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The Japan Association for Language Teaching
Volume 42, Number 1 • January / February 2018
ISSN 0289-7938 • ¥1,900 • *TLT* uses recycled paper

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January/February 2018 online access

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In this month's issue . . .

Happy New Year all, and welcome to the first 2018 publication of *The Language Teacher*! First, please allow me to introduce myself. I have been an educator in Japan for nine years now—first in Tottori, then in various locations in the Kansai region. I have been afforded the amazing opportunity of working with the *TLT* staff and all of the passionate teachers who submit their work to the journal. I am honored to be a part of it. Of course, with the new year comes new resolutions, and we at *TLT* resolve to keep giving you the best research and freshest ideas. Together, we can find new and exciting ways to help our students maintain their own resolve.

Speaking of great ideas and teacher input, I learned a lot from my time at the JALT Annual Conference in Tsukuba last November, and I would like to thank all of the presenters who continued to make it one of the events I most look forward too each year. Here's to the next one!

Our Features Article this issue is by **Takaaki Hiratsuka**. In the article, *Narrative Frames as a Course Evaluation Instrument*, he questions the use of student feedback questionnaires and presents an alternative that might better help students reflect on their course. Over in the Readers' Forum, **Yuichi Tagane, Naeko Nagamura, and Patrick Dougherty** present the inside scoop on the ways some students manage to avoid doing extensive reading in extensive reading courses, and discuss methods for promoting student involvement and enjoyment. Meanwhile, **Anthony Sellick** presents ideas on how to get more out of interview test practice by making them creative and engaging experiences in his report, *Maximising Student Involvement in Interview Tests*.

Lastly, I can't leave this introduction without giving a heartfelt "thank you" to our senior coeditor, Philip Head, who is stepping down from the role with this issue. Philip has been with the *TLT* for years, and if you've enjoyed the journal, it's likely that Philip's a big reason why. He'll still be behind the scenes for a while, and we appreciate his ongoing support.

Eric Shepherd Martin, TLT *Editor*

Continued over

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

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明けましておめでとうございます。また、2018年度のThe Language Teacherにようこそ！ まずは自己紹介をいたします。私は日本で9年間教員をしてきました。最初は鳥取、その後は関西地区のいくつかの教育機関で教えてきました。その間、TLTスタッフや、TLTに論文を投稿してくださる熱意ある教師の方々と一緒に仕事をする幸運に恵まれました。この人々の輪の一部になれたことを誇りに思います。新年の抱負ですが、TLTスタッフ一同、読者の皆様に、最も優れた研究論文や最新の研究アイデアを提供し続けることを決意いたします。また学生の目的意識を継続させることができる新しくてワクワクするような方法を、皆様と一緒に探していきたいと願っています。

素晴らしいアイディアや他の教師から学んだことと言えば、昨年11月のつくばでのJALT年次大会で、私は多くのことを学ぶことができました。私のように年次大会を待ち望んでいる参加者を代表し、研究発表者の皆様方に感謝の意を表したいと思います。今月号の記事は次の通りです。

Feature ArticleではTakaaki Hiratsukaが、*Narrative Frames as a Course Evaluation Instrument*で、通常の学生の授業評価アンケートに対し疑問を投げかけており、学生が受講コースをより良く振り返ることができる代替案を提供します。Readers' Forumでは、Yuichi Tagane、Naeko Nagamuraと Patrick Doughertyが、多読コースにおいて、学生が多くの本を読むことを巧みに回避する実態と対策を考察し、学生が楽しみながら読書を続ける方法について論じています。また、*Maximising Student Involvement in Interview Tests* では、Anthony Sellick が、独創的で学生が熱心に参加できる面接テストの練習方法を提供します。

最後に、今月号でその役割を終えるsenior coeditorのPhilip Headに心からの感謝を伝えたいと思います。Philipは長年TLTに関わってきましたが、皆様がこの論文誌を楽しんで読んで来られたとしたら、それは彼の貢献によるものが大きいと思います。Philipには、これからも後方から我々をサポートしてくれるようお願いいたします。

Eric Shepherd Martin, TLT *Editor*

Our Mission

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

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Narrative Frames as a Course Evaluation Instrument

