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In this month's issue . . .

Hello, everyone. Welcome to the March/April issue of *The Language Teacher*. As this is my first issue as Co-editor, I would like to introduce myself. My name is Greg Dalziel, and I have been teaching at The University of Tokyo since 2017, mainly in the compulsory English language writing and speaking classes for first-year students.

I am a relatively new member of JALT, but I have been a long-time regular reader of *The Language Teacher*. It has been an important resource in my growth as a teacher. In every issue, there has always been at least one thing that contributed to my own learning and development or added something to my teaching toolkit.

This is a measure of the remarkable legacy of editors and other stewards who have ensured the ongoing publication of *TLT*. More importantly, it is a sign of the vitality of the ongoing and sustained volunteer labor—the collaboration, support, time, and energy—that makes *The Language Teacher* community possible. I am excited to be a part of this endeavor.

In this issue, we have two **Feature Articles** and a Japanese-language **Readers' Forum** article. The first, by **Lewis Murray** and **Dale Brown**, is an examination of a type of learner resource that is of growing importance: lists of formulaic words, collocations, and phrases. Their critical investigation sheds new light on the production of these learning tools and highlights some important gaps that will be extremely helpful for language teachers and researchers.

Next, **Takaaki Hiratsuka** shares a new development in his research on assistant language teachers (ALTs) in Japan. Using interviews with ALTs, Hiratsuka develops an empathetic and critical examination of their role in Japan's educational system, arguing for expanded professional development.

In our Readers' Forum article, **Maiko Ogasawara** and **Christopher Prowant** examine how role models can foster students' self-image and motivation in EFL learning environments. Drawing on Dörnyei's L2 Motivational Self System theory, they demonstrate how exposure to role models like Nintendo's Satoru Iwata can help students envision their "ideal L2 self."

Continued over



TLT Editors: Brian Strong & Greg Dalziel
TLT Japanese Language Editor: Mami Ueda

All three of these articles showcase the amazing range and diversity of teacher researchers in Japan, providing valuable new perspectives for our community.

This issue also includes an interview with **Francesco Diodato**, by **Paolo Torresan**, and our regular JALT Praxis columns. Additionally, plenty of useful lesson ideas can be found in the My Share column, which has always been one of my favorite features of *TLT*.

In closing, I would like to thank the content authors, reviewers, copyeditors, proofreaders, translators, and all the many other *TLT* volunteer contributors, without whose immense time and energy this publication would not be possible. It's amazing to see this collaboration and community from behind the scenes. Finally, to all our readers, I hope you enjoy the issue and find it useful.

— *Greg Dalziel,* TLT *Co-editor*

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皆さん、こんにちは。*The Language Teacher*の3/4月号へようこそ。今回が共同編集者としてのはじめての号となりますので、自己紹介をさせていただきます。私はGreg Dalzielと申します。2017年から東京大学で主に1年生の必修科目である英語のライティングとスピーキングの授業を教えています。

私はJALTの比較的新しいメンバーですが、*The Language Teacher*の長年の読者です。*TLT*は私の教師としての成長において重要な情報源となっています。どの号にも、私自身の学びや成長に貢献すること、私の指導の道具箱に加える何かが、少なくともひとつは必ずありました。

これは、*TLT*の継続的な出版を確かなものにしてきた編集者や他の方々の素晴らしい功績です。さらに重要なことは、TLTのコミュニティを可能にしている継続的かつ持続的なボランティア労働（協働、支援、時間、エネルギー）の活力を示すものであるということです。このような活動の一端を担えることをうれしく思います。

本号では、2つのFeature Articleと日本語のReaders' Forumを1つご紹介します。最初の記事は、Lewis MurrayとDale Brownによるもので、重要性が増している学習者教材の一種である定型語、連語、句のリストについての考察です。彼らの批判的な研究は、こうした学習ツールの作成に新たな光を当て、言語教師や研究者にとって非常に役立つ重要な相違を浮き彫りにしています。

次に、Takaaki Hiratsukaは、日本における外国語指導助手（ALT）に関する研究の新たな展開を紹介しています。彼は、ALTへのインタビューをもとに、日本の教育システムにおけるALTの役割について共感的かつ批判的に考察し、専門職としての能力開発の拡充を主張しています。

Readers' Forumでは、Maiko OgasawaraとChristopher Prowantが、EFL学習環境においてロールモデルがいかに生徒の自己イメージを育成し、動機づけを高めるかを検証しています。DörnyeiのL2動機づけ自己システム理論に基づき、彼らは任天堂のSatoru Iwataのようなロールモデルに触れることが、いかに生徒の「理想L2自己」を思い描くのに役立つかを実証しています。

これら3つの記事はすべて、日本の教師研究者の驚くべき幅広さと多様性を紹介し、私たちのコミュニティに貴重な新しい視点を提供しています。

今号では、Paolo TorresanによるFrancesco Diodatoへのインタビューや、恒例のJALT Praxisコラムも掲載しています。さらに、私がTLTで最も気に入っている記事の一つであるMy Shareコラムでは、授業に役立つアイデアをたくさん見つけることができます。

最後に、記事の著者、校閲者、編集者、校正者、翻訳者、その他多くの*TLT*ボランティアに感謝いたします。彼らの計り知れない時間と労力なしには本号は実現できませんでした。舞台裏からこのような協働体制とコミュニティを見ることができるのは素晴らしいことです。最後になりましたが、読者の皆様、本号をお楽しみいただき、お役に立つことを願っております。

— *TLT* 共同編集者Greg Dalziel

A Critical Examination of Lists of Formulaic Items

Lewis Murray
Dale Brown
Kanazawa University

With the importance of formulaic language now widely recognised, several lists of formulaic sequences for L2 pedagogical purposes have been developed. This paper reports on a critical appraisal of ten such lists with the aim of assisting language educators in understanding their characteristics, their strengths and weaknesses, and any issues common across the lists. Factors related to the processes undertaken in producing each list and features of the final products themselves were examined. The lists were found to fall into two categories: resource-oriented lists, seemingly intended mostly as a resource for teachers, materials writers and curriculum designers, in which the process of item identification was central; and learner-oriented lists, which displayed a focus on providing a user-friendly product. Notably, no list combined a rigorous selection process with user-friendly features. Moreover, each was focused on formulae of a single type and thus none captured the broad scope of formulaic language.

定型表現の重要性が広く認識されるようになったため、L2 教育目的の定型表現含有のリストがいくつか開発されている。本論では、英語教育者がリストの特徴、長所と短所、およびリストに共通する問題を理解するのに役立つように、10 個の定型表現リストの批判的評価について述べる。各リストの作成過程に関連する要因とそれらの最終的な成果物である定型表現リストの特徴も調査された。リストは 2 つのカテゴリに分類されることがわかった。1 つはリソース指向のリストで、これは主に教師、教材作成者、カリキュラム設計者のためのリソースとして意図されており、項目の識別プロセスが中心となっている。もう 1 つは学習者指向のリストで、学習者が使いやすい成果物を提供することに重点を置いている。注目すべきは、どのリストも厳格な選択過程と使いやすい機能を兼ね備えていないことである。さらに、それぞれが単一タイプの表現に焦点を当てているため、どのリストも定型表現の幅広い範囲を捉えていなかった。

Keywords: formulaic language, phraseology, phrases, word lists 定型表現、定型的な言い回し、フレーズ、単語リスト

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In recent decades, strong theoretical arguments have been put forward regarding the importance of formulaic language (Pawley & Syder, 1983; Sinclair, 1991; Wray, 2002). This importance stems from its ubiquity (Hoey, 2005) and the variety of roles formulaic sequences play. It is suggested that these sequences are important in language use, offering processing advantages which enable fluent comprehension and production, and important to language learning by serving as raw material for the acquisition of linguistic features. These suggestions are increasingly backed by empirical evidence. For example, Kyle and Crossley (2015) found positive correlations between formulaic sequence use by L2 learners during oral tasks and measures of oral proficiency; Bestgen (2017) found strong positive correlations between use in L2 learners' writing and ratings of text quality; and Tavakoli and Uchihara (2019) found significant positive associations between use and objective temporal measures of oral fluency among L2 learners.

Concurrently, there have been calls for an emphasis on formulaic language in the classroom (e.g., Boers & Lindstromberg, 2012). For teachers and curriculum developers, this raises the question of how to identify which items merit pedagogical attention, given the variety of types of sequence and vast number of sequences. Helpfully, several lists of formulaic phrases for pedagogic purposes have been developed in recent years, yet this raises the further issue of judging which list might be optimal for a given pedagogic context (a question discussed previously regarding word lists; e.g., Thompson & Alzeer, 2019).

Hence, this paper reports on an examination of a sample of ten formulaic language lists (see Table 1) to determine their characteristics, strengths, and weaknesses, and reveal whether any particular type of list is lacking. This was done with a view to assisting teachers in understanding the usefulness of these lists and how other such lists can be evaluated, as well as in the hope that lessons may be learnt to guide the development of future lists. Accordingly, a set of factors for investigating each list was produced, drawing on elements discussed in the literature on word- and phrasal-list development (as cited below). The factors analysed relate to both the process of producing the list of formulaic phrases and the product itself. Concerning the list production process, the factors considered were: (a) clarity of purpose in developing the list; (b) reasoned selection of an item type (or types); (c) methods of item identification; and (d) list validation. Regarding the lists themselves, the factors explored were: (a) reasoned justification for the number of items; (b) logical specification of modality; (c) reasoned or-

ganization of the list; and (d) provision of additional information on items. The sections below present our findings.

Table 1

Lists Selected for Examination

Author(s)	Year of Publication	Formulaic Phrasal List
Ackermann and Chen	2013	Academic Collocations List
Durrant	2009	Top 1000 key academic collocations
Garnier and Schmitt	2015	Phrasal Verb Pedagogical List
Hammond	2018	Assignment-specific Academic Phrasebank
Hsu	2014	The most frequent opaque formulaic sequences in English-medium college textbooks
Liu	2012	The most frequently-used multi-word constructions in academic written English
Martinez and Schmitt	2012	Phrasal Expressions List
Morley	2023	Academic Phrasebank
Shin and Nation	2008	The most frequent collocations in spoken English
Simpson-Vlach and Ellis	2010	Academic Formulas List

Examination of Processes

Nation (2016) observes that a key initial step in list development is a clear, concrete statement of purpose. In the case of the ten studies under examination, the underlying motivation (see Table 2) was pedagogical, though in some cases the list was intended for learners, in some cases for instructors and in some cases for materials writers. However, phrasal language is register sensitive (e.g., Biber et al. [2004] show that use in classroom teaching differs considerably from use in conversation) and, within academia, is sensitive to discipline (e.g., Hyland [2008a] found formulaic items used in biology to be quite different from those used in applied linguistics). Therefore, the statement of purpose might also be expected to clarify the context for which the list is intended. While all ten studies did this in some form, in some cases the context was stated only in broad terms as ESL/EFL. Moreover, the most common context among the lists examined was EAP, yet the discipline-sensitive nature of phrasal language suggests that this also may be too broad. Green and Lambert's (2019) observation that word lists are shifting towards discipline specificity is perhaps reflected only by Hammond (2018), who in fact went beyond this by describing the list's purpose as an assignment-specific resource for students.

Table 2

The Purpose of Creating Each List

Author(s)	Stated Purpose
Ackermann and Chen (2013)	To create "a further tool for EAP teachers to construct appropriate teaching materials and help students focus on frequent lexical items beyond individual words" (p. 246).
Durrant (2009)	Since "existing pedagogical listings of academic collocations are insufficient," to attempt "to take some steps towards a more adequate listing" (p. 165).
Garnier and Schmitt (2015)	To be "of general usefulness for people using English for a variety of reasons" (p. 655) and "to provide teachers and learners with only the most essential information that should be targeted for explicit teaching/learning" (p. 652).
Hammond (2018)	To create "an assignment-specific (contextualised, authentic activity) phrasebank" (p. 98-99) which provides "a sufficient set [of phrases] for students to complete the assessments" (p. 100).

Author(s)	Stated Purpose
Hsu (2014)	To "establish a pedagogically useful list . . . for non-English majors in an EFL context, who need to read the textbooks of their fields in English" (p. 146).
Liu (2012)	To "examine MWCs [multi-word constructions] in academic writing in general" (p. 26) to "assist students in more effectively grasping these constructions in their writing" (p. 33).
Martinez and Schmitt (2012)	To "provide a basis for the systematic integration of multiword lexical items into teaching materials, vocabulary tests, and learning syllabuses" (p. 299).
Morley (2023)	To provide "examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation."
Shin and Nation (2008)	To create "a list of the most useful spoken collocations for elementary learners of English" (p. 339).
Simpson-Vlach and Ellis (2010)	To "create a pedagogically useful list of formulaic sequences for academic speech and writing" (p. 490).

The second factor examined was the type of formulaic item focused on (see Table 3), and why this particular type was selected. Wray (2002) highlights the profusion of terms used in studies of formulaic language and the importance of clarity in specifying what a term is being used to refer to. In the majority of the studies, this was achieved, but Hammond (2018) and Morley (2023) provided less detail: Hammond talked of 'open-slot formulaic frames' (e.g., 'One way of looking at X is through Y', 'Understanding X is useful for Y') and Morley listed 'phrases' (e.g., 'It is thought that', 'There is evidence to suggest that'), without further specification.

Also notable across the studies was the variety of terms used and that, where the same term was used, the item type was defined such that the phrases identified were different in nature. For example, the *formulaic sequences* identified by Simpson-Vlach and Ellis (2010) are contiguous three- to five-word sequences occurring in academic spoken and written corpora with a frequency of more than 10 per million words, rated for formulaic and teaching value (e.g., 'in terms of', 'at the same time'); whereas *formulaic sequences* listed by Hsu (2014) are grammatically complete semantically non-transparent sequences of between two and five words occurring with a frequency of more than 5 per million in a college textbook corpus (e.g., '(be) accustomed to', '[come/get] to grips with'). That is, while both see length and frequency as defining characteristics of *formulaic sequences*, for Hsu, semantic opacity is also essential.

Despite the diversity in item types (see Table 3), the justification for focusing on a given item type was the same across studies: the authors argued that the item type of interest to them was a common feature of a given genre/register and therefore identifying and listing the most useful items of that particular type was of value in prioritizing items for pedagogy. This foregrounds the pedagogical motivation behind each of the studies. Yet the fact that all the studies shared a desire to identify useful items and at the same time focused on different types of items highlights the lack of clarity regarding what usefulness to learners with respect to formulaic language might actually mean. That is, generally, an item type seems to have been selected first, and then a method devised for identifying useful items of that type. Of greater value would be, first, developing a method for determining usefulness for learners, something none of the studies truly addresses, before then embarking on the selection of item types and identification of items.

Regarding item identification (see Table 3), various methods were used, and multiple metrics often employed within studies, with all but Hammond (2018) and Morley (2023) drawing their initial raw data from some form of corpus investigation. When developing a corpus-based list, Nation (2016) highlights selection of an appropriate corpus as a crucial step in development, as the corpus selected must be appropriate to the stated purpose, a task made easier the better defined the purpose is. Thus, Hsu's (2014) utilization of a purpose-built corpus of college textbooks was well-matched with the purpose of compiling a pedagogically useful list for EFL learners who need to read textbooks in English in their fields of study. Conversely, Martinez and Schmitt's (2012) selection of the British National Corpus, which is largely focussed on written, formal, informative discourse (Nation, 2016), seems somewhat at odds with the goal of developing a list for general EFL/ESL purposes (an issue, in fairness, these authors recognized) for which a corpus with a better balance of written/spoken discourse and informal as well as formal discourse might have been more appropriate.

The studies which drew on corpora typically began with a frequency-based search, identifying,

Table 3

Features of the List Production Process

	Ackermann and Chen (2013)	Durrant (2009)	Garnier and Schmitt (2015)	Hammond (2018)	Hsu (2014)	Liu (2012)	Martinez and Schmitt (2012)	Morley (2023)	Shin and Nation (2008)	Simpson-Vlach and Ellis (2010)
Type of phrasal item included (as stated in each study)										
'Formulaic sequences'					✓					✓
'Collocations'	✓	✓							✓	
'Formulaic frames'				✓						
'Phrasal verbs'			✓							
'Multi-word constructions'						✓				
'Multi-word expressions'							✓			
'Phrases'								✓		
Metrics used for identifying items										
Raw corpus frequency	✓	✓	✓		✓	✓	✓	✓	✓	✓
Statistical measures of corpus frequency		✓			✓					✓
Human judgement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Occurrence in dictionaries and previous studies	✓		✓		✓	✓	✓		✓	
Validation of list conducted										
Yes	✓				✓				✓	✓
No		✓	✓	✓		✓	✓	✓		

in the case of those on formulaic sequences for example, word strings of a pre-determined length and frequency (e.g., Simpson-Vlach & Ellis, 2010; Martinez & Schmitt, 2012; Hsu, 2014). The output of this initial stage was then typically refined using additional metrics, including human judgement, statistical scores, and reference to dictionaries and existing single- and multi-word vocabulary lists. However, it is surprising that only three studies used frequency metrics beyond raw frequency, despite several decades of discussion in corpus linguistics on issues with raw frequency as a metric (e.g., Evert, 2008).

The use of human judgement also varied considerably across the studies, from the application of formal criteria to the use of researchers' intuitive evaluations. For example, Simpson-Vlach and Ellis (2010) had 20 experienced EAP instructors rate a corpus-based list of candidate phrases; and Ackermann and Chen (2013) themselves assessed a list for specific qualities before then having six 'experts' rate the items. In contrast, personal intuition, based on experience teaching the course for which the list was intended, was the sole factor in Hammond (2018) for determining which items to include, and Morley (2023) based selection purely on personal judgement guided by a series of questions.

Finally, validation of a word list (i.e., checking its quality) is an important step in development (Nation, 2016). In practical terms, this means confirming that the items are in fact useful and checking that useful items are not missing from the list. It is

therefore surprising, particularly given the rigorous process of item identification carried out in most of the studies, that several did not report any type of validation (Table 3). Among those that did, the methods adopted varied greatly. Ackermann and Chen (2013) looked at the proportion of discourse covered by their list (i.e., text coverage) in both the source corpus and a more general corpus. Hsu (2014) looked at coverage within the source corpus and in the academic section of the Corpus of Contemporary American English, and additionally reported how many of the identified phrases also featured in Martinez and Schmitt's (2012) PHRASE List. On the other hand, Simpson-Vlach and Ellis (2010) considered the use of human raters a form of validation, and Shin and Nation (2008) mention checking their results against previous studies but give no details.

