden from a normal member's perspective.

Keen observers of this column will note my recent and frequent idiosyncratic use of the phrase *keen observers* along with an appreciation of how this column has recently begun endeavouring to shine a somewhat brighter light on those who work tirelessly behind the JALT scenes. The first movement here was in the preceding column (issue 48.3), where I had the pleasure to work on a piece with the CRL: the national officer in charge of liaising with the presidents of JALT's chapters and the counterpart to the SRL who liaises with the SIGs.

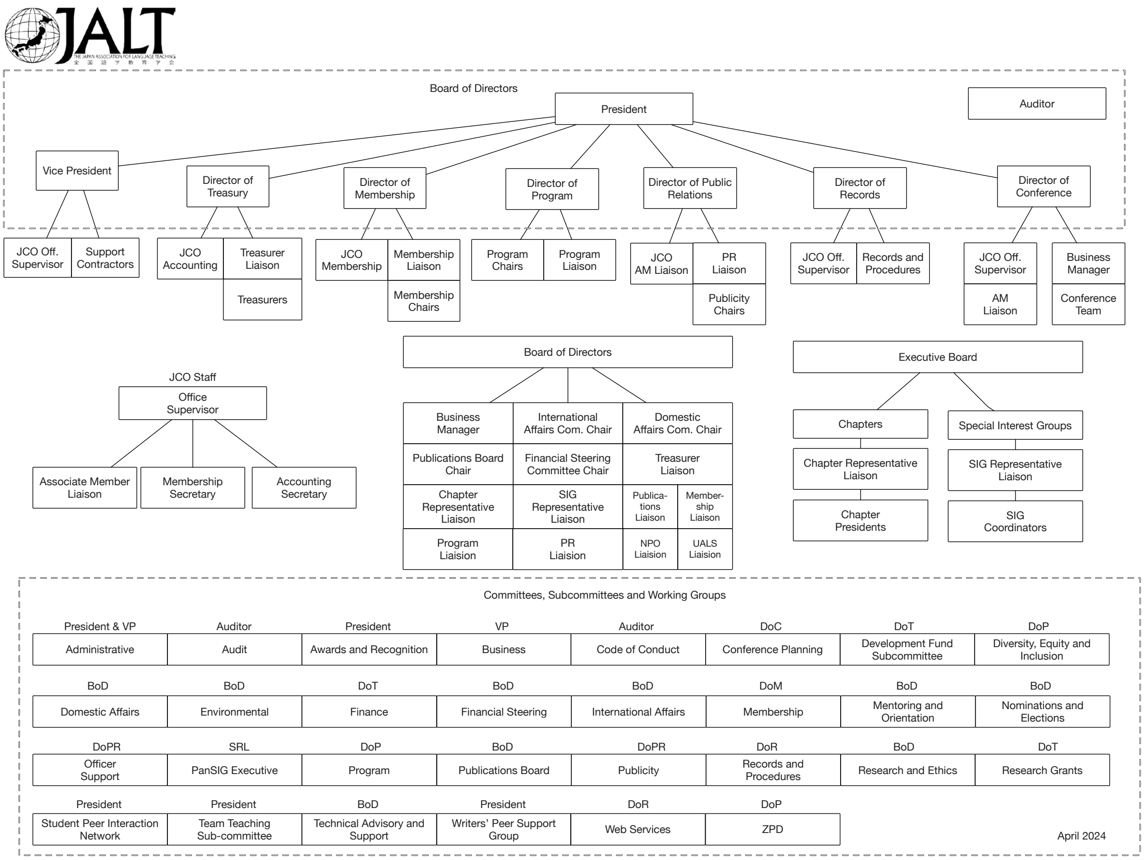
Rather than forge ahead and simply begin a switch to interviewing chapter presidents for this column or revisit SIG coordinators (now also referred to as presidents), it seems reasonable at this stage to step back a bit further, instead. Figure 1 represents that perspective, as a noteworthy representation of the complex nature of the JALT organisational tree. It was authored, as I understand it, by the current (yet outgoing) auditor, Robert Chartrand, and recently updated by other directors. Current JALT officers may have already noted this chart as one of the useful resources available on the officers' website.

Diving into the structure from the top, there is the national Board of Directors (https://jalt.org/main/directors), previously a group of eight but recently expanded to nine elected officials—with the newest to join being the Director of Conference—as a dividing of the former Director of Program's responsibilities (of overseeing both program officers and organising the annual international conference). Of note, the recent election (https://jalt.org/main/2024-election-announcement) would have seen a change in a few of these faces (i.e., particularly in treasury and auditor–officers I hope to approach for future articles) and, along with that, the direct transitioning out of several decades of valuable JALT knowhow and experience.

Directly underneath the BoD are the nine liaisons who collectively form the Liaison Officer Group (https://jalt.org/groups/specialty-groups/liaison-officer-group). As a former treasury liaison myself, I am quite familiar with all the work they do sup-

Figure 1

The NPO JALT Organisational Chart



porting their BoD member and those local officers who fall under that director's care. The majority of these positions are relatively new, having only been created about two years ago, but all now add a welcome additional level of support for officers and a mentoring space for potential future BoD aspirants. Importantly, there are also four other chairs and the business manager here.