Takaaki Hiratsuka
Tohoku University

Although getting student feedback on courses via questionnaires has been practiced for a long time, empirical studies on the topic are not substantial enough, nor are alternatives adequately considered. This study introduces and evaluates an alternative qualitative instrument known as narrative frames, which uses prompts to stimulate written feedback. In order to investigate its feasibility, I collected data from 26 Japanese university students in an English Teaching Methods course. Findings suggest that these narrative frames served as a useful tool for eliciting the students' experiences in the course, their impressions of it, and its impact on them. These findings led me, as the instructor of the course, to be able to critically reflect on its content. Pedagogical and research implications for the future use of narrative frames are provided.

学生による授業評価アンケートは教育改善のために必要な手段として長年定着しているが、それらに関する研究、またそれに取って代わる手段の議論は不十分である。本論では、質的研究手法の1つで、書き手の文章作成を助長するとされているナラティブフレーム（物語枠組み）を授業評価の手段として用い、その評価を行った。データは英語科教育法を受講した26人の大学生から収集した。結果、ナラティブフレームは授業評価手段としての機能を十分に果たし、学生の授業への印象や彼らが授業から受けた影響の詳細を明らかにできることが分かった。また、これらの結果内容は担当教員が授業を批判的に精査し、振り返り活動を行うことに役立った。本論では最後に、ナラティブフレームの使用、研究に関する提言を行う。

The practice of obtaining student feedback at the end of the semester on classes for assessing teaching quality is now well established and carried out in higher education throughout the world, including in Japan (Freeman & Dobbins, 2013; Mori & Tanabe, 2011). Millions of university students are asked to rate their level of satisfaction regarding their teachers and courses by completing questionnaires, often consisting of Likert-scales and open-ended questions. Student feedback is believed to provide an understanding of the strengths and weaknesses in the course, which can then be used by the instructor to improve its quality and delivery, and by the institution as proof of teaching effectiveness for both internal and external stakeholders (Kember, Leung, & Kwan, 2002). Although there have been several positive findings on the use of standard quantitative questionnaires made by university administrators, critics doubt whether they can reflect the complexity of human experience or be reliable in their assessment of modern forms of teaching (e.g., student-centered lessons) (Braga, Paccagnella, & Pellizzari, 2014; Kember, Leung, & Kwan, 2002). As such, this study offers an alternative instrument for course evaluation, known as narrative frames. They differ from formal questionnaires in that they are neither quantitative nor completely open-ended, and include contextualized prompts. This study is significant for two reasons. First, it introduces and evaluates narrative frames for course evaluations and, second, it presents empirical research on the topic of student feedback on teaching, which has been surprisingly understudied in the field of ELT.

Narrative Frames

Narrative inquiry has become a vital tool for academic research on language teaching and learning. One of its research instruments is narrative frames. These are sets of written story templates, consisting of sentence starters followed by blank spaces and conjunctions, that prompt participants to write down their ideas in a narrative form (Barkhuizen, 2014).

Since the development of narrative frames by Barkhuizen and Wette (2008), numerous researchers have used them in a variety of ways to investigate a range of topics in different contexts. Barkhuizen (2014) reviewed these and reported that narrative frames had been used to explore the experiences of language teachers in China (Barkhuizen, 2009; Wette & Barkhuizen, 2009; Xu, 2014), in Vietnam (Barnard & Nguyen, 2010), and in the UK and Australia (Shelly, Murphy, & White, 2013). They have also been used with language learner (Hiratsuka, 2014; Swenson & Visgatis, 2011), and trainee seamen in Kiribati (Macalister, 2012). More recently, Hiratsuka (2016) made use of the instrument for a needs analysis in his Media English course at a Japanese university. The narrative frames collected from 20 Japanese students made him aware of the students' expectations of him and the course, as well as their intentions during the course. In South Korea, Moodie's (2016) research investigated how the prior language learning experiences of language teachers impacted their current teaching beliefs and practices. The narrative frames gathered from 18 South Korean language teachers revealed the in-

fluence of prior language learning on their teaching as either having no impact or compelling them to be determined to differ from their own language teachers. Mehrani (2017) included narrative frames in his study with Iranian teachers. The narrative frames facilitated his ability to identify pedagogical concerns of 68 teacher-participants and detect the challenges and opportunities they encountered while conducting action research.