In sum, regarding the list production process, there is considerable variation with regard to almost every factor. Even in cases where the same type of formulaic item appears to be the focus of multiple studies, it is often in name only, with the way it is defined and the identification criteria often varying considerably. Interestingly, being pedagogically motivated was the only factor about which all the studies were in agreement.

Table 4

Features of the Lists

	Ackermann and Chen (2013)	Durrant (2009)	Garnier and Schmitt (2015)	Hammond (2018)	Hsu (2014)	Liu (2012)	Martinez and Schmitt (2012)	Morley (2023)	Shin and Nation (2008)	Simpson-Vlach and Ellis (2010)
Number of items										
Number	2,468	1,000	150	102	475	228	505	2,030[a]	4,698	438
Justification given	✓	✓	✓	✓	✓		✓			✓
Modality										
Receptive	✓			✓	✓		✓		✓	
Productive	✓	✓		✓		✓		✓	✓	
Ordering of items										
Alphabetical	✓		✓		✓					
Frequency			✓			✓	✓		✓	
Function						✓				✓
Spoken/Written										✓
Moves/steps of paper				✓				✓		
Length (of phrase)					✓					
Unspecified		✓								
Additional information provided										
Meaning/function	✓		✓	✓		✓		✓		
Examples			✓	✓			✓	✓		
Genre/register information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form variability			✓	✓	✓	✓	✓	✓	✓	

[a] The approximate number of phrases at the time of counting

Examination of Products

The first element examined with respect to the lists themselves (i.e. the products that were produced by the processes examined above) was the number of items included on each list and whether justification was provided for this quantity. As Table 4 shows, this number varied considerably between lists, yet, when a justification was given, the authors were united in reporting a desire to keep to a practicable number that teachers would find useful and learners manageable. Clearly, there are quite different views as to what constitutes a practicable number of items. On the one hand, there are two lists that have similar goals, but differ greatly in size. Ackermann and Chen's (2013) list and Hsu's (2014) list are both intended to support EAP learners, but the former is five times the size of the latter. On the other hand, there are two lists that are similar in size, but differ greatly in the scope of their goals. Hammond (2018) and Garnier and Schmitt (2015) are both rather short (indeed, they are the two shortest lists examined), yet while Hammond was produced to support students completing a specific assignment, Garnier and Schmitt had the very broad goal of being 'of general usefulness for people using English for a variety of reasons' (p. 655). These disparities may again stem from under-specification of the lists' intended uses: that is, estimating the number of items that may be usefully included on a list is clearly easier if factors such as proficiency level, study purpose and learner age are specified.

The second factor examined was whether the items in the list were determined to be of value receptively or productively and whether this was coherent with the methods used. In some cases, the intended modality of the list was not even stated; where this was stated, studies were split fairly evenly between the two, or indeed specified both modalities (Table 4). However, the logic of the stated modality was not always apparent. On the one hand, for example, Hsu's (2014) list of opaque formulaic sequences found in a purpose-built corpus of college textbooks is explicitly for receptive use, which is logical and appropriate. On the other hand, Liu's (2012) list of written academic 'constructions' was intended for productive use by EAP learners, but drew on corpora of journal articles and book chapters; that is, expert-level academic discourse. While such language may be helpful at a receptive level, phrasal language is sensitive to academic register (Hyland, 2008b), suggesting that a corpus of writing closer to what the targeted users would be likely to produce may have been more fitting.

The next feature examined was how researchers chose to organize their list (Table 4), a feature which again varied considerably between studies. Corpus frequency was used most often, while other methods included listing phrases by functional categorization, with both Liu (2012) and Simpson-Vlach and Ellis (2010) following the model provided by Biber et al. (2004), or by the sections in an academic paper (Hammond, 2018; Morley, 2023). In some cases, lists were presented in two different formats, such as Garnier and Schmitt's (2015) which presented phrases both in frequency order and alphabetically. In many cases, perceived accessibility seems to have been the primary motivating factor determining the choice of method, but explicit reasoning for a given organizing principle was often lacking. For example, it might be reasoned that in a list intended for receptive purposes, alphabetical listing would be useful, allowing learners to look up a particular phrase, whereas in a list intended for productive use, listing items by frequency or function might be of more value. However, explanations such as these were absent. Rather, the approach adopted seems to have been based on researcher intuition and input from potential users was not generally sought. Once more, the suspicion arises that in some cases this may have been because there was not always a clear vision of an intended end user, context of use, and uses.

The final factor examined was what information was provided alongside phrases in each list (Table 4). The one piece of information provided by all the studies was the context for which the phrases were intended, although, as noted previously, how explicit this was made varied significantly. In Hsu (2014), for example, this was implied only by the list title, while others indicated the level of appropriacy of each phrase within different contexts (Martinez & Schmitt, 2012) or listed the items under different headings to indicate this (Simpson-Vlach & Ellis, 2010). Perhaps the best-defined context was given by Hammond (2018), whose phrasebank was intended for students writing a particular assignment, making it very clear which phrases are suitable for a specific context.

Alongside contextual use, information relating to variability in phrasal form, the meaning or function which phrases serve, and examples of phrases given in context were also provided to varying degrees. However, with the exception of Hammond (2018), who demonstrates the value of user feedback in list development, it is notable that the provision of information alongside the items was not informed by input from users of the lists.

Discussion

This study examined ten lists of formulaic phrases with respect to both the processes used to produce the lists and the lists themselves. Looking across the findings, the lists can be seen as falling into two categories: resource-oriented or learner-oriented. In the former, comprising the majority of the lists, the focus is on a rigorous identification process for a narrowly defined item type, with the resultant list intended to serve principally as a resource which teachers, materials writers and curriculum designers may be able to draw on. In the latter category, represented only by Hammond (2018) and Morley (2023), the emphasis is on the creation of a user-friendly product. It is striking, however, that there is very little crossover between the two categories; that is, we would argue that it is desirable for a list to be both rigorously compiled and presented in a user-friendly format, but none of the lists examined had both of these features. For example, neither Hammond nor Morley selected phrases based on much more than intuition. However, the context for which each list was intended was made very clear, and more additional information was provided than in many of the other lists. Indeed, Hammond gathered feedback from students who had used an initial version of the list to determine how its user-friendliness might be improved upon. The resource-oriented lists, in contrast, provide far less support to users, in many cases being little more than a list of items for a broadly defined context.

Indeed, a general issue with the resource-oriented lists appears to stem from under-specification of their ultimate purpose, which led to choices in the compilation process and in the presentation of items that are sometimes hard to fathom. The above findings have highlighted a number of aspects of these lists which might have been enhanced with greater clarity regarding who the list would be used by, how, and for what purpose. At the process stage, clarity on these matters enables selection of suitable corpora to be used when identifying items and appropriately qualified people to act as raters of potential items, as well as providing a clearer idea of the number of items which may be suitable. In terms of the product, this clarity helps to determine how a list is organized and how the individual items are presented, potentially allowing for design input from users (as in Hammond, 2018), and enables the provision of context-specific examples of phrases in use.

The above examination also highlights various other features that may be of value to consider. Firstly, as previous studies have argued (e.g., Simpson-Vlach & Ellis, 2010), there are limitations in relying solely either on corpus interrogation or intuition, the two main metrics highlighted above, as a means of identifying items. As several of the list-development studies reveal, the use of multiple metrics helps to eliminate items that a single selection method may pick out, thus ensuring that items in the final list are of maximal value. Also clear is that nearly all the lists focus on a single type of formulaic item (e.g., collocations, phrasal verbs, formulaic sequences). Yet it is interesting to note that many of these lists are aimed broadly at academic written English and that the list developers each make a case for the particular type of formulaic item of interest to them being important in this type of discourse. This suggests, therefore, that rather than creating a list of the most useful items of a single specific type, it may be of value to identify items of a variety of types; that is, to identify all items that are important in a given type of discourse regardless of which item type.

Conclusion

Formulaic language should be a key part of language pedagogy, but the sheer number of phrases in a language poses challenges for identifying a focus for instruction. Formulaic phrase lists can therefore be invaluable in assisting all those involved in language learning to prioritize the most useful phrases. The considerable efforts put into list development are therefore certainly positive. This study has sought to critically examine a sample of lists with a view to furthering understanding of such lists and the list development and design process. It should be noted that the study examined only a sample of formulaic language lists and was by no means exhaustive. Furthermore, the scope of the examination was limited to the development process of each list and the lists themselves. A more complete evaluation should factor in the practical usage of lists as well. Nevertheless, this study has found that, among the ten lists examined, no one list was both rigorous in the processes used to identify items and committed to organizing and presenting the resultant list of formulaic phrases in a manner that is maximally informative and accessible to users. It also found that almost no attempt was made to include a range of item types within a single list. In future, we would like to see lists that combine rigour with user-friendliness and in which formulaic items of various types appear alongside each other so as to reflect the broad scope of formulaic language.

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Appendix

Examples of formulaic items from ten lists of formulaic phrases

Below are the first five items from each of the ten lists of formulaic phrases appraised.

Ackermann & Chen (2013): 'collocations'
- abstract concept
- academic achievement
- academic career
- academic circles
- academic community

Durrant (2009): 'collocations'
- this study
- associated with
- this paper
- based on
- and respectively

Garnier & Schmitt (2015): 'phrasal verbs'
- go on
- pick up
- come back
- come up
- go back

Hammond (2018): 'formulaic frames'
- understanding X is useful for Y.
- one way of looking at X is through Y.
- observing the development of X can be done by Y.
- analysing X through the perspective(s) of Y is valuable for ...
- X is important for (health practitioners) to be aware of because...

Hsu (2014): 'formulaic sequences'
- [auxiliary verb] + hardly
- [provided/providing] that
- [suppose/supposing] that
- a bit
- a few

Liu (2012): 'multi-word constructions'
- according to (det + N)
- (be) based on (det + N)
- in terms of (det + N)
- (by) the fact that
- (in) the case of (det + N)

Martinez & Schmitt (2012): 'multi-word expressions'
- have to
- there is/are
- such as
- going to (future)
- of course

Morley (2023): 'phrases'
- It is thought that...
- It is believed that...
- It has been reported that...
- It is a widely held view that...
- It has commonly been assumed that...

Shin & Nation (2008): 'collocations'
- you know
- I think (that)
- a bit
- (always [155], never [87]) used to {INF}
- as well

Simpson-Vlach & Ellis (2010): 'formulaic sequences'
- in terms of
- at the same time
- from the point of view
- in order to
- as well as

Assistant Language Teacher Needs and Wants for Professional Development

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The present study addresses the notable absence of research concerning professional development opportunities tailored for foreign assistant language teachers (ALTs) in Japan. Although many ALTs are relatively new to both teaching and Japanese culture, they are afforded limited opportunities for professional development, typically through brief orientations and a small number of local conferences each year. There is also little research exploring the needs and wants of ALTs in this regard. To investigate this matter, I interviewed 11 in-service ALTs to pinpoint perceived shortcomings in their career development conferences and ascertain their specific aspirations for these events. This study sheds light on the overlooked perspectives of ALTs themselves regarding their professional development opportunities and therefore has the potential to drive positive changes within the Japan Exchange and Teaching (JET) Programme, reflecting ALTs' desires for a chance at impactful career growth.

本研究は、日本における外国語指導助手（ALT）の専門能力開発機会に関する研究の不足に対処するものである。ALTは、一般的に教育経験が乏しく日本文化の知識も不足しているが、専門的な成長の機会は限られている（通常短期のオリエンテーションや年に数回の都道府県単位の会議のみである）。また、ALTのニーズや要望に焦点を当てた研究もほとんど見当たらない。この問題に深く迫るため、11人の現職ALTとのインタビューを通して、彼らの指導能力向上研修における不足点と、これらのイベントに対する具体的な期待について調査を行った。この研究は、これまで見過ごされてきたALTの専門能力開発機会についてALT自身の視点に光を当てると同時に効果的な教師教育の可能性を探り、ALT個人とJETプログラム全体の前向きな変化を促すものである。

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The primary responsibility of foreign assistant language teachers (ALTs) in Japan revolves around teaching English and fostering intercultural awareness within secondary and elementary schools (Council of Local Authorities for International Relations [CLAIR], 2024). As a Japanese teacher of English (JTE) in Japanese public high schools from 2001 to 2011, I spent a decade collaborating with ALTs. Through this experience, I observed what I found to be a lack of opportunities for effective professional development specifically tailored to ALTs. For the past 10 years, in my current role as a teacher educator, I have given lectures and workshops for professional and growth purposes to ALTs across the country. At present, the only consistent offerings across the country seem to be brief welcome orientations in Tokyo organized by the government, alongside at least one required annual ALT/JTE "Skill Development Conference," hosted by the board of education in each prefecture. Notably, the workshops at these conferences are more often than not planned and run by the ALTs themselves. Although the Japanese government Ministry of Education, Culture, Sports Science and Technology (MEXT) provides guidelines for the conference, the content and conference length are decided at the prefectural level (CLAIR, 2024). Although the Japanese government initiated the hiring of ALTs through the JET Programme back in 1987, this deficit in structured and adequate professional development for ALTs persists almost four decades later.

Despite the universal understanding of the paramount importance of professional development—be it through lectures or conferences—the realm of ALT professional development remains remarkably unexplored. Language educators are expected to stay abreast of field advancements, continuously assess their teaching abilities, and embrace new and contextualized teaching practices in line with institutional needs (Richards & Farrell, 2005). Nevertheless, there is an evident dearth of comprehensive documentation or methodical assessments with respect to the content and efficacy of ALT professional development initiatives, and this study aims to fill this gap (Hiratsuka, 2022, 2023a, 2023b).

To address ways to improve the JET program, particularly training ALTs as they progress through their contracts (a maximum of five years), a qualitative study was conducted. First, such a study sheds light on the types of professional development that ALTs seek and require—most importantly, as told from the points of view of ALTs themselves, an area that has been greatly underexamined. Second, the insights obtained from this research have the potential to catalyze positive and impactful changes for the extensive community involved in the JET Programme and other similar educational setups. These changes should emerge from the identified needs, wants, and recommendations articulated by ALTs regarding their career growth opportunities. With semi-structured interviews as the primary

research method, the current investigation revealed a shared wish among the participants for these opportunities to include: (a) more details about who ALTs are, should be, and can be; (b) thorough insights into who JTEs are, what they think, and how they approach English language teaching; and (c) more thorough explanations of the JET Programme.

Literature Review

The large body of research involving ALTs, the JET Programme, and team teaching in Japan hitherto lacks substantial depth (see Hiratsuka, 2022 for a comprehensive review). These studies have left wide gaps in our understanding—characterized by four main deficiencies. First, prior investigations have chiefly focused on singular aspects of ALTs' professional lives, such as perceptions about team teaching, classroom practices, or teachers' role delineations. Second, these studies oftentimes treated their findings as static entities, neglecting the evolving and fluctuating sentiments and encounters of the participants and their immediate socio-cultural environments. Third, the data collected in these studies frequently suffered from brevity, comprising rather terse or isolated responses from educators and/or students captured within restricted timeframes (e.g., short surveys). Even in instances where studies adopted an in-depth case study approach, the participant pool remained markedly small, largely limited to a single context—sometimes even confined to a single school or classroom. Last, a serious gap exists in the variety of research methodologies, most importantly an absence of studies employing a narrative inquiry approach, using stories as the focal point for data collection, analysis, and presentation and offering the potential to meticulously dive into actions, emotions, events, and a myriad of phenomena.

In response to these inadequacies, Hiratsuka (2022) employed narrative inquiry to attempt to unravel the intricate tapestry of ALTs' experiences throughout historical time (before, during, and after their tenure as ALTs) and within varied social spheres (both within and outside of school contexts). This approach spotlighted the construction and evolution of ALTs' identity structures, thereby placing these dynamic formations at the heart of the investigation. Hiratsuka (2023b) then traced the professional trajectories of team teachers in Japan, orchestrating 14 original empirical studies. This investigation provided a complex panorama of the day-to-day professional landscapes and actualities faced by JTEs and ALTs. Accentuating cognitive, ideological, and affective dimensions, Hiratsuka (2023b) scrutinized these facets in a holistic manner, thus offering novel insights into their professional realities and lived experiences.

Nevertheless, there still remains a lack of research into the specific essentials concerning professional development opportunities tailored for ALTs. Although there is a spectrum of methodologies available for advancing language teaching professionals' development—such as action research, Exploratory Practice, focus group discussions, and stimulated recall sessions (as detailed in Hiratsuka & Barkhuizen, 2015)—professional development events via lectures and workshops have received limited empirical scrutiny. Such opportunities are purported to enhance confidence in implementing new pedagogical skills and techniques (Murray, 2010; Ur, 2012) while keeping attendees abreast of the latest developments within their field. Despite recurring assertions with regard to the advantages of attending professional development conferences and presentations, the literature has been devoid of empirical studies validating these claims until recently. Borg (2015) spearheaded a pioneering study exploring language teaching professionals across seven Gulf countries by probing into the impact of conference attendance on their professional growth. The majority of participants conveyed through questionnaires and interviews a positive sentiment toward their conference experiences, highlighting an expanded breadth of knowledge in language teaching techniques and a more favorable attitude toward their jobs. In the context of Japan, Hiratsuka (2017) conducted a study involving participants attending presentations delivered by two esteemed language education scholars. The gathered data from questionnaires and interviews pointed to a multifaceted array of benefits experienced by participants, including the acquisition of academic knowledge, a reconfiguration of perspectives on English teaching and learning, and an elevation in motivational levels.

Research Question

Despite previous endeavors, a systematic exploration into the substance of professional development opportunities for ALTs and their corresponding experiences remains conspicuously absent. Against this backdrop, this inquiry elicits ALTs' points of view with respect to their participation in professional development events. It seeks to uncover their perceived imperatives and desires, as well as the inherent potentials and possibilities embedded within these experiences from their idiosyncratic vantage points. Hence, this study was guided by the following research question: What are the specific needs and wants perceived by ALTs in Japan concerning their professional development opportunities?

Methodology

Participants

In adherence to ethical guidelines, the research plan was approved by the relevant bodies at my institution prior to the start of this investigation. Participants were recruited through both snowballing and purposive sampling methods (Robinson, 2014), with calls made at professional conferences and via my social networks, including social media outreach. From the volunteers, I purposefully selected 11 participants, all of whom were part of the JET Programme. These participants were drawn from more than four different prefectures to ensure a range of perspectives on ALT professional development opportunities (Staller, 2021). My focus, however, was not on the geographical representation of prefectures, but rather on participant characteristics such as gender, experience, nationality, major, age, and Japanese ability (see Appendix for background information). It is also worth noting that nine out of the 11 participants had previously attended professional development conferences where I had been the keynote speaker. Consent was obtained from all participants prior to their involvement, and their personal identities were anonymized through the use of numerical identifiers.