To the centre left is the JALT Central Office, which is now physically located in Marunouchi in central Tokyo (https://jalt.org/contact). The staff at the JCO include the diligent membership and accounting secretaries, who work alongside officers to ensure that membership information, payments, and monies held by chapSIGs (among other NPO functions and responsibilities) are taken care of. The diagram also indicates the associate membership liaison here, who works to interact with JALT's long list of AMs (https://jalt.org/main/associate-members) who provide educational goods and services and who often sponsor events and advertise in JALT publications.

In the bottom third of the figure are the 30 or so committees, subcommittees, and working groups (https://jalt.org/all/committees) that round out the broad range of functions and activities that JALT undertakes. As shown in the image, each group falls under the supervision of one director. They are also diverse, ranging from more formal planning and mediation committees to more informal networking and professional development groups such as the monthly ZPD (https://jalt.org/groups/specialty-groups/zpd).

All in all, as you can see, JALT is a complex and diverse environment within which a well-rounded group of committed and hardworking volunteers (https://jalt.org/main/elected-and-appointed-officers) act to ensure the successful running of the JALT engine. Naturally, if you are looking for a chance to get more involved (https://jalt.org/main/getting-involved-jalt), I won't pass up this opportunity to invite you to do so. Looking forward to seeing you there.

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

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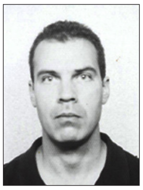
Joining JALT

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

https://jalt.org/joining.

THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING
全国語学教育学会



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

Bowling, Goaling, Bellyrolling for the Gold

It is time again for the Olympics, the athletic world's great placemark when competitors of all stripes and plaids come out of relative anonymity to compete in sports you only care about once every four years or so. As it says on the backwards-worn baseball cap of the great Olympic break-dancing champion B-Boy Bouffant, "I break for a living so that you don't have to."

The idea of an Olympic Games first took root nearly 3000 years ago during the turmoil of the first Persian Invasion of Greece—or #pig1 as they refer to it on TikTok—when a soldier named Gregory Podia was sent from the battlefront near the village of Pepsi to the main Greek army camp in Cocapolis to procure liquid refreshment for the troops. The distance was approximately 42 kilometers, and it took him 3 hours to complete (not counting commercial breaks). Legend says that upon his arrival at the Cocapolis camp, he was asked why he ran all the way rather than borrow a horse. He shrugged his shoulders and said, "I dunno!" before falling down dead from exhaustion. In honor of Gregory "No Reason" Podia, the Greeks began a rather meaningless tradition of drinking huge amounts of caffeinated sugar water at regular intervals during the day. To work off the ensuing buzz, they also decided to host grand tournaments showing off feats of strength and skill.

The original Olympic games lacked a break-dancing competition, but they included several other events we don't see today, many of which were not mere athletic performances. There were also contests in more aesthetic areas, such as painting, music, and oration. For example, the original Olympics had—in addition to standard boxing—a head-to-head intellectual argument event, informally known as "rhet battling" in which two amateur sophists would stand in a ring and try to knock each other down with jabs of irrefutable logic. The last recorded champion in the sport was Homerus Flatus of Naxos, who at the 644 BC Games, defeated his opponent in the third round with a withering barrage of assertions that the proliferation of societal laws and regulations demonstrated a weakening of public morals rather than an improvement.

Argumentation contests did not survive as Olympic events into the present day. Other sports that once commanded fans' attention but have since been forgotten include club swinging, motorboating, and pistol dueling (really!). Let's follow the demise of each of these events individually. Club swinging was a gymnastic event in which the athlete would dance around on a mat while swinging two bowling-pin-sized clubs. More recently, as we all know, the gymnastics floor exercise has allowed other types of swingable, toss-able objects, such as balls, batons, and shiny streamers—"cat toys" as I call them. But for some reason, club swinging never gained traction. Imagine a gymnast throwing around a pair of bowling pins, and you have to wonder how close we were to having an Olympic juggling event.

Motorboating most likely didn't last long at the Olympics because, compared to most other standard aquatic competitions, it required the use of a much larger body of water, which was often located far from the downtown arenas where the other events were held. (As far as I know, there has never been any attempt to hold short-track motorboating events in the diving pool.) In 1908, Great Britain won the gold medal in the 40-mile motorboating race at Southampton Water, but nobody at the stadium back in London knew about it until the teams came back into port. By then, all the champagne was gone.

Pistol dueling was less dangerous than it sounds. According to the Topend sports website (Wood, 2019), athletes fired at human silhouettes rather than each other. Nevertheless, the silhouettes were human-shaped and dressed in frock coats. It's no wonder that many spectators found the sport a little too morbid and chose instead to go down to the waterfront to try and spot the motorboats. Still, a genuine face-to-face dueling competition might have saved the Olympics a bit of money, seeing as there would have been no need to hand out silver or bronze medals.

I know which event I'll be watching most closely at this year's Olympics: the protesting. I hear the USA has a lot of great young talent in this event this year, but the hosting French side have dominated the field for generations. Whoever wins, it's sure to be a highlight of the Games.

Reference

Wood, R. (2019). *Pistol duelling at the 1908 Olympic Games*. Topend Sports. https://www.topendsports.com/events/demonstration/dueling-pistol.htm