As seen here, many studies have employed narrative frames. However, no study has examined their use as a course evaluation instrument. To fill the gap in the literature, this study deals with the findings of the following question: What is the effectiveness of narrative frames as a course evaluation instrument in an English Teaching Methods course at a Japanese university?

Methodology

The context was an English Teaching Methods course at a national university in southern Japan. The course was taught by me and was a prerequisite for receiving an English teaching license for secondary schools. The purpose of the course was to enable the students to learn about different English teaching methods through analyzing class activities and evaluating the effects of them on Japanese learners of English. A total of 28 second and third-year university students took the course. At the end of the course, I invited students to complete narrative frames anonymously, emphasizing that their participation and written content would not affect their grades. Twenty-six students volunteered to participate and composed narrative frames within one hour. The frames were designed by me based on the literature of previous studies. My aim was to design an instrument that could elicit the students' feelings and thoughts about the course as well as possible differences between the course and other courses (see Appendix). I decided to ask the students to complete two frames (one in English and the other in Japanese) although the contents were the same. I did this for two reasons. First, I expected that writing in English would give them a meaningful opportunity to use English and thus serve as a nice way to conclude the course. Second, I anticipated that the students would feel less threatened writing in Japanese when engaging in an unfamiliar task (see Hiratsuka, 2014). Understandably, the students wrote richer descriptions in their Japanese frames than they did in English; therefore, the Japanese data were the focus of this study.

In analyzing the data, I first translated from Japanese to English while making every effort to maintain the original meaning of the participants' responses. I then read each of the narrative frames in completion and, during my second reading, took analytic memos. Afterward, I uploaded the data into the qualitative analysis software, NVivo 11, which sorted each of the 24 response spaces (see Appendix). In order to find convergences and divergences between the participants, I conducted a qualitative content analysis of the data (Bogdan & Biklen, 2007). From this iterative analytic procedure, two interrelated categories emerged. They were (a) students' impressions of the course, and (b) impacts of the course on students.

Findings

Students' Impressions of the Course

Table 1. *Students' Impressions of the Course (**n** = 26)*

Themes	Details of themes	Frequency
Employing unique teaching styles	Conversation opportunities	7
	Student-centered	6
	Flexible	4
	English as a medium of instruction (EMI)	4
	Total	(21)
Getting access to personal stories	Stories told by the teacher	10
	Stories told by the classmates	3
	Total	(13)
Providing knowledge	English teaching methods	6
	English	5
	Total	(11)
Lacking explanations about theories	Theories described in the textbook	6
	Total	(6)
Lacking the connection between theories and practices	Disconnection between theories and practices	3
	Total	(3)

Note. Any one response could contain more than one detail, so the total of frequencies do not add up to 26.

As indicated in Table 1, the most common response was to the unique teaching styles that were introduced in the course (21 references). Some stu-

dents noted that the course brought about "plenty of conversation and discussion opportunities," and therefore the students felt that they "could fully communicate with all the people in the room" (seven references). Similarly, the course was reported by six students to be student-centered, as one wrote: "The focus of the course was on the autonomy of the students." Another affirmed by saying: "In comparison to other courses, the style of the course was different because it was not the teacher who explained and provided opinions about the textbook but it was us, the students." Flexibility received four mentions as one essential characteristic of the course. For instance, one student said: "My teacher was flexible. Depending on the students' responses and behaviors in class, the course changed its paths several times." Those who were used to taking lessons where teachers rigidly followed the lesson plans and textbook were pleasantly surprised: "The course did not feel like a 'class.' It was inspirational because we were given freedom and independence." Four students remarked that the English was used as the only medium of instruction. One student commented: "The course was organized in a way that encouraged us to listen to others and participate in activities by only using English. I felt like 'I am learning!'" Another recollected: "The teacher successfully created an active English-only atmosphere in the classes."