Data Collection and Analysis

Because interviews are widely recognized as a valuable method for examining participants' knowledge, attitudes, and perspectives across diverse contexts and time periods (O'Neill, 2020; Seidman, 2013), I selected narrative interviews as the primary approach for data collection, thus allowing for a flexible exploration of participants' experiences and understandings. These interviews were conducted in English (the common language of fluency between the interviewer and the interviewee), either face-to-face or on Zoom. At the beginning, the participants were asked to reflect on their previous professional development experiences and share any relevant opinions, episodes, stories, or personal anecdotes connected to them. Thus, this inquiry used a combination of inductive and deductive methodologies to draw insights from the primary research question and the gathered data. The duration of each interview ranged from roughly 30 minutes to nearly one hour. The interviews were recorded and transcribed in full.

The transcripts were then subject to thematic analysis—a well-established approach for identifying and inspecting patterns, subjects, and significance within qualitative data. During the analysis, I first identified general main codes, which led to a more detailed dive into the source transcripts to find particular instances of further coding. Following the organization and categorization of pertinent coded segments using the qualitative data analysis software (NVivo 10), I continued with the process of focused coding as described by Charmaz (2014). This coding method identified both often repeated underlying themes and individual yet noteworthy remarks (see Hiratsuka, 2018). Through the use of an iterative approach of generating and refining codes, a handful of categories was established. Afterward, I proceeded to verify and strengthen the identified categories by selecting germane statements from the participants' interviews.

Findings

All the participants expressed varying degrees of dissatisfaction with the professional development opportunities provided during their orientations and conferences. According to them, these events predominantly concentrated on the experience of living as foreigners in Japan. Although guidance on English language teaching and cultural exchange was provided to some extent, participants remarked often leaving these events feeling demotivated and questioning the purpose of them. ALT3 remarked, "We received information about Japanese laws, culture, and etiquette, but it wasn't quite relevant for my job. It felt like we were treated as foreign tourists, despite being funded by Japanese taxpayers." ALT4 added, "It was frustrating because speakers would say, 'This is what you should do in Japan,' and then immediately follow with 'Everybody will have a different experience.'" In contrast to the largely irrelevant content presented at these events, ALTs signaled the need and desire for information regarding (a) ALTs themselves, (b) their JTEs, and (c) the JET Programme.

Concerning ALTs

The participants voiced a keen interest in attaining better insights into the multifarious role of ALTs in Japan, as it vitally affects their professional life, collaboration with JTEs, and influence on students. Moreover, they underscored the significance of exploring the experiences of fellow ALTs through case studies and anecdotal accounts. ALT2 grappled with defining her role within the school context amidst colleagues' perceptions of her as being merely "an English-speaking celebrity or an incompetent foreigner": "I think they [her colleagues] feel like I'm not capable of doing many things." This way of thinking led her to question whether other ALTs encountered similar challenges. ALT4 also suggested that learning from past negative experiences of

ALTs could help anticipate similar situations: "It would have been good to hear people's bad experiences as well to just give us some kind of warning." Similarly, ALT10 advocated for a case-study approach to understand the diverse experiences of ALTs (although he recognized the potential disparity between his own teaching background and the realities of ALT work in Japan): "It would be very helpful to know what the other ALTs' situations are like—almost in a case-study manner. That said, my experience might differ significantly as I had teaching experience in my country before coming to Japan." Interestingly, despite her background in education in the USA, ALT6 found that nuanced differences in ALT work in Japan necessitated a reevaluation of her teaching approach: "I could not automatically transfer my knowledge and experience from the US context to Japanese context." ALT3 commented on one of my keynote speeches in which I discussed ALT identity. She found the exploration of ALT identities valuable, acknowledging its potential impact on student–teacher dynamics and intercollegiate relationships: "What you presented—like, the identities of ALTs could be absolutely beneficial because how ALTs are perceiving themselves as like a celebrity could definitely have some consequences to [sic] their students or to their co-workers, right?" In the same vein, ALT7 claimed to have found my lecture's exploration of ALT identities—encompassing social, cultural, and personal dimensions—to be informative beyond pedagogical considerations. ALT9, who attended numerous orientation and professional development sessions through the years, also claimed to have found discussions on ALT identity and perception particularly engaging and insightful.

Concerning JTEs

The participants harbored a fervent curiosity with respect to the perceptions, experiences, and identities of their teaching counterparts—the JTEs. They were interested in gleaning insights into what JTEs had acquired from their teaching licensensure programs and the constraints they face within their professional contexts (e.g., those deriving from curriculum guidelines). They believed such knowledge held the key to enhancing collaborative lessons and fostering more harmonious relationships between ALT and JTE. After a conference where I gave a talk on ALT identities, ALT1 shared with me in the interview that, post-conference, he and his JTE (who was also in attendance) affirmed the value of probing into the roles of JTEs and ALTs, reinvigorating their resolve to lead effective team-taught lessons together. He advised, "We need to bring JTEs together for our professional development conference; otherwise, team teaching would not work well." ALT4 endorsed compulsory JTE attendance in professional development opportunities—particularly when a connection between JTE and ALT is lacking: "If you have a JTE you are struggling to have any kind of chemistry with, I think it is important for JTEs to also listen and study and learn [at ALT professional development conferences]." ALT8 bemoaned the absence of opportunities to listen to the viewpoints of JTEs in these forums: "There is no balance of other opinions from other points of views [sic], especially from the points of views of JTEs." ALT3 expressed a desire for guidance on developing personal connections with JTEs and students: "It would be helpful to learn how to interact with JTEs and students on a personal basis." ALT6 echoed the sentiment, stressing a demand for an understanding of appropriate communication methods with JTEs: "I need to know more about what kind of communication style we need to have with JTEs. That's a big part that I want them to put in the orientation and conferences." ALT2's plea was straightforward: "I just want JTEs to tell me what I need to do, and I will do it. There is very little communication between us, and I want the board of education or my school to address that." ALT5 experienced a drastic shift in understanding JTEs after gaining insight into how JTEs perceive their own professional roles in relation to ALTs: "Hearing about JTEs' thoughts and JTEs' perspectives were [sic] really helpful." ALT10 concurred, advocating for ALTs to learn about various types of JTEs.

Concerning the JET Programme

The participants expressed an urgent desire for comprehensive information about the JET Programme, seeing it as a crucial aspect of their professional development. They called for clarity on the program's objectives, successes, failures, and historical context. ALT1 articulated his aspiration to align his efforts with the program's goals but lamented the ambiguity surrounding its overarching objectives: "I aim to fulfill the government's vision for the JET Programme, but the specifics elude me." ALT3 observed a contentious division between the Japanese government's intentions and the core objectives of her team-taught lessons: "I guess there is this disparity between what the government is trying to achieve and what is actually happening in our team-taught lessons. It would be really helpful to discuss this in those conferences." ALT5 voiced uncertainty regarding the program's origins and its ultimate objectives, highlighting the need for transparency: "I remember reading somewhere that the JET Programme isn't ac-

tually about teaching English but a political tool for the relationship between the US and Japan…. I want to know what the program is really about." ALT7 echoed these sentiments, indicating an inclination to ponder the subtleties and societal implications of the JET Programme on both individual and collective levels: "I yearn to comprehend the program's nuances and its broader impact on Japanese society on both micro and macro levels." ALT10 illuminated the cruciality of effective communication and implementation of the program's objectives at all levels: "The JET Programme needs to make sure that their message is understood and practiced by local boards of education, schools, and ALTs themselves." ALT11 questioned the program's lack of clarity in articulating its mission, thereby critiquing its current state as ambiguous and ineffective in advancing English language education or promoting cultural exchange.

Discussion and Conclusion

The participants conveyed discontent with the existing professional development opportunities that failed to cater to the complex needs of ALTs. They underscored the necessity for these orientations and conferences to delve deeper into topics concerning ALTs themselves, their team-teaching partners (JTEs), and the overarching JET Programme. Specifically, they sought an adequate understanding of their roles and positioning within their unique contexts, espoused mandatory JTE involvement in ALT conferences to cultivate more fruitful collaboration, and demanded clarity regarding the objectives and origins of the JET Programme. These findings shed important light on a sharp disparity between governmental aspirations and the realities of language education and cultural exchange dynamics at the grassroots level. Even though the professional development events did include some topics about ELT theories and pedagogies, the current focus might appear to center more on individual challenges ALTs face as *foreign residents* in Japan rather than addressing their *professional and cultural ambassadorial roles*. This pattern underlines an implicit or explicit perception of ALTs not as language educators but as mere non-Japanese outsiders, thus corroborating Hiratsuka's (2022) findings, where foreign identity emerged as a primary facet of ALT identity. It is interesting that the participants in this current study chose not to discuss or criticize so much during their interviews the linguistic/applied linguistic theories and teaching "tips" from their skill development events but instead chose to focus on themes of defining ALTs/JTEs/the JET Programme. This divergence suggests that the topics of teaching methodologies and theories may have been deemed irrelevant or easily accessible online and so did not warrant deliberation in the interview. It could also be that the participants' perceived lack of urgency or necessity on these topics stems from their pre-existing backgrounds in educational studies and experiences. In hindsight, I may have been biased in selecting participants with significant educational backgrounds and experiences, or the participant pool may have already been skewed in that direction (see Hiratsuka, 2025). In either case, this finding runs counter to the findings of previous studies (see Borg, 2015; Murray, 2010; Richards & Farrell, 2005; Ur, 2012)—perhaps because of the peculiar nature of the ALT job in Japan (e.g., as teaching assistants). Alternatively, it is possible that the participants focused on topics (e.g., ALT and JTE identities) that were of interest to me and/or among the subjects of one of my conference presentations, thinking that these were what I wanted to hear about. If this is the case, it may represent a limitation of the current study.

Nevertheless, this inquiry has two principal implications. Firstly, educational authorities and JET Programme administrators should include detailed information and further clarification regarding ALTs, JTEs, and the JET Programme itself in ALT professional development events. Secondly, fostering collaborative engagement between JTEs and ALTs as English language educators should be prioritized within their professional development spheres. Moreover, given the pivotal importance of collaboration with JTEs and local contextual awareness accentuated in this inquiry, the tailoring of ALT professional development initiatives to accommodate varying levels of ALTs' Japanese language proficiency and school sectors (i.e., elementary, junior high, and senior high schools) is indispensable (see also Hiratsuka, 2017). To improve these areas, there should be more oversight by governmental administrative bodies to standardize the content and quality of professional development events.

In terms of future research, a longitudinal exploration encapsulating the entire range of stakeholders, including JTEs, teacher educators, and external lecturers of professional development conferences, should be pursued to gain a more comprehensive picture of professional development effectiveness. In addition, comparative analyses between ALT and JTE professional development opportunities offer promising avenues for understanding their divergences and convergences. Lastly, comparative analyses between the professional development of ALTs in Japan versus foreign English language teachers in other countries (e.g., Brazil, China, Hong Kong, Slovakia, South Korea, and Thailand) would positively impact their respective teaching environments (see Hiratsuka, 2023b).

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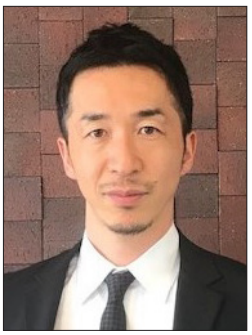

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Appendix

Information on Participants

Name	ALT 1	ALT 2	ALT 3	ALT 4
Gender	Male	Female	Female	Female
Age at the time of interview	23	23	24	24
Nationality	USA	USA	USA	New Zealand
Major	English (BA)	Spanish (BA)	Comparative Literature (BA)	Japanese (BA)
Schools assigned	Junior high	Junior high	Junior high	Junior high
Years as an ALT	1	1	1	1
Japanese ability	Advanced	Beginner	Beginner	Advanced

Name	ALT 5	ALT 6	ALT 7	ALT 8
Gender	Female	Female	Female	Female
Age at the time of interview	25	26	26	27
Nationality	USA	USA	USA	Philippines
Major	East Asian Languages and Cultures (BA)	Theater Arts (BA), Teaching (MA)	Asian Studies (BA), Applied Linguistics (MA)	English Language Studies (BA)
Schools assigned	Elementary	Elementary	Junior high	Junior high
Years as an ALT	3	1	1	5
Japanese ability	Advanced	Beginner	Intermediate	Advanced

Name	ALT 9	ALT 10	ALT 11
Gender	Male	Male	Female
Age at the time of interview	27	28	32
Nationality	Canada	South Africa	USA
Major	Philosophy (BA), Religion (MA)	Communications (BA)	Theater and Performance (BA), English Education (MA)
Schools assigned	Junior high	Junior high and Elementary	Senior high
Years as an ALT	3 (2018-2020 and 2023-)	5	2
Japanese ability	Beginner	Intermediate	Beginner

日本人英語話者をロールモデルにした自己像と英語学習意欲の促進―メディア教材LMSを介した授業実践―

Fostering an L2 Self-Image and Motivation Through Japanese English-Speaking Role Models: An LMS-Mediated Class Activity

小笠原麻衣子
Christopher Prowant
阿南工業高等高専

ロールモデルとなる英語話者が少ないELF環境では、学習者が英語話者としての自己像がイメージできるような情報提供の重要性が強調されてきた。本研究では高専で行われた、ロールモデルとなる日本人英語話者をLMS(Learning Management System)上で映像提示した活動の実践報告を行う。LMS活動後に提出させたレポートを「L2(第2言語)動機づけ自己システム論」(Dörnyei, 2009) を枠組みとして分析し、当該活動が、生徒のグローバル社会における将来的な自己像のイメージを促進し、英語学習意欲を高めたかを検証した。その結果、活動を通じて、生徒がある程度はグローバル社会における自己像をイメージでき、限定的ではあるが英語学習意欲の向上も確認できた。教師は生徒が過去の学習経験の枠を超える活動を導入する必要があり、そのような活動が、ポジティブな英語話者としての自己像の形成、また幅広い英語学習体験への関心や学習意欲へとつながることが示唆された。

Promoting learners' self-image as English speakers is crucial in EFL environments with few English-speaking role models. In this study, one such role model was presented to students in a video utilizing an LMS (Learning Management System) at a national college of technology (KOSEN). Following the activity, student reports were analyzed using the "L2 Motivational Self System" (Dörnyei, 2009) to investigate the effect on their future self-image as an English speaker, as well as their motivation. The results indicate that this activity enhanced students' positive L2 self and raised their motivation to some extent. This study suggests that teachers should implement activities that guide students beyond their limited learning experiences. Such activities help students form a positive self-image as an English speaker and open their eyes to various English learning experiences.

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研究の背景

高専(高等専門学校)における英語教育カリキュラム

高専は、高等学校と同じく、中学校を卒業した生徒が入学することができ、5年の一貫した技術者としての専門教育を受けられるのが特徴だ。全国に５１の国立高専があり、カリキュラムは国立高専を統括する国立高等専門学校機構(高専機構)が策定したモデルコアカリキュラムを基にそれぞれの高専が作成する。英語教育については、1～３年生は日常的な話題や社会的な話題について、情報や考えなどを理解して表現できることを目標とし、高等学校指導要領に準じた語彙、文法および構文の習得や実践的な活動を実施している。さらに、3～５年生では、自分の専門分野に関するトピックについても意見交換ができることを目標に、ディスカッションやディベートを授業に取り入れている(高専機構,2023)。

英語学習意欲の維持とグローバル社会の技術者としての自己像

高専では５年間に渡り英語学習意欲を維持し、グローバル社会の中で技術者として求められるレベルの英語運用能力を身につけなければならない。しかし、高専1年生の中で入学時の学習意欲を１年生の学年末まで維持できた生徒は40%に留まり(西原、石原他、2010)、高専３年生は、将来の仕事を見据えた英語学習や資格取得の必要性を認識しているものの、目標達成のための学習意欲は欠いている(大里,2020)。その原因としては、どの程度の英語能力が将来的に必要とされるのか想像しにくいため、学習意欲に繋がらないことが挙げられている(山﨑、村端他、2023)。

このような高専生の現状を踏まえると、技術者としてグローバル社会の中で要求される英語能力をいかに認識させ、それを学習意欲に繋げるかが高専英語教育の喫緊の課題と言えよう。

先行研究

グローバル社会を生きる技術者としての自己像を形成する枠組みとして、Dörnyei (2009)が提唱した『L2(第２言語)動機づけ自己システム論 (L2 Motivational Self System)』という概念が挙げられる。『L2動機づけ自己システム論』は以下の３つのモチベーション要素から成っている。

- 「理想L2自己(Ideal L2 self)」なりたい自己:L2を身につけた理想の自分と実際の自分との差を縮めようとする強い動機づけ。
- 「義務L2自己(Ought-to L2 self)」ならなければならない自己:他者の期待に応えるため、または悪い結果を避けるための動機づけ。

- 「L2学習体験(L2 Learning Experience)」学習環境や経験:教師やカリキュラム、クラスメイト、個人的な成功体験などの外部環境から発生した動機づけ。

「理想L2自己」は3つの要素の中で最も強い動機づけであり、世界のあらゆる地域で、理想L2自己を持つ学習者の学習意欲が高いことが報告されている(Kojima & Yashima, 2017; Taguchi, Magid, & Papi, 2009; Ueki & Takeuchi, 2013)。一方で、EFL環境では「義務L2自己」が学習意欲を高揚させているとも議論されてきた。例えば、日本の学習者が考える高い英語能力とは、仕事で英語を使いこなすことではなく、キャリアで成功する過程において試験で高得点を取ることをイメージする傾向にある(Taguchi, Magid, & Papi, 2009)。このような、教育環境の違いによる「義務L2自己」についての概念の相違を解明するために、Teimouri (as cited in Takahashi & Im, 2020)は義務L2自己を内在化の程度によって以下の2つに分類した。

- 「義務L2自己/own」:外発的な要因がきっかけではあるが学習者がその要因を価値あるものとして内在化できている。
- 「義務L2自己/others」:完全に内在化されていない状態で学習者が影響を受けている、親や学校からのプレッシャーのような要素。

前述のようにキャリアでの成功を目的とし、試験で高得点を取るために高まった学習意欲は、「義務L2自己/own」に分類され、外発的な要因がきっかけであっても学習者が内在し確立していくことが示唆されている。

「理想L2自己」を具体的に視覚化できる想像力が重要であるが(Dörnyei,2009)、日本のようなEFL環境にはL2を身につけたロールモデルが少ない。そのため、学習環境内で教師が生徒に戦略的に将来が想像できるような情報を提供しなければならない(Ueki＆Takeuchi, 2013; Yashima, 2009)。これはDörnyei (2009)の枠組みの「L2学習体験」と繋がりが深く、日本人は学習環境の中で英語話者モデルに触れる機会も不足していることから、授業で意識的に不足を解消する必要がある。近年、新型コロナウイルス感染症の影響がきっかけで多くの教育機関でオンライン学習が活用されている。オンライン授業は学習者の学習意欲の維持や促進にも寄与し、特に将来の英語の必要性を認識させるのに有効である(野村・館,2022)ことから、オンライン学習という新しい学習環境内で理想L2自己をイメージさせるような情報を提供する可能性も示唆された。

本研究の研究課題

本研究の調査対象である高専においても、LMSを利用したオンライン学習を行なっている。「理想L2自己」をイメージさせるような情報として、LMS上で専門分野に関わるメディア教材を視聴させた。視聴後に提出させたレポートを、Dörnyei (2009)が提唱した『L2動機づけ自己システム論 』に基づいて分析し、生徒の自己像や英語学習意欲に影響を与えたかを確かめる。研究課題は以下の２つである。

1. 専門分野に関わるメディア教材(LMS)は高専１年生のグローバル社会における自己像をイメージさせるか。
2. 専門分野に関わるメディア教材(LMS)は英語学習意欲を向上させるか。

調査方法

調査対象授業と生徒

筆者の勤務校の高専１年生対象に「英語コミュニケーション基礎」の授業において調査を実施した。前期を日本人教師(筆者)、後期を英語ネイティブ話者の教師(共著者)が担当する通年科目で、1クラス40名の4クラス160名を対象に前期授業(2021年4月～5月)で活動を行った。

活動内容:LMSを利用した動画視聴

当該活動では、メディア教材として日本人による英語のプレゼンテーション動画を２本使用した。本稿ではその１本の任天堂の元代表取締役の故・岩田聡氏によるプレゼンテーション動画(GDC, 2015)を見せ、視聴後に提出させたレポートの分析結果を報告する。任天堂は日本の代表的なゲームメーカーで、生徒たちにも馴染みのある企業である。当該高専ではeスポーツ研究会の活動が盛んで、ゲームは生徒たちにとって趣味の域を超えた関わりの深い存在であり、ゲーム開発に関わるプログラミングや情報通信は将来の研究や就職に繋がる分野である。

動画の内容:2005年にアメリカで開催されたゲーム開発カンファレンスでの１時間程度の英語での基調講演の中で、岩田氏は2004年に発売された携帯型ゲーム機「ニンテンドーDS」について話した。当該動画を分析対象として採択したのは、ほとんどの生徒がニンテンドーDSを使用したことがあることから興味関心を持って視聴でき、英語による講演の内容を理解しやすいことが第1に挙げられる。また、岩田氏がEFL環境で英語を習得したロールモデルであることも採択した大きな理由である。

動画視聴方法:動画はLMSにYouTubeをはめ込む形で配信した。視聴は授業外で行い、その際、英語、または日本語字幕付きで視聴しても構わないことを伝えた。

レポート:プレゼンテーションについての感想に加えて、「自分の将来の英語使用などについて感じたこと」を、日本語で200字以上書くこと、採点はしないが全員提出することを指示した。

結果

レポートの分析対象

生徒160名中155名がレポートを提出。140名のレポートに「自分の将来の英語使用などについて感じたこと」にあたる文章が含まれていた。140名のレポートから抜粋された13,085字(1人平均93字)の回答を分析対象とした。

分析方法と手順

回答を分類するにあたり、Dörnyei (2009)の『L2動機づけ自己システム論』の３つのモチベーション要素を用いた。「理想L2自己」「義務L2自己」「L2学習体験」の3要素である。その中の「義務L2自己」については、Teimouri(2017)が細分化した「義務L2自己/own」「義務L2自己/others」を

用いた。つまり、「理想L2自己」「L２学習体験」「義務L2自己/own」と「義務L2自己/others」の４要素を分類カテゴリーとした。

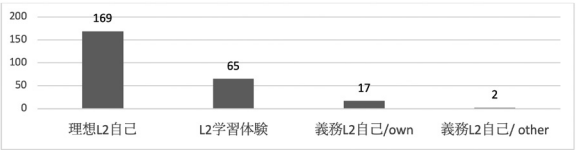
まず、抜粋した回答から、前述した４要素を含んでいる文章を抽出した。次に、それらを4つのカテゴリーに分類した。ほとんどの場合、1人の回答者が複数のカテゴリーの内容に言及していた。

分析結果

分析対象回答13,085字のうち約8割に当たる10,507字の回答に、「理想L2自己」「L２学習体験」「義務L2自己/own」「義務L2自己/others」の４つのカテゴリーに分類できる内容が出現していた。図1.はカテゴリー別の出現数である。

図1.

４つのカテゴリーと出現数



出現数の最も多かった「理想L2自己」に分類された主な内容を、さらに５つの項目に分けた(表1.)。

表１.

「理想L2自己」に分類された内容の５項目

	項目	出現数	%
1.	英語を話すことに関する目標や理想	57	33.7
2.	岩田氏を理想の英語話者として認識	41	24.3
3.	グローバル化社会での英語の必要性について認識	40	23.7
4.	将来のキャリアに関する具体的な目標や理想	17	10.0
その他	趣味や国際交流の中での英語使用に関する目標や理想	14	8.3
合計		169	100

出現数が最も多かったのが、英語を話せるようになりたいという内容であった(項目1)。項目１の話せるようになりたい理由として、項目２は、岩田氏のようにプレゼンテーションをしたいから、また項目３は、グローバル化社会で英語は不可欠であるから、という理由が提示されていた。

項目１の英語が話せるようになりたいと述べた後、その目標達成のための学習についても65回出現した(図1.「L2学習体験」)。話せるようになるために、語彙力やリスニング力を強化する、など具体的な学習計画を述べている回答は、「L2学習体験」に分類された回答65回中30回で、残りの35回は英語の勉強をがんばりたい、のような抽象的な表現であった。

「理想L2自己」に関する回答で、グローバル社会における自己像を窺わせる回答(表1.　項目４)は17回に留まった。少数ではあるが、プログラミング、創薬、エネルギー開発など分野を明確にし、その分野で英語を使って活躍したいことが表現されていた。一方、将来の英語使用について言及してはいるが、英語はどの分野でも必須なので身につけたい、就職活動で通用するTOEICスコアを取らなくてはならない、などの回答は、外発的な要因から誘発されているモチベーションであり、「理想L2自己」ではなく、「義務L2自己/own」(図1.)に分類された。

最後に、どのカテゴリーにも分類されなかった2,578語は、英語や英語学習に否定的な回答であった。しかし、岩田氏の講演を見て、自分も英語が話せるようになりたいと思ったなど、前向きな内容が続く場合がほとんどで、全くモチベーションに関する言及のなかった回答者は2名だけであった。

まとめと示唆

本研究の１つ目の研究課題は、専門分野に関わるメディア教材が、高専１年生のグローバル社会における自己像をイメージさせるか、であった。本活動が生徒の「理想L2自己」のイメージをより鮮明なものにしたと断言はできないものの、レポート回答の８割に『L2動機づけ自己』に関する記述が見られたことから、その一助となったと結論できる。ロールモデルの少ないEFLの場合、日本人英語話者である岩田氏をロールモデルにしたことで、生徒たちは理想L2自己をイメージしやすくなったと考えられる。2つ目の研究課題の専門分野に関わるメディア教材が英語学習意欲を向上させるか、については、自分の学習経験や限られた情報に基づいた学習方法（例:授業を頑張る、単語を覚える）に限定してではあるが、意欲が向上したと言える。しかし、国際交流事業への参加や、旅行やスポーツを通じての国際交流など学校や授業の枠を超えた英語活動に関する回答はごく少数であった。Yashima (2009)は、“Often in Japanese EFL learners’ minds, studying English(e.g., memorizing words, reading texts aloud) is unconnected to the ideal L2 self (p.159).”「英語を外国語として学ぶ日本人学習者の意識の中では、英語の勉強（例えば単語暗記、文章の音読）は理想L2自己に結びついていない」(引用者訳)と表現している。本研究でも、生徒たちの情報・経験不足は否めず、日本のようなEF　L環境では教師が戦略的に生徒に情報を提供し、学習経験の枠を超えた活動に参加ができる環境を整備しなければ「理想L2自己」は促進されないことが示唆されている。

本実践報告からの今後の改善点に関しては、メディア教材を授業外でLMS上で配信したため、生徒たちがどの程度集中して動画を視聴したのかが確認できていない点が挙げられる。メディア教材の情報を生徒に確実に伝える工夫が必要だ。さらに、レポートの中で「理想L2自己」につながる具体的なコメントは、生徒たち全体で共有するべきであった。前述したように、英語でプレゼンテーションができるようになりたいと述べつつ、そのための英語学習として単語の暗記など従来の学習方法しか思いつかない生徒が多かった。一方で、留学生や外国人の先生に英語で話しかけてみたい、と中学校では体験できなかった方法で英語を使いたいと述べていた生徒もいた。また、将来の自己像に関しても、プログラミングを使ったイベント演出で海外の人にも認められる仕事をしたい、世界中の研究者と協力して薬の研究をしたい、など、具体的にグローバル社会における自己像をイメージできている回答もあっ

た。こうした回答を生徒間で共有することで、生徒たちが他の生徒から学び方のヒントを得る可能性もあり、また、教師も留学生と活動できるイベントの案内や、まだ将来像が曖昧な生徒たちを支援することもできる。今後の研究課題として、メディア教材を生徒に確実に視聴させ、それに対して書いたレポートの情報共有を行うようなシステマティックなサイクルの確立と継続が必要である。その上でメディア教材がグローバルな自己像の促進や英語学習意欲に与える効果の検証が求められる。

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小笠原麻衣子:阿南高専はじめ徳島県内の大学に非常勤講師として勤務。高知大学大学院人文社会科学研究科(異文化コミュニケーション分野)修士課程修了。研究分野はL2学習者のモチベーション、日本における多言語・多文化教育である。多言語・多文化教育の研究では外国にルーツを持つ家族や学校での聞き取り調査を実施した。

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Torrin Shimono & James Nobis

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Welcome to the March/April issue of TLT *Interviews! For this issue, we feature an interview with Francesco Diodato, who teaches Italian at Kyoto Sangyo University in Kyoto and is also a teacher trainer. He discussed his doctoral dissertation on neurodidactics, techniques developed by the Dilit IH language school in Rome, Italy, and teaching Japanese university students. In this interview, he illustrates some ideas that are pivotal in his doctoral dissertation. He was interviewed by Paolo Torresan, who teaches Italian language and literature at the Fluminense Federal University in Niterói, Rio de Janeiro in Brazil. He has written several books on language teaching methodology and language testing. Without further ado, to the interview!*

Neurodidactics and the Dilit Method: An Interview With Francesco Diodato

Paolo Torresan

Fluminense Federal University, Niterói, Rio de Janeiro

Paolo Torresan: Francesco, thank you for this discussion. Your dissertation addresses a critical issue: classroom management. This topic is often overlooked in teacher training in Italy. You mentioned the difficulty of finding a strategy for dealing with unmotivated classes or those showing evident signs of disinterest. Could you explain why both overly lenient and excessively strict teachers fail, and what it means (or meant for you) to find a middle ground?

Francesco Diodato: Thank you for the kind invitation, Professor Torresan. I believe we need to distinguish between at least two types of lenient teachers, both who lower the cognitive level of the lessons and grant considerable freedom, but they do so for different reasons. The first one does not believe in the student's ability to learn and improve, whilst the second one fears them, worrying they will complain, judge them negatively in end-of-course surveys and that they will not re-enroll in classes. Some research (Greenwald & Gillmore, 1997; Johnson, 2002) and my personal experience unfortunately show that this fear is not unfounded.

The strict teacher, however, does not satisfy students' desire for autonomy (Daddis, 2011). For example, fearing loss of control, this type of teacher tends to avoid peer work. The learning environment in all the cases mentioned is negative—it can generate stress in students, inhibiting the proper functioning of executive functions, and thus, compromising performance (Blair et al., 2011; Diamond, 2013; Piccolo et al., 2016; Wagner et al., 2016). Moreover, the fact that learning activities are not sufficiently challenging does not allow executive functions to be stimulated and, consequently, to develop (Caine et al., 2016; Welsh et al., 2010). The middle ground is an authoritative teacher (Diodato, 2018).

In your dissertation, you highlight the importance of certain conditions for effective learning based on neuroscience data. Some of these include getting enough sleep, being attentive and not distracted, having a hearty breakfast (important for morning classes), and engaging in aerobic activity. While these suggestions might seem obvious to some, I believe they are not. Many students arrive tired, constantly look at their phones, and sigh when asked to change seats. How do you approach your teaching considering these suggestions, given that some of them pertain to time spent outside the classroom?

Regarding the obviousness of certain recommendations, neuroscience research does not just confirm ancient wisdom; it adds new details. For example, it tells us that the type of physical activity beneficial to the brain is aerobic and that the executive functions that benefit from it vary with age (Guiney & Machado, 2013; Tine, 2014).

To leverage the benefits of movement, teachers can ask students to: (a) place dictionaries on the teacher's desk, so they have to move to consult them (Catizone & Humphris, 1999); (b) change seats multiple times to form new pairs (Byrne, 1987); (c) go outside the classroom to take part to an info gap oral free imaginary interaction/production[1]

1 A free production is focused on meaning negotiation, whilst a controlled production is focused on language forms rehearsal.

(Diodato, 2017b); and (d) walk in circles around the classroom while talking in pairs (Dörnyei & Murphey, 2003).

To address sleep deprivation, starting a morning lesson with listening activities can often induce sleep. It is better to begin with a more dynamic activity, such as oral free production. This approach helps mitigate but does not solve the problem.

The issue of sleep deprivation, which I often observe in my students, is more complex than it may seem. Some students simply say they do not have enough time to sleep due to numerous other commitments besides the academic ones (e.g., participation in club activities, part-time work, etc.). Economic conditions can also play a role. Some students cannot afford to rent a room near the university, so they have to travel for two or more hours to attend classes. When classes start at 9:00 am, they have less time to sleep compared to students living nearby. Additionally, young people, due to neurobiological reasons, tend to fall asleep late and wake up late (Hagenauer et al., 2009). We can imagine the conditions they arrive in class. A possible solution could be to delay the start of lessons. If it were up to me, I would have them start at least around 11:00 am.

Teachers cannot intervene in students' private lives but can offer advice and explain the importance of certain habits. I have created a short guide in Japanese and uploaded it to Moodle so that students can consult it whenever they wish.

Let's return to the issue of stress. First, what can cause it in the classroom? Second, how can we equip students with tools to manage it, ensuring they can control (self-regulation) *and overcome* (resilience) *it?*

The causes of stress can be numerous. One might be not feeling heard or understood. A survey of interests and needs could help guide teaching actions. Another source of stress could be fear of something, such as not being up to par on an imminent exam. It is important that activities are presented in a certain way or adapted to appear feasible (Diodato, 2017a). At least initially, it might be useful to use the learner's mother tongue or a vehicular language to further reassure them.

To reduce stress levels before an exam, a simulation can be set up. In pairs, one student plays the examiner's role and the other the examinee (Mazza & Montali, 1999). An alternative is to allow sharing of anxieties, again within an oral free production activity (Davis et al., 1998). This latter activity is also useful for discussing stress in general.

Jokes could also help reduce stress levels; they often require cultural reflection to be understood (Medgyes, 2002). Oral free production can also be used to stimulate self-regulation. For example, students could debate starting from a list of actions considered by the teacher to hinder learning (e.g., looking up all unknown words in the dictionary, not asking questions when something is not understood, etc.). They would have to explain which actions they perform, why, and what precautions they could take in the future to avoid them (Sion, 2001). The fact that students themselves reflect on their actions, in my opinion, stimulates deeper attention and increases the likelihood that certain behaviors will be less frequent in the future.

According to Holdsworth et al. (2017), cognitively complex teaching activities and positive relationships between students and between students and the teacher are among the ingredients for shaping resilient individuals. In class, this translates to an authoritative teacher, which for me, as I mentioned earlier, involves challenging activities and pair work. This working method allows for understanding other points of view and learning to respect those who think differently.

I found your reference to variety in sequencing enlightening. I mean, a lesson does not always have to start the same way, right?

Exactly—young people, particularly due to ongoing neurobiological transformations, need novelty to feel stimulated (Chambers et al., 2003; Steinberg et al., 2018). Therefore, it is important for teachers to introduce variations. One way to do this is by proposing activities in a different order (Humphris, 1984).

Let's discuss the core topic of your dissertation: applying DI.L.IT. techniques in university-level Italian language teaching in Japan. Specifically, you reflect on: (a) authentic listening,[2] (b) conversation rebuild,[3] (c) language puzzle,[4] and (d) oral free production. Which of these techniques, if any, are more acceptable than others? Don't Japanese students risk being overwhelmed by requests that may seem excessive, especially if they come from traditional learning experiences that prioritize absolute security, considering the typological distance between the target language and the native language?

2 Authentic listening requires students listen to an authentic oral text several times in order to get a deeper comprehension.

3 Conversation rebuild requires students to orally and cooperatively reconstruct an exerpt of a dialogue, aided by the teacher miming and hints.

4 Language puzzle involves students transcribing the excerpt of an oral text by listening to it several times.

I will start with the activity that disorients most of my students: authentic listening. This activity confuses them for two reasons—the text's difficulty far exceeds their comprehension ability, and no information about the content is provided, nor is a transcript distributed.

When I started using this activity years ago, it was tough. The reasons were that I was not persuaded of its usefulness and, above all, did not know how to manage students psychologically. In other words, I could not gain their trust. Since then, I have improved significantly, and thanks to appropriate strategies (e.g., those described in Diodato, 2017a), even those few students who protest in the early stages stop doing so within a few months.

The most appreciated activity is conversation rebuild. They find it fun, dynamic, and immediately useful because they practice grammar under the teacher's guidance and memorize phrases. They also enjoy the language puzzle and oral free production. However, the latter also requires some psychological preparation.