Students made 13 references to personal stories told during the course (10 referred to teacher stories and three to classmate stories). Typical responses included: "The course was filled with the personal experiences of the teacher as a former high school English teacher and when he went to Canada" and "The comments made by the classmates were interesting. At first sight, what they were saying seemed to be the same, but each one of them had different reasons for and particular stories behind their ideas." It was clear that the personal stories told by both the teacher and classmates, be they about language teaching/learning or a study abroad experience, played an important role in getting the students to become enlightened and relate to the teacher and other classmates in a meaningful way. This suggests that stories may be an effective pedagogical strategy in the classroom. Considering that the aims of the course were to enable the students to acquire a basic understanding of English language teaching methods and to engage successfully in discussions in English, it was encouraging to see that several participants felt that they had achieved these aims (11 references). Despite these positive comments, some noted that the course lacked adequate explanations on educational theories (six references), or thought that it was disconnected from teaching practices at schools (three references).

Impacts of the Course on Students

Table 2. *Impacts of the Course on Students* (***n*** *= 26)*

Themes	Details of themes	Frequency
Motivating the students	Use English more	8
	Study English harder	7
	Hold opinions and thoughts in English more	3
	Learn more about English teaching methods	3
	Become better at teaching English	3
	Total	(24)
Bringing people together	Understand and become closer to the classmates	9
	Understand and become closer to the teacher	2
	Total	(11)
Promoting self-reflection	As a learner	3
	As an individual	2
	Total	(5)
Losing confidence	Face the reality of one's low English abilities	1
	Total	(1)

Note. Any one response could contain more than one detail, so the total of frequencies do not add up to 26.

The second category concerns the impacts the course had on the students. Table 2 illustrates that the majority of the students found the course to be motivating for them (24 references). Some referred to the use and learning of English as follows: "The course improved my English. It also made me want to study English more;" "The course gave me courage to speak English. And I kept being motivated to study English after class every week." Presumably, the students became motivated to learn and speak English more as a result of participating in numerous discussions in English and listening for many hours to the teacher and classmates speaking in English (see Table 1). Other reasons related to higher motivation towards English language teaching (three references) and their dreams to be English teachers (three references). Again, given that one primary goal of the course was to understand basic theories regarding

English language teaching, it was unsurprising that at least some students became more determined to be an English teacher than they were before.

The course also helped to bring everyone together (11 references). One student stated: "I could get to know about my classmates a lot more through the conversational activities. I became closer to them." Talking with classmates and the teacher, as well as working cooperatively on activities, seemed to have created collegial relationships among them. This was a beneficial outcome of the course for the students, especially because they, as a group of pre-service English teachers at the university, will continue together on their journey towards graduation and perhaps even maintain this association beyond.

Five students referred to increased self-reflection due to the course. This led them to regret not preparing for the course more, speaking up in class more, or being more diligent. Two others mentioned confronting themselves and thinking about their lives in a serious way. For example, one wrote: "In fact I learned in this course that it is important to think about and prepare for the future and figure out what needs to be done while we are university students." And there was one reference in which a student confessed losing confidence through the course because of his/her own low English ability. This positive and negative feedback motivated me to create and deliver better lessons in the future.

Discussion

Undoubtedly, I am heartened that the students responded to the course positively due to its unfamiliar teaching styles, which were reported as being different from those in other courses they had taken; its access to personal stories, which proved to be a worthwhile pedagogic strategy in this study; and its content, which was well aligned to the course goals. The narrative frames provided me with this invaluable student feedback, one filled with nuanced and enriched responses, which might have been impossible to get from standard quantitative questionnaires often produced and administered by institutions. The narrative frames offered the students guidance in the structure and content of what should be written and to some extent limited the responses to those I wanted (Barkhuizen, 2011, 2014; Barkhuizen & Wette, 2008). The frames helped the students to make sense of their experiences in the course and those they imagined experiencing after the course in an effective way. They thus facilitated the quality of their reflection and increased the reliability of the information upon which to evaluate the course.

Additionally, thanks to the student feedback and my further understanding about the students and the course, I was able to engage in critical reflection on my teaching and the students' learning, particularly with respect to the EMI approach, a need for a stronger link between theory and practice, and the advantages of communicative teaching and learning methods.

Conclusion

In this article, I have reported on the feasibility of narrative frames as a course evaluation instrument. Findings suggest that the frames helped the students to write about their impressions of the course and its impact on them. The rich data assisted me to successfully reflect on the content of the course.