In your dissertation, you mention the idea of creating customized training paths considering the sociocultural variables students belong to. From this thought, I deduce the legitimacy of developing different teaching ways, each tailored to a specific cultural context. However, one might ask, "Do not all languages get learned the same way?" or "Do the brains of an American student and a Korean student of the same age not go through the same acquisition processes?"

Dehaene (2020) explains that all humans learn in the same way. Differences concern the speed of learning, prior knowledge, and motivation. However, we must not forget the impact of environmental factors—experiences, belonging culture, type of education received, et cetera. These can contribute, along with genetic factors, to brain development (Stiles & Jernigan, 2010). I particularly think of the previously mentioned executive functions lead to the formation of limiting beliefs (Diodato, 2017a), influence habits and interests, shape value systems, affect relational dynamics, et cetera. These are all aspects that a teacher must consider to avoid failure.

Referring back to the earlier discussion and considering more specific individual differences related to intellectual profiles, how and to what extent can the theory of learning styles/intelligences be useful (if at all) to teachers (especially language teachers, but possibly any subject)?

The topic is controversial. Although 90% of teachers worldwide believe in the effectiveness of adapting lessons to students' learning styles (Newton & Salvi, 2020), there is currently no conclusive evidence that accommodating learning styles or intelligences leads to more effective learning (Waterhouse, 2006; Pashler et al., 2009). Some scholars now consider these theories neuromyths (e.g., Geake, 2008). Yet, many teachers claim to have evidence in their classes of the validity of these theories. For Willingham (2009), this could be a confirmation bias; teachers would only accept facts that conform to their beliefs, ignoring all others. The conclusions of the aforementioned studies leave me perplexed. If we accommodate students' preferences, in theory, motivation should increase for two reasons: Students may appreciate the teacher's attention to their needs and use the mode in which they feel most competent (Putcha & Rinvolucri, 2007; Rosenberg, 2013; Zull, 2002). Since increased motivation corresponds to increased attention and memory (Duan et al., 2020) and since, as experience teaches us, motivated students are more inclined to engage actively, a crucial factor in learning (Dehaene, 2020), progress should be tangible.

No doubt, I would say it is better to accommodate students' preferences, as long as this does not mean abandoning objectives. Doing so might make students a bit less stressed and lessons even more varied, two aspects that, as I mentioned, are important.

How important is the sense of affiliation to the effectiveness of classroom learning? I mean, should the student feel part of a group rather than feeling alone in the class? You mention this in your dissertation, also presenting activities developed for this purpose.

The need to be accepted by peers is intense in adolescents and, to a lesser extent, in young adults (Chein et al., 2011; Gardner & Steinberg, 2005). This leads to greater consideration of social evaluation (Somerville, 2013), increased sensitivity to peer exclusion (Sebastian et al., 2010), and greater risk-taking when advised by peers or even just observed by them (Chein et al., 2011).

I deduce that working with peers is particularly rewarding for these types of learners. The teacher can leverage their desire for group conformity. For example, they can surround an unwilling student with hardworking peers. For a similar reason, the teacher should avoid reprimanding students in front of the class. Some might go to great lengths to avoid losing face.

To maximize the benefits derived from these learners' characteristics, it is essential to create a cohesive class. Icebreaker activities are the starting point, although indirectly, cohesion can be strengthened through all activities, particularly oral

free production, where one student asks a peer for advice on some matter. People like to be helpful (Plevin, 2016).

It is also possible to stratify activities to promote inclusion (Hess, 2001). For example, multiple versions of a language puzzle could be created to accommodate different competence levels. This way, during pair consultations, even the weakest student can help the more proficient one and, consequently, be more accepted by their peer.

In your dissertation, you also touch on the topic of assessment. Could you summarize the conclusions you have drawn based on your experience?

In theory, I prefer continuous assessment based on classroom observation. The reasons are numerous:

- It allows for evaluating the maturation of executive functions and other aspects that formal exams cannot assess.
- It enables assessing the quality of interaction.
- It is economical as activities and assessment occur simultaneously.
- It is more sustainable: students are less stressed, positively affecting performance quality as they forget they are being evaluated.
- It is more precise because it is based on a significant number of "sessions," each one longer than a formal exam.
- It is useful for the teacher to evaluate their work in real-time, allowing for timely intervention when necessary.

During observation, the teacher can collect data from various sources: (a) the types of questions asked; (b) the degree of understanding of instructions; (c) the level of confidence with which activities are carried out; (d) the level of engagement; (e) the number of times the dictionary is consulted; (f) the responsiveness to peers' prompts; (g) facial expressions; (h) glances towards peers; (i) glances towards the teacher; (j) the number of gestures, drawings, et cetera used to communicate; and more.

To interpret the collected information, context must be considered, including knowledge of one's students and their culture.

In practice, a purely observation-based assessment presents two main drawbacks in my context: The classes are relatively large, making it difficult to observe everyone accurately, and some students might contest their grade if they fail, but I would not have evidence to present.

A compromise could be to adopt a mixed method: assessment based on observation (assigning it a small weight) and formal exams.

Thank you for sharing your insights with us.

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[JALT PRAXIS] MY SHARE

Lorraine Kipling

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

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

Hello, and welcome to My Share, the place where you can share your useful and original classroom activities with your TLT community! With a fresh academic year come fresh ideas, and in this issue we have three accessible ways to develop speaking, listening, and pronunciation skills with minimal preparation and resources.

First up, Idalis Alvarez-Perkins explains how to engage students with extensive listening through autonomous learning and group discussions. Next, Troy Zangara uses Top-ten- style-list videos as a basis for group work, and more discussion practice. And thirdly, Pak Man Au shows how to support students in recognizing and practicing some common connected speech patterns. I hope that you can take some inspiration from these for use in your own classrooms.

Perhaps you have your own idea to share? We are always looking for fresh ideas and new approaches to classic activities, and you can find a copy of our submission guidelines in the online version of this column at https://jalt-publications.org/tlt/departments/myshare.

As ever, I encourage you to get in touch with me at jaltpubs.tlt.my.share@jalt.org if you have any questions and look forward to helping you with your submissions!

— Best wishes, Lorraine

Making Extensive Listening Come to Life

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Quick Guide

- Keywords: *Extensive listening, authentic listening, small group discussion*
- Learner English level: *A2+*
- Learner maturity: *University*
- Preparation time: *5 minutes*
- Activity time: *40–50 minutes (modeling) 30 minutes (discussion)*
- Materials: *My Favorite Talk handout (see Appendix), timer*

In this listening and speaking activity, students get to choose their own listening text at home and then facilitate small group discussions about the listening in class. The lesson supports learner autonomy and brings a dynamic group component to individual listening practice.

Preparation

Step 1: Print 2 copies of the My Favorite Talk handout for each student (see Appendix). Here, students take notes about their talk and prepare discussion questions to share in groups. One copy is for practice, and one is for homework.

Procedure

Step 1: Explain to students that they are going to listen to English at home, but they will practice together as a class first.

Step 2: Give students the handout and model the activity. Play listening materials appropriate to the students' levels. Have students take notes of keywords and phrases. Repeat the listening again, if necessary.

Step 3: Have students compare their notes in pairs or groups.

Step 4: As a class, write a summary of the listening using the notes.

Step 5: Together, brainstorm discussion questions that elicit conversation about the topic. Emphasize that these should not be comprehension questions since, in the future, students will be watching different videos independently. For example, for the TED Talk *The World's English Mania* (Walker, 2009), students brainstormed questions such as:

Why are you studying English?

What is the best way to learn English?

What is the hardest thing about learning English?

Step 6: In groups, have students ask and answer the discussion questions they came up with.

Step 7: Tell students that they will be doing this periodically in class but with talks that they have chosen themselves and listened to at home.

Step 8: Give students a second copy of the handout for homework and suggest websites with level-appropriate listening texts (e.g. *VOA News* ,n.d., *Elllo. org* n.d., *6 Minute English*; BBC, n.d.). Encourage students to start with short videos that they can watch and listen to several times and enable captions at first. They can move onto longer, more advanced listening texts another time. Point out that the handout includes websites with listening materials that are categorized based on their level of difficulty.

Step 9: On group discussion day, check that each student has a completed handout with a listening passage to share.

Step 10: Arrange students into groups of 3 or 4.

Step 11: To ensure students get equal time, assign a timekeeper for each group.

Step 12: Tell students to take turns (about 7 to 10 minutes each) facilitating a small group discussion based on their listening. Remind students that they should tell the title of the talk, give a brief summary, ask conversation questions about their topic, and make sure each student in their group participates.

Step 12: Continue until all group members have had a chance to share their topic.

Step 13: In plenary, students share with the class an interesting fact or story they heard about in their groups.

Step 14: Write some of the key words and phrases you hear on the board. Use these as a way to provide feedback on the activity.

Variations

This activity can also be done with a TV show that the whole class watches independently and then discusses together in small groups on a weekly or biweekly basis. Good shows that are easy to understand but still have high interest and appeal include *Extra English* (Włoocibor, n.d.), *We Speak NYC* (City of New York, n.d.), and Samantha Brown's (n.d.) *Places to Love*.

Conclusion

This activity is a simple way of bringing individual authentic listening practice to life. It allows students to share what they listen to and are excited about with a broader audience.

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Appendix

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

List Videos

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Quick Guide

- » Keywords: *Videos, group work, discussion*
- » Learner English level: *Intermediate and above*
- » Learner maturity: *University and high school*

- Preparation time: *Less than 30 minutes*
- Activity time: *At least 30 minutes*
- Materials: *Laptop/tablet, TV/projector, blank numbered list handout (see Appendix)*

This is a task that uses list videos as a stimulus for meaningful discussion and communication practice. List videos are videos that provide a list of the top number of items in a category, such as "Top 10 places to visit in Japan" or "My favorite things about Japan." This format of video engages students by drawing on their background knowledge and experiences. Students work together in groups to build a consensus on a list.

Preparation

Step 1: Find a list video on YouTube. Choose a topic that students are familiar with. For example, the video can be related to Japan, the city/prefecture where students live, students' hobbies, and so on. You can search for videos using keywords such as "top 5/10," "top reasons," or "favorite things." To help increase students' comprehension, make sure the video features many visuals related to the topic.

Step 2: Create a Word file with a blank numbered list (see Appendix for an example). Depending on the number of items listed in the video, change the number of items accordingly. Alternatively, you can ask students to write a list using a blank sheet of paper.

Procedure

Step 1: Divide the class into groups of three to five students. Hand out blank numbered lists to each group.

Step 2: Explain to students that they will work together in groups to write a list related to the chosen topic. For example, if the topic is "Top 10 reasons to live in Japan," each group will compile a list of their top 10 reasons to live in Japan.

Step 3: Once each group has compiled a list, ask each group to share and compare their lists. Ask students follow-up questions to create more whole-class discussion. For example, if a group lists "Japan has good transport systems" as a reason, they could add that the trains are clean, on time, and go to most places.

Step 4: Explain to students that they will watch a video on the chosen topic. Ask students to write down what the person in the video includes on their list.

Step 5: Play the video using a laptop/tablet and TV/projector.

Step 6: Play the whole video without stopping. Then ask groups to check what they noticed.

Step 7: Play the video again, either all the way through again or stopping with each list item. Allow students to check their answers together as they watch.

Step 8: Play once more and stop with each list item to check answers together as a class.

Step 9: Have students compare the items in the person's list from the video with the items in the students' lists and get feedback from students regarding whether they agree or disagree with the person's list.

Extension

Have groups choose a topic to prepare their own lists (with explanations) by either producing a video or giving a brief presentation to the class.

Conclusion

This task provides a compelling way for students to develop their listening skills and practice communication in groups, requiring very few materials. List videos can be used to facilitate lively discussion on a wide range of relevant topics.

Appendix

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

Connected Speech

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Quick Guide

- Keywords: *Connected speech, isolated speech*
- Learner English level: *High beginner to high intermediate*
- Learner maturity: *Elementary school to high school*
- Preparation time: *10–15 minutes*
- Activity time: *5–15 minutes*
- Materials: *Handout (see Appendices), blackboard, chalk*

In my university freshmen classes, some students are baffled that connected speech used by native speakers sounds different than what they are used to. This activity helps students to identify and practice the connected speech patterns that are often used in natural spoken English. By teaching students about common connected speech patterns, students can learn about natural forms of spoken English that they might not have had a chance to learn from textbooks and/or regular English classes in secondary school. This is especially common in Japan, where students have less exposure to natural forms of spoken English, dialect, and slang. It should be noted that pronunciation for contracted speech words can vary depending on accent and context. This activity provides some common examples to introduce students to the idea.

Preparation

Step 1: Create a handout (see Appendix A) of common examples of isolated speech and their equivalent connected speech versions. For example, "got to" and "did you" become "gotta" and "did-ja" in connected speech.

Step 2: Put the students into two groups. Each group stands in a line.

Step 3: On the blackboard, create two matching columns with examples of connected speech from the handout (see Appendix B). These will be used for a class activity.

Procedure

Step 1: Inform students that they will be practicing some examples of natural speech.

Step 2: For a brief warm-up, tell students some common words that are used in connected speech, such as "wanna" and "don't-cha." Drill some examples with the students before distributing the handout.

Step 3: Distribute the handout and explain that students are going to recite the words from the handout.

Step 4: Have students repeat the words on the handout in unison, then ask each student to read one set of words (isolated speech and the corresponding connected speech).

Step 5: Conduct a demonstration for the class. Have two students come to the front of the class. Say the isolated speech prompt (e.g., "What are you"), and tell the students to touch the corresponding connected speech example on the blackboard (i.e., "Wha-cha").

Step 6: Have the students line up to form two teams. The teacher will read one of the isolated speech prompts from the handout and the two students will touch the corresponding connected speech version on the blackboard, as was shown in the class demonstration. The student that touches the correct word first receives a team point.

Step 7: After all the students have participated, tally up the points. The team with the most points wins.

Step 8: As a final review, say the isolated speech words and choose several students to say the equivalent connected speech version.

Variation

A variation of this activity is to say the connected speech words first and then have students identify the equivalent isolated speech version on the blackboard.

Conclusion

This activity increases students' understanding of connected speech often used by native speakers of English, rather than the stilted isolated speech equivalents. Though students might be accustomed to learning isolated speech, this activity will help students become aware of words that sound different but have the same meaning as what was originally intended. In addition, students will become more accustomed to slang used by native speakers of English.

Appendices

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


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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Transforming Text Into Student Success: A Guide to Creating Dyslexic-Friendly Classroom Materials

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Up to 20% of people in the US have some form of reading disability according to The National Institute of Child Health and Human Development in 2000 (Wadlington & Wadlington, 2005, p. 16). The UK has the figure at around 10% just for dyslexia sufferers (Crown, 2022). In Japan, a government survey estimated around 6.3% of elementary school children had some dyslexic type learning disorder; however, this was based on teacher responses as there is still a stigma in Japan over reporting these types of disabilities (NPO EDGE, n.d.). Although there are no accurate global figures on reading disabilities, as some nations do not test for this, it is very likely that the percentages of the global population having some form of dyslexia are broadly similar in size to the ones cited above due to the causative factors being genetic/medical in nature and not educational or geographic. A full explanation of the medical science behind what causes dyslexia is outside the scope of this paper. However, for those interested, there is research explaining this for non-medical people (Lyon, 1998; Peterson & Pennington, 2012). Also important for teachers to consider, regarding visual accessibility, is colour usage choice for people with colour vision deficiency (CVD). However, the CVD in education issue has already been covered in an earlier paper (Paterson, 2024), so it does not need to be covered here. That paper is a good complement to this paper, so please have a read if interested in CVD issues in making education more accessible.

What this paper will focus on instead is how teachers can minimise the effects of dyslexia on students' performance, especially in the area of interacting with texts in their courses, as helping those students who suffer from dyslexia is a worthwhile cause. A high-quality and equitable education should be accessible and available to all learners as far as possible, and making more dyslexic-friendly materials for classrooms to help students in this regard is actually very possible and something that educators should strive towards providing in their classes.

Dyslexia Friendly Guidelines

In the UK, The British Dyslexia Association (BDA) has existed since 1972 and has continually advocated for the rights of those with dyslexia. They also publish a dyslexia-friendly style guide[1] (British Dyslexia Association, n.d.) with many guidelines to make text easier to read for dyslexics. In short, they suggest using sans serif fonts in size 12 or larger, as sans serif fonts generally have a more open look with more space between letters (often called "tracked out" in typographical circles)

1 BDA Style Guide https://cdn.bdadyslexia.org.uk/uploads/documents/Advice/style-guide/BDA-Style-Guide-2023.pdf?v=1680514568

and no serifs (the projecting strokes or tails on letters), which also makes text easier for dyslexics to read.

This is in stark contrast to the much more commonly used Times New Roman font (TNR)—a serif font almost ubiquitous in academic circles and publications in Japan. TNR is much harder to read with its reduced tracking, less open letter spacing, and prominent serifs. It was originally designed to cut costs for The Times newspaper by saving paper via reducing the tracking and moving letters closer together. However, this font was only suggested for the narrower columns in newspapers, not the wider ones used in books and reports (The Times, 1932), so a modified version was later created for books (Mann, 2014). Unlike now, the awareness of how reduced tracking and serifs affected dyslexics was not well known at the time of its creation. With this increased awareness of TNR's limited accessibility for dyslexic readers, the U.K. and U.S. governments have now banned the use of TNR (Hudson & Timsit, 2023; Hyndman, 2023), and many U.K. universities have followed suit, with one even rejecting a fellowship application for using the wrong type of sans serif font (Cressey, 2015). Therefore, the need for texts to be more accessible is becoming much more widespread, and educators and universities should take note of this.

To address this accessibility issue for dyslexics, the font Quicksand was developed by Andrew Paglinawan in 2008 and further redeveloped by Paglinawan and Thomas Jockin in 2016 (Fonts in Use, n.d.-b). Following this, Google worked with typographers and educators, building on earlier work conducted on how children read and write (Shaver-Troup, 2007). This led to the development of a sans serif font by Bonnie Shaver-Troup and Thomas Jockin in 2018 called Lexend (Fonts in Use n.d.-a). This was modelled on the earlier Quicksand font and was specifically designed to make reading easier with more widely spaced letters. Lexend has also been successfully introduced in business circles due to the ease of reading documents written in Lexend (Zaraysky, 2022), as well as its inclusion in Google's font list, making it available to the general population. Additionally, a script expansion of Lexend called Readex for other non-roman alphabet languages, such as Arabic, was released in 2021 (Fonts in Use, n.d.-c), so the global reach of Lexend (and its derivatives) as a dyslexic-friendly font is spreading.

However, the way the actual font is presented is also important for dyslexics. The BDA also suggests avoiding underlining, as it can have the same negative effect on reading as the tails on serif fonts. Also rated badly for readability are *italics*, and writing in ALL CAPITALS, with the latter usually resulting in a slower reading speed for "normal" readers (Babayiğit, 2019, p. 371). The BDA also suggests avoiding single line spacing as the small gap between lines makes it harder for dyslexic sufferers to follow each line horizontally—see the 7 lines below for a comparison.

Sample text in Times New Roman, in single line spacing with font size 12 (and with some underlining and ALL CAPS) for comparison purposes with the rest of this paper which is written in Lexend, in double line spacing with font size 12 and no underlining and no all caps. Hopefully readers can see how single line spacing in this style is much more difficult for dyslexic sufferers to read as the small gap between lines makes it harder for them to follow each line horizontally, and see how underlining, *italics* and ALL CAPS makes it more difficult for them to separate each letter.

Therefore, using Lexend with double line spacing is preferred, as this greater line spacing also makes text easier for dyslexic sufferers to read and with no underlining and no all cap. Yet, examples of all these accessibility and typography no-nos are also frequently used by educators in their work. In Japan, TNR is still the official font of many academic journals and publications, including JALT's *The Language Teacher*, which usually uses single-line spacing!

Conclusion

In summary, teachers and educators need to be aware that an inappropriate choice of font, font size, line spacing, and text style (*italics*, underlining, CAPITALS) can have a negative impact on how dyslexic students interact with reading and writing their own work. Therefore, to maximise the accessibility of text-based work for dyslexic sufferers, educational staff should make efforts to significantly improve how they present their coursework in terms of readability and comprehension for dyslexic learners by using sans-serif fonts like Lexend, with a font size 12 or larger and using double spacing. By selecting this type of font and formatting, educators can reduce visual stress on dyslexic and other readers, improve letter recognition, and ultimately support better learning outcomes for students with dyslexia. This simple and easy-to-implement adjustment can make an effective and measurable difference in creating an inclusive learning environment, allowing dyslexic students to focus on the content of texts instead of struggling with decoding and reading texts, and it helps with their own written texts if they can write in a dyslexic-friendly font style. As educators striving for accessibility and equal opportunities in education, awareness of these issues and how to address them is an important first step toward accommodating diverse learning needs.

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Optimizing Student Slides With AI: A Guide for Teachers

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The integration of artificial intelligence (AI) into education has unlocked various opportunities to enhance learning, streamline processes, and engage students in innovative ways (Adiguzel et al., 2023). While many students and teachers already take advantage of AI for its uses in generating ideas, summarizing topics, or in translation, AI can also be used to give feedback on images, for example, presentation slides.

This article outlines a practical workflow for teachers to guide their students in leveraging AI tools to refine their presentation slides during the formative stages of development. By focusing on key aspects such as slide balance (i.e., the even distribution of text, images, and white space), text clarity (i.e., ensuring text is legible and clear in meaning), and visual consistency (i.e., avoiding using too many various fonts, styles, or colors across the slides), this process not only improves the quality of student presentations but also empowers students to independently utilize technology to enhance their learning. Beyond enhancing their slides, this approach also lets students become more familiar with the independent use of AI tools and can help them achieve a deeper understanding of design principles.

The Case for AI in Presentation Feedback

Effective presentations feature clear communication, engaging visuals, and logical flow. However, students often struggle with balancing content and design, leading to cluttered, text-heavy, or visually inconsistent slides. By incorporating AI-generated feedback during the creation process, students can address these issues early and significantly improve their final products.

While many students are familiar with AI tools, they often use them without optimizing prompts. This involves creating clear and specific instructions to guide the AI's output effectively. As noted by Knoth et al. (2024), high-quality prompts act as the blueprint for communication with AI, requiring iterative refinement and testing to achieve the desired results. To simplify this process, this article provides a pre-designed prompt template that has been iteratively crafted to maximize feedback quality. Teachers can and should tailor the template to fit their specific context before sharing it with their students, but now the need to experiment extensively with prompt design has been almost entirely reduced.

How to Integrate AI Feedback Into the Slide Creation Process

Students use various software to create slides, such as Google Slides, Canva, or PowerPoint. Regardless of the platform, the core steps for obtaining AI feedback remain consistent across tools, meaning students and teachers can follow a straightforward process to obtain feedback. After testing various AI models, two were chosen for their more critical and comprehensive feedback: Open AI ChatGPT and Microsoft Copilot.

Creating the Slides

Students should begin by independently drafting their slides, focusing on content before refining design elements.

Preparing Slides for Export

The optimal method for sharing slides with AI platforms varies depending on the tool.

ChatGPT

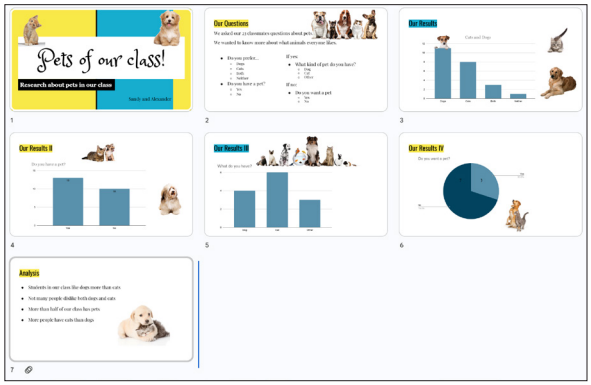
Download or export the slides as a PDF file, which all major platforms (Google Slides, Canva, PowerPoint) can produce. This method is efficient and achievable on smartphones, tablets, and PCs, ensuring accessibility for students.

Copilot

Unfortunately, Copilot currently only accepts image files. Screenshots of slides, preferably in a grid view (see Figure 1) can be easily shared. Google Slides and PowerPoint can easily change to a grid layout (Grid View and Slide Sorter respectively), but unfortunately, Canva does not have a similar function for viewing multiple slides on a single page.

Figure 1

A 3x3 Grid in Google Slides



Note. Using a grid to capture a screenshot of an entire seven-page presentation at once, rather than downloading seven individual images.

Preparing and Sharing the Prompt

As the instructor, you can share the prompt in a way that best suits your classroom needs. The provided template offers a high degree of customizability, allowing you to pre-select feedback categories and adjust for student levels, or guide students in choosing specific categories to include in their prompt based on their individual needs. The template is available at the following link—https://shorturl.at/Dy195—and can be accessed through the QR code shown in Figure 2. It includes five key feedback areas: content clarity and accuracy, visual design, language use, engagement and readability, and continuity. It has been refined to emphasize critical and actionable feedback while maintaining clarity for EFL learners.

Figure 2

QR Code for the AI Feedback Prompt Template

Note. This QR code takes you to a Google Doc featuring the prompt template. It also features additional ideas for teachers to incorporate into the lesson, as well as an example of the process of submitting a presentation with a customized prompt and output feedback.

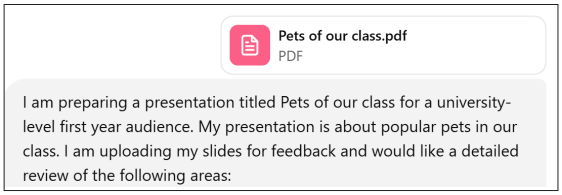
In my own class of first-year university students, I shared a tailored prompt (though it was still necessary for them to write the basic details of their presentation) which focused on design and engagement, as I determined those to be the sections where most students could use improvement.

Uploading to a Platform and Getting Feedback

With the PDF or screenshots ready, have students open the selected AI platform, paste in the prompt which you have provided, and attach the image(s) or PDF (see Figure 3). The feedback received should be useable as-is, but students may interact with the AI further to get clarification, other suggestions, or request feedback on other categories. In my experience, some students appeared to take the AI-generated feedback more seriously than mine, even though it was similar to feedback I had given them in the past, although I had never given formal feedback during the formative stages of slide creation before. Perhaps they viewed AI as an impartial authority, or perhaps it was the timing of the feedback (during rather than after creation).

Figure 3

Initiating Feedback Request



Note. Sharing the customized prompt with ChatGPT while attaching the accompanying PDF.

Comparing ChatGPT and Copilot Feedback for Slides

In this section, three different presentations (and their customized prompts, made from the template above) were used to test the platforms. Two of the presentations were mid-high level in terms of production, and the third was intentionally poorly composed.

Feedback Evaluation

ChatGPT

ChatGPT consistently provided the most comprehensive and actionable feedback across all three presentations. Its strengths were evident in grammar and language, where it identified major errors and offered clear suggestions tailored to CEFR B1 learners, as can be seen in Figure 4. Additionally, ChatGPT did

well regarding visual design by suggesting improvements such as increasing font size for titles and adjusting text alignment and layout. It also made recommendations for improving clarity and readability, commenting on font size, color contrast, and layout to improve balance and accessibility.

Figure 4

Selected Example Feedback (ChatGPT, Directed to Output at the CEFR B1 Level)

2. Layout and Visual Design

Issues Identified:

- Some slides have large empty spaces (e.g., the "Our Results" slides). These spaces can feel unbalanced.
- The visual hierarchy is unclear. Titles and subheadings do not stand out from the main text.
- Overuse of bullet points makes the slides less visually engaging.

Suggestions for Improvement:

- Increase font size for titles and make them bold to establish a visual hierarchy.
- Add images or icons to the "Our Results" slides to balance text and visuals. For instance, include a pie chart for survey results.
- Align text and visuals consistently across slides. For example, ensure all bullet points start at the same indentation level.

Despite these strengths, ChatGPT's feedback was sometimes verbose, potentially overwhelming for some students. Even when prompted for conciseness, it consistently delivered thorough responses across all requested categories, so requesting feedback on a single category at a time may be a good idea. Additionally, while the free GPT-4o model has some usage limits, I was able to share presentations roughly four times before encountering them. Overall, ChatGPT is ideal for detailed, multifaceted feedback, making it a strong choice for teaching students how to critically engage with AI-generated suggestions.

Copilot

Copilot stood out for its structured and practical feedback, particularly regarding foundational design issues. It delivered accurate corrections for major grammar and spelling errors while highlighting key design flaws, such as misaligned text and inconsistent fonts. It often produced a short analysis for each slide of the presentation, as well as a general analysis of the presentation as a whole regarding the chosen feedback elements. Additionally, its generous free usage model proved reliable throughout testing, with no limitations encountered.

However, Copilot's focus remained on surface-level improvements and lacked the depth of ChatGPT. It also faced limitations in presentation sharing, as it was unable to process PDFs and required users to upload individual image files. This process, while functional, could complicate things slightly. Overall, Copilot is a reliable choice for addressing foundational slide issues with clear, digestible feedback.

Limitations

One limitation of using AI tools for slide feedback is their inability to evaluate animations. Slides with animations that reveal images, text, or answers sequentially—such as on a mouse click—cannot be fully assessed when shared as static images. Students might consider avoiding extensive animations and instead using multiple slides with slight iterations to replicate the intended sequence. That said, students creating presentations at this level of complexity may find AI feedback less applicable to their needs.

Another important consideration is the restricted usage limits of most free-tier AI platforms. Both ChatGPT and Copilot are quite generous with their usage limits, but extensively testing the platform the night before a lesson may result in usage restrictions during the next day's classroom demonstration. By conducting trials in advance, teachers can better gauge potential challenges and guide students accordingly.

Conclusion

Incorporating AI feedback into slide preparation empowers students to refine their presentation skills while gaining technological literacy. By using AI tools, teachers can foster independent learning by encouraging students to explore new ways of leveraging AI. While the bulk of the prompt engineering has already been handled, this approach allows students to focus on interpreting and applying feedback, fostering critical thinking, and improving their work. This process not only enhances the quality of student presentations but also introduces them to the broader potential of AI as a learning and problem-solving tool.

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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

Young Learner-Friendly Wordlists

Chris Murty

I'd like to start this article with a word that I have spent a not insignificant amount of time teaching my young learners: "mud". The reason I have taught them this word is because it belongs in a story/chant called "Bear Hunt." I spend one month of every year acting out this story with my first-grade elementary students. It's a great story that introduces lots of useful prepositions, is very repetitive, and is about the right level for my young learners (YLs). If you are unfamiliar with the story, the protagonists go on a bear hunt, encountering tall grass, a river, and mud that they must cross in order to reach the bear's cave (see Figure 1). By the end of four classes spread over a month, my students have learned the target vocabulary of the story.

Figure 1

Students Encounter Makeshift Grass, River, and Mud

I am lucky that some of the students who study this topic stay in my classes for several years, as I am able to monitor which words they retain from previous topics and years of study. I can report that none of my students have retained the word "mud." They are, however, able to recall the word "grass." The reason for this, I believe, is simple: "grass" appears in another song. It is also what many animals eat, and has been discussed in that context. It is mentioned in the graded readers they use, as well. In my experience, it is a more common word than mud. Or, to put it in corpus linguistic terms, it is a high frequency word. According to Webb and Nation (2017), seven deliberate encounters with a word are necessary for acquisition to take place. These four encounters with "mud" in the space of one month were simply not enough.

Giving our students at least seven encounters with every word that we hope for them to acquire seems like a great deal of review. It is part of why homework and other activities, such as extensive reading, are recommended. But what happens if the words in your lessons don't appear in the graded readers or other level-appropriate material your young learners are accessing at home? How can we increase the chances of them encountering the words elsewhere that we have chosen to teach? One answer is by identifying the highest frequency words of English for inclusion in our lessons. The higher the frequency of a word, the more likely students are to encounter this word in other places. The data that tells us "grass" is used more often than "mud" is produced through corpus linguistics: the study of a collection of language (a corpus) to reveal facts about language use. By identifying the words that appear most often in a corpus, we are able to create lists of the highest-frequency words.

Perhaps you already know some well-known lists, such as the General Service List (West, 1953), or the more recent Oxford 3000 and 5000 lists (Moore et al, 2020). A lot of the well-known word lists are made from corpora based on the language of adults (Webb & Nation, 2017) and are therefore not entirely appropriate for children. They may not accurately tell us which words appear in content aimed at children. So, which wordlists are more YL-friendly in their selection?

YL-Friendly Wordlists You May Already Know About

You may currently be using a wordlist in the form of a textbook glossary or target vocabulary list. It may be a list suggested for passing a certain test, such as the STEP Eiken, or it may be the list compiled by the Japanese Ministry of Education for their school textbooks. In fact, awareness of any of these lists can be helpful when trying to give students more deliberate encounters with words. You may want to consider using such a list in some of the suggested uses of wordlists later in this article. However, research has shown that many YL textbooks' vocabulary content is lacking in high-frequency words.

There is also a lack of overlap between textbooks of different series when it comes to a core vocabulary (Alexiou & Konstantakis, 2009). This means we can't fully rely on published materials to give our YLs words that they may encounter with any frequency beyond the material in question. If we do want our students to go beyond this, with graded readers, secondary materials, classroom discussions, or even authentic content, how can we increase the chances of them seeing the words that we have studied in class? Perhaps a wordlist that makes use of child-specific corpora can give us some insight into which words YLs are more likely to encounter in a variety of contexts.

YL-Friendly Wordlists You Should Know About

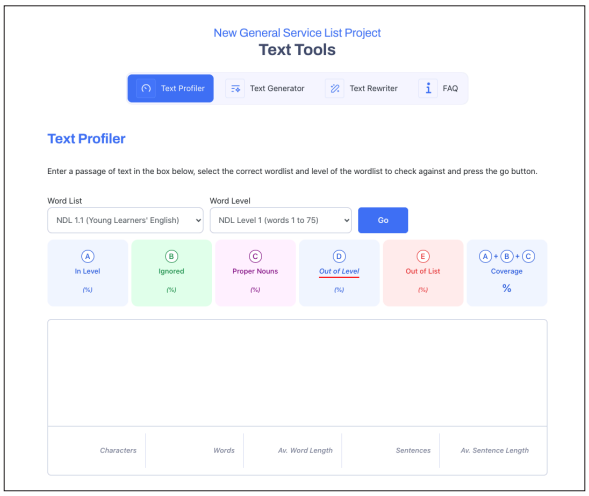
1. New Dolch List

L1 English children have used sight-word lists for a long time at the beginning stages of their literacy instruction. The Dolch word list has been in use since 1936, providing a source of the most common words L1 children will encounter in their reading materials and is still in use today. It was created by Edward William Dolch using children's books of his time. Taking inspiration from this, the "New Dolch List" (NDL: www.newgeneralservicelist.com/new-dolch-list), created by Browne and Culligan (2020), is aimed directly at L2 English young learners. It claims to provide "90% coverage for most children's texts" (para. 5). It stands at 874 words (the original stood at 220 "service words", plus an extra 95 nouns), and the corpora used includes a lot of L1 English from picture books and YouTube, as well as L2 children's English from graded readers and textbooks.

There is a vocabulary profiler included on the website (https://ngslprofiler.com), which allows you to input text and receive feedback on where each word appears in terms of frequency according to the list (see Figure 2). The profiler includes several word lists: select NDL 1.1 for YLs. This has fantastic implications for creating and editing texts for our YLs, allowing us to replace less common words with more frequent ones. However, it doesn't include my target word of "grass"! This word does appear at level 6 (words 2001-2400) on Browne and Culligan's (2020) Graded Reader List (select NGSL-GR 1.0 in the profiler), whereas mud appears at level 9 (words 3201-3800)—at least they concur that "grass" is more common.

Figure 2

Vocabulary Profiler



There are some drawbacks to this list. It should be noted that the NDL doesn't include compound words, such as phrasal verbs. "Pick up", for example, would not appear here—only "pick" and "up" as separate entries. Also, the words on the list are presented alphabetically with no option to group them thematically nor by parts of speech, which are very useful groupings for material creation.

2. Cambridge Young Learner Exams Wordlists

The Cambridge Young Learner Exams are a suite of three exams which take learners from pre-A1 to A2 level. Each exam has its own wordlist (www.cambridgeenglish.org/young-learners-word-list). The words are chosen because they are currently high frequency (to include recent or recontextualised words such as "tablet") and represent language that is "used naturally by this age group of English language learners" (Stevenson, 2018, p. 30). This second consideration does not always overlap with the first (high frequency vs. natural), which is evident in words such as "pirate," "roller skating," and

"circus" that appear on the Cambridge wordlists, but are not included in several high-frequency word lists derived from corpora, including the New Dolch List above.

These lists are grouped by level (pre A1–A2), by part of speech, and by thematic area. This is rather useful if you are designing your own materials, as it is easy to look up a topic and get some idea about which words YLs may or should know for that particular lexical field. The words are also presented by part of speech, and so you can make use of the list as a sort of learner thesaurus. Perhaps you have a text with some rather difficult verbs - consult the verb list and find one with a similar meaning that is more YL-friendly.