Based on this study, I put forward three pedagogical and research implications. First, the repeated use of narrative frames for formative evaluation throughout the semester, rather than only once as in the case of this study, might encourage teachers to make changes while classes are in session. With repetition, students would become accustomed to completing the frames, thereby perhaps increasing quality and quantity of their opinions in both Japanese and English. It might also be helpful for teachers to ask students, if permitted, to fill out narrative frames a few weeks after the course is over because, at that point, (a) they can present their opinions with less inhibition as the teacher is no longer their instructor, and (b) they might be more aware of the impacts of the course on their learning and lives. Second, the students in this study could provide more explicit and precise recounts of their experiences in Japanese. I therefore recommend that participants write narrative frames in their first language, when used as a course evaluation instrument, in order to achieve its central purpose, rather than they write them only in English, as in Hiratsuka (2016). Finally, narrative frames can be combined with other research methods (e.g., classroom observation, focus group discussion, and questionnaires) throughout the semester to gain triangulated and more robust data to inform the creation and delivery of better classroom experiences for all. This could be done as action research (Burns, 2005) at local schools.

The use of narrative frames as a course evaluation instrument can promote worthwhile feedback and discussion on the often uncritically examined practice of course evaluations. Since the findings and discussion presented here were based on just one particular course in one university, I invite others to support or challenge my assumptions, share and

review the data, and explore new insights in order for the instrument to be of maximum benefit.

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Appendix

Narrative Frames (responses for each space were written on a separate paper)

I took this course because.
I expected this course to be (2) and (3) because (4).
I imagined that I could learn from this course (5) and (6).
(Indeed / In fact) I learned in this course that (7).
I (was excited / became interested / got curious) during the course when (8).
On the other hand, I was (bored / became indifferent / got disappointed) when (9).
In the course, I remember my teacher (10). For me, it was (11) because (12).
I also remember my classmates (13). I thought it was (14) because (15).
At the same time, I remember that I (16). It was (17) because (18).
Now thinking back, I wish my teacher (19) and (20).
I also wish my classmates (21) and at the same time, I wish I myself (22) during the course.
In comparison to (other teachers/ classmates in other courses / other courses), (23).
Overall, this course was (24).
Finally, I would like to say that (25). This is the end of my story.

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Academic Dishonesty in Extensive Reading Programs: Stories and Strategies from Student Interviews

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Extensive reading (ER) has become an accepted methodology in increasing student reading fluency. However, there are issues that teachers face when implementing an ER program. This study, completed at a small English-medium university in Japan, addressed a key problem in ER program implementation: student academic dishonesty. The research, based on student interviews and supplemented by teacher experience, identified five categories of academic dishonesty: (a) asking for a friend's help; (b) referring to online resources in lieu of reading or completing a reading report; (c) reading and writing about topics that were already familiar to the student; (d) watching movies instead of reading; and (e) others. The findings indicated an equal number of methodologies that are useful in countering academic dishonesty. It was suggested in the findings that, in addition to discouraging academic dishonesty in ER programs, the methodologies can also work to enhance the ER experience for students.

多読が学習者のリーディング力を高める上で効果的であることは広く認められてきた。しかし、多読プログラムを実行する際に教師はさまざまな問題に直面せざるをえない。カリキュラムの全てを英語で行っている小規模な大学で行われた本研究は、多読プログラム実施における最大の問題ともいえる学生の不適切な行為の実態と対策を考察したものである。学生への面接調査と教師自らの指導経験に基づき、不適切な行為を次の5つのタイプに分類した。(1)友人の助けを借りる、(2)実際に本を読む、あるいはレポートを完成させる代わりにネット上の情報を参照する、(3)すでに自らがよく知っていることについて読んだり書いたりする、(4)本を読む代わりに映画を見る、(5)その他。同様に、5種類の不正行為の対策を見つけ出すことができた。その結果、学生の不適切な行為を防止すると同時に、適切な対策の使用により学生にとっての多読経験をよりよいものにする可能性があることが明らかになった。