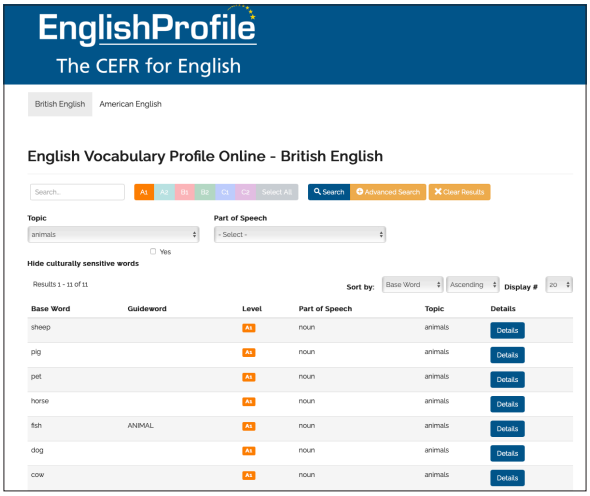
A recent study by Alexiou and Kokla (2018) found that 85% of the Cambridge exam's beginner level vocabulary (called "Starters") appeared in the popular preschool children's TV show *Peppa Pig* when the list was compared to a corpus of all available online episodes. This had positive implications for the use of wordlists in preparing our students for exposure to authentic materials. In this wordlist, "grass" appears in their A1 vocabulary list (called "Movers"), whereas "mud" is not included at any level, again indicating that grass is worth spending time studying at the beginner A1 level.

3. English Vocabulary Profile

The third recommendation, English Vocabulary Profile (www.englishprofile.org/wordlists/evp), is not aimed at children per se (see Figure 3). It is, however, drawn from a corpus of language learner output in the Cambridge Learner Corpus, as well as "other sources related to general English" (Cambridge University Press & Assessment, n.d., para. 1). It provides a list of words constituting "what learners do know, not what they should know" (Cambridge University Press & Assessment, n.d., para. 2). Here "grass" is considered an A1 noun, whereas "mud" comes in at B2, somewhat affirming the experiences I had with my students. Essentially, it is an online wordlist with advanced search functions, allowing us to create lists by part of speech (to include phrasal verbs), CEFR level, and topic. Separate entries are given to the different meanings of words, whereby the same word may appear at different levels according to its difficulty of usage. For example, "toast" (meaning grilled bread) is an A2 level word, but "a toast" (a speech given before drinks by adults at a party) is at the C1 level. You can produce very useful lists with this database, such as verbs known by A2 learners or animals known at A1. I use this to check if I am missing some important words from my current topic of study.

Figure 3

English Vocabulary Profile



Other Wordlists

It is surprisingly difficult to come by wordlists aimed at children or derived from corpora of children's language. There are other corpora based on children's language, which are used for research and by publishers but not made publicly available, such as the Oxford Children's Corpus, made up of children's L1 reading materials and written output. Hopefully in the future, as the YL field continues to grow, more YL wordlists based on large corpora of children's language will become available.

Wordlist Uses

Let's now recap and expand on the uses of wordlists in the classroom.

1. Creating Level Appropriate Texts

Whether you are writing your own text or editing an existing one, if you make use of a wordlist you can alter the vocabulary content to be more level and age appropriate. This can be done manually with relative ease for most YL material, if the word list and text are short. The NDL website includes a software profiler as mentioned earlier, which makes things easier if more words are involved. There are general purpose software profilers available, such as Laurence Anthony's AntWordProfiler (https://www.laurenceanthony.net/software/antwordprofiler/). However, you would also have to create a ".txt" file of your chosen wordlist in a certain format in order to use it with the profiler if you want to use one of the lists mentioned here.

2. Missing Words

Say you are planning a lesson on clothes for example, and off the top of your head you have thought of 10 common clothing items. If you check a wordlist—especially one that presents words thematically—you can check not only if your vocabulary choices are high frequency, but also if there are some high frequency words worth including that you had not considered.

3. Giving Homework

If you have a clear list of words that you want your YLs to acquire, you can use this list to create vocabulary and reading/writing-based homework. It could be as simple as writing out words from picture prompts—or audio prompts if you can arrange for students to access recordings—to give spelling practice, or more creative endeavours, such as asking students to write a story using several keywords from your chosen list.

4. Simplifying Teacher Talk

Since working with wordlists, I have tried to be more mindful of the words I use in the classroom. Rather than using a few different words for the same item (I used to switch between "bookshelf," "bookcase," and "cabinet," for example), I am now aware of the benefits of using one word consistently.

5. Preparation for Using Authentic Materials

There is a lot of authentic content that could be enjoyable for our YLs if they were able to understand a percentage of the language that is used. By introducing high frequency words from wordlists into our regular lessons, we can better prepare our learners for exposure to authentic content. In my school, I like *Peppa Pig* and *Dora the Explorer* YouTube videos. There are many L1 English picture books that are appropriate for YLs; *Winnie the Witch* (Paul & Thomas, 1987) is a favourite of my students (see Figure 4). Although the breadth of vocabulary found in authentic content is going to be a lot larger than in our learner materials, we can increase the chances of our target words appearing in L1 children's content by using a well-chosen wordlist.

Conclusion

Getting back to my own grass and mud, I still teach the word "mud" when we cover that particular topic. It is somewhat difficult to substitute the pictures of mud in the book I use, and it also makes a pretty good sound as we imagine walking through it! The difference, however, is that it is no longer a learner outcome of my lesson; I don't review or test knowledge of this word in later classes. I have tried to use this strategy with a lot of words in my curriculum in order to be more deliberate about the words I teach. As I said, I am not aiming for complete adherence to a wordlist. There may be words that come up in songs, discussions, and stories that are not high frequency, but which are necessary in that context. Particularly with nouns, there is often no substitute. But I am also glad to make use of data that tells me when I should put down the flashcards and let some words drift on by, whilst others I may need to hammer home!

Figure 4

Winnie the Witch Picture Book

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[JALT PRAXIS] BOOK REVIEWS

Robert Taferner & Stephen Case

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

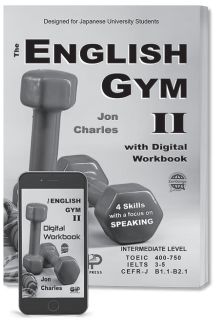
Email: jaltpubs.tlt.reviews@jalt.org
Web: https://jalt-publications.org/tlt/departments/book-reviews

This month's column features Michael Lin's review of The English Gym II.

The English Gym II

[Jon Charles. Oak Hills Press, 2022. (Includes access to a digital workbook.) p. 140. ¥3,498. ISBN: 978-4-9909741-3-8.]

Reviewed by Michael Lin, Kindai University



The English Gym II is an EFL textbook designed specifically for intermediate Japanese university students, with a strong focus on practical communication skills, particularly speaking and listening. As the second book in *The English Gym* series, it presents 20 relevant topics that promote practical communication, helping students connect their studies to real-world situations. This review evaluates the textbook's structure, benefits, and overall suitability for Japanese EFL learners, offering insights into its effectiveness in supporting language development.

Lessons follow a logical progression, beginning with more accessible topics, such as fast food and smartphones, before advancing to more complex subjects such as Japan's declining population and volunteerism. Each unit starts with a title and an image to spark discussion, followed by a vocabulary section that introduces essential phrases. These sections are carefully scaffolded to gradually build students' confidence, allowing them to practice expressing their ideas through guided exchanges.

One of the most valuable features in each unit is the What's Wrong? activity, in which students collaborate to correct sentences containing common grammar errors or misused *wasei-eigo* (Japanese-made English). This activity focuses on language issues often overlooked in standard EFL textbooks, making it particularly relevant and engaging for Japanese students. Many students find it amusing when *wasei-eigo* expressions, such as "high tension" or "I want to challenge," are discussed.

The second half of each lesson includes a listening section featuring humorous or dramatic stories that highlight the unit's theme. Delivered by both native and japanese English speakers, these stories incorporate colloquial language to expose students to natural expressions and everyday conversations.

Japanese university students often notice informal phrases, such as "gotta" for "got to," "gonna" for "going to," and "I don't get it" for "I don't understand," which may be unfamiliar to them. The follow-up discussions then encourage students to reflect on topics such as environmental protection and societal issues, allowing them to connect language learning with real-world conversations.

One significant advantage of this textbook is its user-friendly digital workbook. This digital companion includes interactive tasks covering speaking, listening, vocabulary, comprehension, and writing. A standout feature is the speaking task, where students record and transcribe their responses. It offers valuable practice outside of class. Immediate feedback on spelling and grammar helps refine their skills, while teachers can provide personalized responses via text or video. Students have found this process—recording answers, transcribing them, and receiving instant feedback—engaging and convenient, especially since it can be done on smartphones, making it accessible and effective.

In addition to the speaking tasks, the digital workbook includes questions on vocabulary, error correction, reading comprehension, listening, text gap-fill activities, report writing, and a unit quiz. As Beatty (2010) emphasizes, computer-assisted language learning (CALL) resources offer key benefits, such as tracking learner progress and providing immediate feedback. Harmer (2015) explains that creating tasks that match students' abilities is essential for effective learning. The textbook achieves this balance by offering a variety of tasks that promote critical thinking and language development.

Another key feature of *The English Gym II* is its organized approach to the discussion tests. Sybing (2016) stresses that teacher-centered, structured practice activities can reduce anxiety and help students build confidence in their language abilities before engaging in more learner-centered, impromptu conversations. The textbook supports this idea by offering a clear preparation framework. Students begin their preparation in the lesson before the test by selecting questions from three randomly chosen units—two easy ones and one more challenging—that have already been studied in previous classes. After preparing, they exchange papers and practice discussing the topics with classmates for five minutes. While the initial questions are predetermined, follow-up questions are spontaneous, simulating real-life conversations. This process is repeated with different partners to further build confidence and fluency.

The textbook provides an evaluation guide with five criteria: pronunciation, interaction, vocabulary, grammar, and fluency; each is rated on a scale of 1 to 10. Teachers can efficiently offer individualized feedback, highlighting points, such as good turn-taking or katakana-style pronunciation. This approach helps students prepare for meaningful, discussion-based speaking tests, which feel more natural than traditional teacher-led Q&A formats.

Students find *The English Gym II* enjoyable, which encourages their use of English and fosters active participation in class. The gradual increase in difficulty makes the textbook both challenging and manageable, motivating learners to engage in learning content while steadily improving their language skills.

Overall, *The English Gym II* is a well-structured and effective textbook for Japanese university EFL learners. I highly recommend it for educators seeking a comprehensive and engaging textbook for intermediate 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

Bedside manner intermediate: An intermediate English course for nursing—Capper, S. Perceptia Press, 2024. [This new coursebook builds on the basics of *English of Bedside Manner Beginner* and aims to help learners acquire the essentials for the workplace while increasing awareness and understanding of medical English vocabulary through puzzles and games. Supplementary materials, including audio, can be downloaded through the publisher's website.]

* *Breakthroughs: Japanese women entrepreneurs*—Tanner, P. 2024. [This coursebook comprises 20 chapters based on 20 Japanese women entrepreneurs. Each chapter begins with a dictation exercise, followed by a vocabulary exercise, which helps students prepare for a 600-word reading passage. Chapters end with comprehension and discussion questions.

! *Case studies in business innovation: Readings for discussion*—Benevides, M., Valvona, C., & Firth, M. Atama-ii Books, 2023. [This coursebook is for English learners at the CEFR B1 level and higher. It comprises 30 case study readings and supporting tasks. The material supports task-based, as well as project-based approaches, and is also suitable for a business English course.]

Colour your English! Learning collocations by colouring in—Hirschman, S., & Alton Bautz, A. Perceptia Press, 2023. [Language learners dream of being able to join in with everyday conversations in real-life contexts, but it can be difficult to remember the words you need and use them naturally. This book offers a unique way of noticing, recording, and activating useful collocations: the basic building blocks of language. Each of the 12 units is centered around a location in a town, and in each unit, students review and extend collocations with common verbs and nouns while practicing listening and speaking skills.]

Eat well! An introductory English course for nutritionists (4th ed.)—Jones, R. E., & Simmonds, B. Perceptia Press, 2024. [This 12-unit coursebook aims to provide English training to university nutrition majors. Topics include mechanics of nutrition, as well as global nutrition issues, including obesity and malnutrition. Each unit contains a reading passage, listening tasks, and language exercises. An e-learning component is available through the publisher's website.]

! *From student to community leader: A guide for autonomy-supportive leadership development*—Watkins, S., & Hooper, D. Candlin & Mynard, 2023. [This book is a guide for autonomy-supportive leadership training, which can be applied to any field where learners become empowered leaders. The principles and activities aim to foster and sustain student-led leadership communities that prioritizes learner well-being, ensures everyone's voice is heard, and builds a positive climate that is conducive to learning.]

! *Linguistic soup: Recipes for success (2nd edition)*—Caraker, R. Perceptia Press, 2020. [This new edition of the CLIL-based applied linguistics coursebook for EFL classes integrates the content of teaching methodology and SLA theories with task-based reading, writing, listening, speaking, and vocabulary exercises. This book is written for students interested in increasing their proficiency and their knowledge of principles of language teaching and learning.]

Talk a ton: Speaking power—Spiri, J. 2024. [This coursebook for Japanese learners of English includes readings on comprehensible topics that form the basis for a variety of communicative activities. Learners can practice ways of exchanging information through discussions and interviews.]

* *The yellow sticker girl*—Gudgeon, S. ELI Readers, 2023. [This graded reader is about a girl from the north of England whose family has big problems. Themes of the story include family, food waste, poverty, and bullying. In addition to the story, there are post-reading activities to support comprehension, as well as productive language skills. CEFR A2. Audio download available.]

! 学習意識改革ノート:外国語を自律的に学ぶための３ヶ月プログラム—加藤聡子、善永美央子、2024.「８つの法則で学習の核心を学び３１のワークで自分と向き合い、スケジュール帳で行動と感情を記録。」

Books for Teachers

Professionalising English language teaching: Concepts and reflections for action in teacher education—Cirocki, A., & Hallet, W. Cambridge University Press, 2024. [In order to promote the professionalisation of English language teaching, this book presents a comprehensive model of language teacher education and competences for the 21st century. The authors propose that teachers engage in professional learning through collaboration and shows how teacher educators and classroom practitioners can develop their practice.]

David McMurray

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

Email: jaltpubs.tlt.ta@jalt.org

This issue's column features an essay by a teaching assistant who prepared students during a 15-week program to undertake an internship in Taiwan. The author assessed that the students needed to learn business skills, such as teamwork, as well as to use English and Mandarin Chinese languages, prior to their dispatch on a two-week internship in March.

Preparing University Students in Three Languages for an Internship in Taipei

Ye Lin

Doctoral Program, Graduate School of Economics

I am a teaching assistant (TA) at a private university in Kyushu. I enlisted to teach in an overseas internship program at my university that has been running since 2013. So far, 160 interns have participated in the program. Many of these students reported in debriefing sessions that they had acquired basic business manners and customer service skills after participating in the internship, and it seemed that students who participated in overseas internships developed a sense of self-efficacy. For 15 weeks in 2024, I assisted 14 students to learn a sufficient amount of Mandarin Chinese and practical English to enable them to intern at eight companies in Taipei and Kaohsiung, Taiwan.

Internship Programs in Japan

According to Kameno (2023), the term internship "was first used in an official government document in the Program for Educational Reform: Toward the Realization of an 'Educated Nation' in January 1997" (p. 21). Subsequently, university internship programs were launched in earnest from September, because of their ability to stimulate a desire to learn, to develop the ability to make independent career choices, and to nurture a high level of professional awareness.

Teaching Language Skills for an Internship in Taiwan

At many Japanese universities, their Chinese language programs usually refer to the Chinese language of the People's Republic of China. However, there is also a certain demand for Taiwanese Chinese, or Taiwan Chinese. Learning the Chinese language spoken in Taiwan is essential for interns from Japan. One of the advantages of internships at Taiwanese corporations is that students can learn English and Taiwanese Chinese at the same time. As for learning the English language, some Taiwanese companies have established their own internship programs in English in order to promote internationalization. Therefore, I felt it was necessary for me, as a TA, to prepare interns to communicate in Japanese, Taiwanese Chinese, and English prior to their dispatch.

The official language of Taiwan is Mandarin Chinese, commonly referred to as "Taiwanese Mandarin." Even though Mandarin serves as the standard dialect for formal communication and is used in government, education, and media, Chinese language education in Taiwan is different from that learned in China—where I was born. Although the general idea is the same, there are dialect variations and written differences.

I prepared lesson plans following presentation-practice-production (PPP) routines, but blended that teaching strategy with other methods depending on the interns' needs (Tomlinson, 1998). For example, I chose to teach Chinese language vocabulary by asking the interns to repeat key words and phrases that I provided them with via their smart phones, as well as on the whiteboard in the classroom. I adopted this idea from Sato (2010), who claimed that he "could argue that focused activities, which intrinsically require learners to use the target items repeatedly, can still be effectively employed" (p. 197). When Ozment (2020, p. 56) began teaching at a school in Japan, he had hoped to continue to teach the way he had taught

in China. Therefore, he began by being serious, by being strict, and by the constant use of drilling and repetition. This is the way I began my first class: by being incredibly strict, by being serious, and by getting every student to repeat every word from their assignments perfectly. I did not stop until everyone had done it. I also took the opportunity to use the time at the end of my classes to consolidate the vocabulary related to Taiwanese Chinese for the group of students who will be going on internships, and to provide systematic learning guidance to the students during classes.

Ozment (2020) suggested that "the greatest difference between Japanese and Chinese educational systems appears to be the relationships between students and teachers. The expectation of trust allows for Japanese students to progress further and encourages teachers to attempt to find newer and more effective ways to engage with students" (p. 56).

To summarize my language teaching approach, I decided to immediately assign the practice of Chinese word phrases, then the production of spoken answers to my questions in stages as soon as the students entered the classroom, as can be seen in Figure 1. The presentation stage is given as homework and summarized as a quiz at the end of the class on the whiteboard, as seen in Figure 2. By the end of the semester, I was smoothly teaching in a PPP style in the classroom.

Internships and Future Employment Prospects

In the social context of internships and employment, internships abroad have become a major focus for the further development of human resources and the cultivation of human resources in Japan. In terms of learning business skills in an internship environment, however, Taiwan appears to have more professional internship standards and science-related goals. The characteristics of Taiwan's internship program have become more global. In the semiconductor industry for example, Taiwan has taken its place in the world in terms of its mode of operation and technical level. Therefore, the corporate internship programs at the Taiwan Semiconductor Manufacturing Company (TSMC) in Taiwan and soon-to-be launched sites in Kumamoto, Kyushu, are in high demand. Consequently, the demand for language instructors by TSMC is high. However, my university does not have an engineering program; my students are enrolled in the humanities and social sciences.

The cultural, creative, and tourism field is a part of Taiwan's humanities industry, and maintains the same standardized operation capability as the world. Therefore, in this internship, the cultural, creative, and tourism industry is the main direction of our program. At internship sites in hotels, restaurants, travel agencies, department stores, language schools, and computer software firms, the interns will have ample opportunity to actively promote their language strengths and act on their own initiative, rather than just waiting for instructions to be given by a TA or teacher. Interns will succeed if they express a positive attitude. Even if they were not confident in the level of their English or Chinese language skills, I encouraged them to actively communicate with their supervisors and coworkers and to continue firm relationships with them after returning to Japan. They can communicate via Google Meet, Zoom, Skype, or other useful modes to maintain their English and Chinese language skills.

I hope that the students whom I assisted for 15 weeks will be able to utilize this language preparation for an internship experience in their post-graduation careers, and realize their social value and value of life. Prior to departure to Taiwan, I suggested to the interns that even if they do not get assigned to the exact job they want, the experience of working abroad will be very useful for their career development back in Japan. Figure 3 shows the interns with a banner emblazoned with their chosen logo of a bridge, signifying their desire to firmly bridge relationships between Japan and Taiwan. Now, the interns are ready to be dispatched.

I believe that the 15-week preparatory course for this overseas internship program developed students' language skills and teamwork abilities. Importantly, motivation levels were raised. As for myself, I was motivated by the story of a former TA who leveraged her previous intern experiences at an English language book publisher and at a Japanese language school in Taipei to get a position as a full-time instructor of Japanese at a university in Taiwan. She was also hired to teach intercultural communications classes in English. Hirata (2022) reported that she contacted staff at the companies where she had previously interned as soon as she started her language teaching career in Taiwan, adding that they soon became her best friends and advisers. I would similarly like to cherish the connections with people whom I will meet in Taiwan during this internship program.

Figure 1

The Author (Standing) Teaching Useful Travel Phrases to Interns

Figure 2

Testing Knowledge of the Itinerary at the Whiteboard

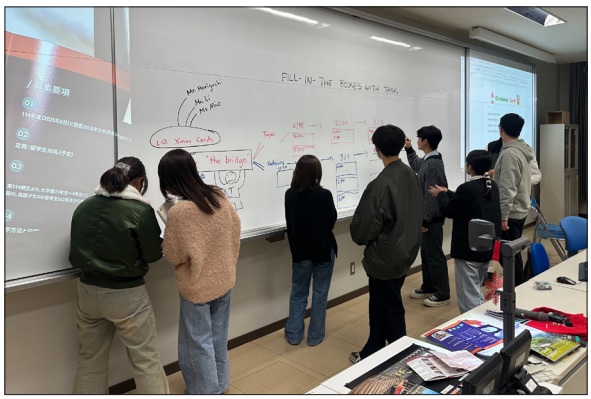

Figure 3

Interns Ready for Their Dispatch to Taiwan

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Jerry Talandis Jr. & Daniel Chesmore

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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"I Know the Pieces Fit:" An Introduction to Structuring an Academic Essay

Daniel Chesmore

Doshisha International High School

The dreaded phrase, "Just get two publications and you'll be set" is one I am sure many of us at the start of our academic careers have heard. Subsequently, I am sure we have all thought, "how hard can it be?" We sit down and start to write, half-remembered lessons from university lurking at the back of our minds, only to run out of steam after half an hour. Thus, we are left with nothing more than a jumbled mess of half-formed ideas and the odd witty phrase that you are certain is a great way to start an article, but as you go, on you start to have doubts. Critically, we have missed the most fundamental lesson of essay writing: to have a clear thesis, a clear understanding of the type of essay we are writing and, lastly, a clear structure to follow.

Although these skills seem self-evident or have been deemed to have been mastered long ago, it is always worth returning to the basics to check in and make sure that no bad habits have crept in. Rest assured, even the best of us is guilty of less-than-steady structures, a dodgy thesis, or getting lost in the weeds on a topic. For the new academics, I hope that this can serve as a refresher or a guide to get you started on the path to publication.

The Thesis

Before pen can be put to paper, we must be clear with what the question is and how we seek to answer it. We must divide the whole into its clear components so that we can contribute to deeper knowledge (Medvid & Podolkova, 2019). Looking at Edwards and Moore (2015), we can see the clear cycle of evaluation of our question. Through this process emerges the thesis. In this early stage, it can be nothing more than loose ideas; however, with research, the logical connections of these ideas emerge and coalesce into the key points of the essay. For simplicity, the strongest three can be selected as the principal topics to be explored within the essay. Going forward, these ideas shall be referred to as the "key points." These three key points form the basis of our thesis and are how we will answer our question. The thesis is the statement of intent for the essay. As such it is always best to have a clear idea from the beginning.

Having these key points clearly expressed is beneficial for both reader and writer, we shall look first at the impact this has for the writer. As research and writing progress, it is understandable that ideas can change, but through constant consultation of the thesis, the writer can check to ensure that they are following their initial premise or to adjust if there has been a shift. At every point, work should be assessed to see whether it answers the question that has been set out. As a writer, it is always worth remembering that no one knows your work as well as you do. Take the time to clearly set out the topic or question and, at the end, make sure you have answered it. There is nothing worse as a reader than being halfway through an article and realising you have no clue what is going on. Even more so when you must go back to the introduction to get a clear idea of what you mean.

This explanation might appear simplistic; however, the thesis serves as a road map for the reader and the writer. It should be consulted frequently at each paragraph, section or topic assessed to make sure that it follows the initial statement. Once the question has been established and the key points identified, the structure of the essay can begin to form. Without this crucial step, the essay is built on nothing more than shaky foundations and only disaster shall follow.

Rhetorical Methods

Once we have established our thesis and have identified our key points, we need to consider the rhetorical mode used to explore them. These modes relate to how a key point can be analysed and discussed. There are a multitude of rhetorical modes

that can be used in writing. For the sake of simplicity, some of the most common are listed below (Folse & Pugh, 2020):

- **cause-effect essay**:in which we explore a topic by looking at the identified issues and the consequences that come from them. In this, we are looking for the chain of events that led to the end result.
- **comparison essay**: where we take two topics and look to find the similarities and differences between them. This is not only to state the obvious, but also to seek a more subtle approach in illuminating the two topics.
- **reaction essay**: a more personal essay in which information is presented alongside the writer's opinion of said material. This might not seem to have a place in academic writing, but objectivity is also a subjective matter.
- **argument/persuasive essay**: collects information and presentng it to support the author's position. The writer often draws the reader round to their perspective. The strength of this argument relates to whether it is an argument or persuasion.

When looking to structure an essay, it can be beneficial to adhere to one rhetorical mode. It serves as a clear framework to structure an essay around as well as being straightforward in its approach to an argument (Ferreira & Andrade, 2014). However, it is more common that elements from any and all rhetorical modes can be brought in to suit the nature of the key point. This can grant a level of freedom in how the subject is approached rather than bending it to suit the will of a rhetorical mode. What must be stressed, however, is to be certain as to what rhetorical elements are needed for each point during the planning stage. Having a clear thesis statement will come into play when selecting the right rhetorical method(s).

Structure

With the establishment of a thesis and rhetorical modes selected, attention can be turned to the nitty-gritty of writing. During the establishment of the thesis, key topics were identified and became focus points for other logical strands. These key topics can be transposed into the rhetorical modes, serving as the focus for each. Nevertheless, there can still be elements of structure that need to be addressed both to aid in writing and in structure.

Simplicity is always best, and in that vein, the five-paragraph essay comes into play. Familiar to all who had to do any form of essay writing, it is centred on an introduction, three body paragraphs, and a conclusion (Khoshhal, 2021). To develop this idea, paragraphs can be changed to topics or expanded to their own sub-chapters depending on the length of the essay. These topics can become their own mini essays, with their own rhetorical modes all linking back to the initial thesis. The five-paragraph structure is something that has been drilled into generations of students for its simplicity, clarity, and the sheer fact that it works. It is a solid foundation to build an essay on.

Taking this idea of simplicity further comes the three-sentence structure for paragraph writing: an introduction sentence, body, and conclusion. These concepts might be simple and seem to be below the level required for academic writing, yet they are not without merit. At each point, the writer is required to set a path to follow. It requires the writer to assess their work and ensure that they are sticking to the topic within the rhetorical modes they have selected. It allows for clarity and organises the writers' thoughts (Hyland, 1990). Simple—yes, but it works.

Conclusion

Although it seems self-evident, the planning stages of the essay are critical—not just in what we are going to say, but how we are going to say it. An equal amount of time should be placed into both in order to have a successful essay. The thesis must be clear to the writer so that it can be clear to the reader. Rhetorical modes need to be selected to suit the nature of the topic they are addressing. This process will assist the writer to develop a firm understanding of how the body of the essay should be constructed. These methods might appear simplistic and reductive for an academic essay. Yet, these are fundamental skills for any writer. There is nothing to stop a writer from using these methods as the foundation of their essay before proceeding with the paper any further. Critically, for any writer, there must be clarity in message, style, and structure throughout the essay.

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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
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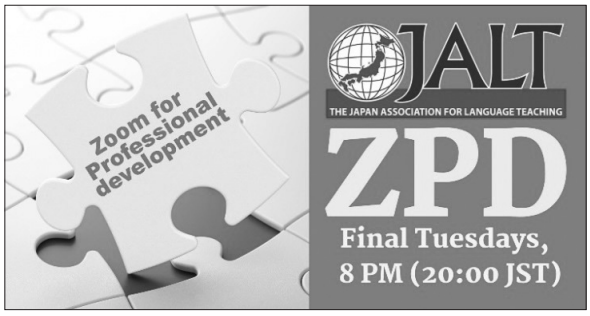
Zoom for Professional Development

Chelanna White
NPO JALT Director of Program



People join JALT for various reasons, with professional development being one of the biggest ones. I know that was the case for me when I joined the Kyoto chapter as an ALT who had ambitions in academia. Although my initial impulse to join JALT was somewhat utilitarian, what has kept me here are the personal and professional relationships I developed, first as a member of the Kyoto chapter executive team and now as a member of the Board of Directors. For me, and for many JALT members like me, these relationships make JALT what it is—meaningful relationships formed by attending local and regional events and meeting incredible presenters and educators.

Shortly after I joined JALT, the COVID-19 pandemic hit, bringing new challenges and new opportunities. Even though our ability to hold events in person was hampered, to say the least, platforms, such as Zoom, allowed us to more easily connect with people across the country in ways that we could not before. Many events and meetings moved online—even the JALT conferences in 2020 and 2021 were held online. Recruiting new members was also an issue under these difficult pandemic restrictions.

Thus, JALT Zoom for Professional Development (ZPD) was born—created not only to provide free professional development and networking for members, but also as an opportunity for members to "bring" friends and colleagues to a more casual event to highlight JALT and what we do. Although it was initially conceived by then-president Dawn Lucovich as a response to COVID-19, ZPD now continues to regularly bring current and prospective JALT members together, typically on the last Tuesday of the month from 8:00-9:00 p.m. Recently, SIGs are being asked to take on hosting duties as well, giving them an opportunity to showcase themselves and the work they do.

Typically, in a ZPD session, after a short introduction from the host or hosting SIG, attendees are sent to randomized breakout rooms to introduce themselves to a small group of people for about 5 minutes. Then, after returning to the main room, attendees are free to make announcements about upcoming events or calls for presentations or papers. Finally, attendees are then free to join from a variety of breakout rooms focused on different topics hosted by individuals or groups in JALT, such

as the new members room, hosted by the Director of Membership, where new and prospective members can network and learn more about the benefits and opportunities that come with membership. Other popular breakout rooms include publications and research, the JALT Conference, and the PanSIG Conference. The hosting SIG will also have their own room, so if attendees are interested in learning more about the group, it is a great opportunity to get to talk to those SIG members.

There is also a small but very dedicated committee that makes sure ZPD happens each month. The Publicity Co-chairs—Sophie Otsuru and Mariana Oana Senda—advertise each event and send out the monthly emails and registration forms. Phil Nguyen makes sure everything runs smoothly from the tech perspective and sets up the requested breakout rooms. And, as Committee Chair, I help recruit SIGs to host.

If you have not been to a ZPD event yet, what are you waiting for?! Please be sure to register at http://bit.ly/ZPDRSVP. You can also see details about our group on the JALT homepage (https://jalt.org/groups/specialty-groups/zpd) and through Facebook (https://www.facebook.com/JALT.conference). If you are a SIG officer and are interested in getting involved, you can sign your SIG up to host a future ZPD here: https://bit.ly/SIG_ZPD. Finally, if you are interested in hosting a breakout room, or if there is a topic you would like to discuss, you can indicate this on the form when you sign up for the next ZPD. Hope to see you there!

7th Extensive Reading World Congress

Earlybird Registration is now open!

The Extensive Reading SIG and the ER Foundation are excited to announce that the 7th Extensive Reading World Congress will be held in Hokkaido, Japan, September 5-9, 2025! We hope you'll be able to join us. Get your earlybird ticket here:

https://erwc7.edzil.la/

The JALT Peer Support Group (PSG)

aims to collaboratively assist writers in working through the writing process in order to develop their manuscripts to a (hopefully) publishable level. Our experienced Peer Readers will do their best to provide you with feedback and suggestions to improve content, clarity, and organization. However, they do not usually edit for grammar, punctuation, etc. as part of the process.

Submitting a Paper for Review

Please visit https://jalt-publications.org/contact to start the process. Once a paper is submitted, it may take a month or more for two rounds of feedback.

Becoming a PSG Peer Reader

PSG is always recruiting new Peer Readers! Benefits include: improving your writing skills, learning more about the academic publishing process, networking, and providing a valuable service to the academic community.

Please contact PSG at jaltpubs.peer.group@jalt.org to find out about becoming a Peer Reader.

JALT's Mission

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

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

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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丸の内トラストタワー本館20階

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

Joining JALT

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

https://jalt.org/joining

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

The G-Funk *Jimaku* Incident

The other day I was at the gym, doing about 25kph on an exercise bicycle, watching a TV interview of a young Japanese idol singer talking about the joys and pressures of her new-found fame. Actually, I was stealthily peering over the shoulder of a jogger on one of the treadmills in front of me, watching the interview on *his* machine's personal TV. I couldn't hear it, but that didn't matter because a) I was perfectly happy pedaling in time to the Isley Brothers in my own headphones, and b) as is usual on Japanese TV, all the important comments were transcribed in "balloony" script at the bottom of the screen. (For some reason Japanese TV viewers like subtitles even for celebrities speaking their own language.)

I wasn't particularly interested in the idol's tales of stardom, and I couldn't see the screen very well anyway, but as she was talking about how she gets through her day, one word popped up in the captions and nearly floored me. Out of the blue she mentioned..."funk rap." When I saw that katakana word on the screen, I was so surprised I stopped pedaling, and my bike started emitting little blips asking if I was OK. Amazingly, this otherwise coy teen idol was expressing her appreciation for 90s-era Los Angeles hip hop! I wondered who in particular she might be into: Snoop Dogg? Coolio? Regardless, she seemed positively animated while describing her unorthodox musical preferences. I beamed in admiration at her candor.

It wasn't until the third time "funk rap" appeared in the subtitles that I realized I was misreading the katakana for "fan club." In Japanese print the two terms are similar, with an important distinction at the very end: a *pochi* in one (°) and a *chonchon* in the other (゛). These are unofficial terms for *handakuten* and *dakuten* marks respectively. One mark gives the word a terminal /p/ sound, as in *funk rap*, while the other gives it a /b/ sound, as in *fan club*. She wasn't talking about Snoop Dogg at all, but rather her hordes of devout fanboys.

Needless to say, I felt fooled and dejected. I traded out the Isleys on my phone for some NWA and cranked the bike's resistance knob up to "get outta my face" levels to work off my shame.

This of course was not my first or last *kana* flub, but at least in this case, it all happened in my own head. I still turn red remembering a visit I paid to a colleague's literature class several years ago, where they read (in Japanese) the final act of *Hamlet* with its unforgettable sword fight. Looking at the text, I had to ask a student next to me why the hero was dueling with a "rare cheese" (レアチーズ, as opposed to レアティーズ = Laertes).

These errors are usually attributable to my inept Japanese reading skills, but in my defense, there are a few cases where the fault has been the writer's. My school's administration once sent us an email about developing faculty ties through improved *cominyucation* (コミニュケーション). I showed it to my Japanese supervisor and asked if they were trying to make a clever bilingual portmanteau of *koumin* (公民 = civilians or community) and "communication." But she looked at it, scoffed, and said, "No, it's a typo." Elsewhere, on restaurant menus around town (hotbeds of katakana errors, I think), I've seen such intriguing food selections as "wine and splits" (スピリッツ vs スプリッツ) and "attorney roll" sushi (アボカド = avocado, but アボガド—with three *chonchon*'s—says "abogado," Spanish for *lawyer*).

A "slip of the pen" is called in Latin *lapsus calami* (not to be confused with *lapsus calamari*, which would either be an excellent example of *lapsus calami* or else some kind of unnamed transgression with a squid). I am often guilty of such *lapsi* in my handwriting. One time in my class, we were discussing places to visit in foreign countries. I had written on the board some student suggestions of world-renowned museums, and we were now sharing what we knew about them. One student raised her hand and said, "Someday I would like to visit the loo." Stunned by her blunt revelation, I tried to make a joke of it by saying, "Why wait? It's right down the hall!" She then nodded at the chalkboard, where I noticed that my scrawling of the Louvre Museum looked more like "Louuue". Rather than point out my error discreetly, she had decided to embarrass me by simply reading what she saw. Not very *kouminyucative* of her, I'd say.

AGENCY & AUTONOMY

In Language Learning


PanSIG 2025

Benefits of Autonomy-Supportive Teaching

Johnmarshall Reeve
Australian Catholic University

Learner Autonomy in an Asian EFL Context

Toshie Agawa
Hoshi University

3-DAY CONFERENCE HIGHLIGHTS

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- Interactive sessions
- Experts leaders
- 4 themes

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- Learn secrets to success
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