Extensive reading (ER) as a means of improving students' reading fluency has gained acceptance in language courses at secondary and tertiary levels in Japan. A number of studies have shown the benefits of ER in Japanese English as a Foreign Language (EFL) contexts (O'Neill, 2012; Powell, 2005; Mason & Krashen, 1997). Despite these benefits, language teachers often struggle with implementing ER programs. One of the key problems in implementing and running a successful ER program is student academic dishonesty. According to Nuss (1988), "Academic dishonesty usually refers to forms of cheating and plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own" (p. 1). Students are academically dishonest for a number of reasons. These reasons can include the pressure of improving grade point averages (GPAs) (Jones, 2011); students' lack of understanding of plagiarism and/or cheating (Rinnert & Kobayashi, 2005; Thompson & Williams, 1995); cultural influences (Dryden, 1999; Thompson & Williams, 1995); and students' procrastination (Jones, 2011). Regardless of the reasons, language teachers must be vigilant in policing unethical practices among their students. This study, which is based on a series of student interviews, examines two points: (a) the types of student academic dishonesty typically found in ER assignments, and (b) how language teachers can prevent cases of academic dishonesty among their students and enhance the ER experience of students.

Study Context and Methodology

This study was conducted at a small English-medium university in Japan. The study participants were in the advanced reading classes in the English for Academic Purposes (EAP) program and were placed in one of the three reading classes. The methods under which the groups undertook ER differed, and this allowed for a wider range of contexts under which to examine the issues of academic dishonesty and its prevention. Two of the groups (n=30) engaged in paper-based ER, read paperback graded readers, and wrote book reports. The other group (n= 14) used Xreading®, an online ER platform where students read graded readers and took comprehension quizzes entirely online (www.xreading.com).

On the last day of the semester, the study participants completed a survey concerning their perceptions and opinions regarding their semester-long ER experiences. Ten subjects (five from the paper-based ER group and five from the online ER group) volunteered for individual 30-minute follow-up interviews in Japanese. These were recorded, transcribed, and analyzed to ascertain any trends. During the interviews, they were asked to explain their survey responses. They were also asked to report any incidents where their peers were "cheating" when completing book reports or online comprehension quizzes because the researchers had been informed of "cheating" incidents anecdotally. Before students engaged in ER practices, the teachers told them not to refer to outside sources, including Japanese translations of reading summaries, Wiki-based websites, and/or watching movies in lieu of reading stories. This was in addition to a directive to avoid copying someone else's past reports and/or share answers to quizzes. Therefore, the researchers consider any actions mentioned above to be "cheating."

The interview data was categorized into two types of responses: (a) cheating methods, and (b) strategies to cope with cheating methods in ER practice. This study examined two points: (a) the types of student academic dishonesty typically found in ER assignments, and (b) how language teachers can prevent cases of academic dishonesty among their students. These points are examined both in the case of students using paperbacks and writing book reports and also those using an online format for reading texts and taking assessments.

Reported Cheating Methods in ER Practice

The interview data regarding possible strategies that students might use to cheat were categorized into one of five types: (a) asking for a friend's help; (b) referring to online resources in lieu of reading or completing a text; (c) reading and writing about topics that were already familiar to the student; (d) watching movies instead of reading; and (e) others.

Method 1: Asking for friends' help

One of the most common cheating methods was asking for a friend's help. The interviewees reported that there were cases where book reports were written by students by referring to someone else's report or by listening to another person's description of a graded reader. With regards to the use of Xreading®, there were incidents of sharing comprehension quiz answers or even completing quizzes for a friend.

Method 2: Referring to online resources

Another common method of cheating was using uncited online resources. Rather than actually reading a graded reader, some students googled a topic on the Internet to write a book report or answer Xreading® comprehension quiz questions.

Method 3: Reading and writing about familiar topics

An additional cheating method was reading and writing about familiar topics. One typical example was that a student would skip reading a graded reader about a well-known historical figure and would instead write a book report based on his/her knowledge of that historical figure gained through high school classes. Another method involved students answering Xreading® comprehension questions based on facts they had been taught at school without actually reading a graded reader online. Since the quizzes ask general information questions, it is not challenging to answer questions correctly without actually reading graded readers, according to the interviewees.

Method 4: Watching movies

Similarly, four interviewees reported watching movies instead of actually reading graded readers about stories upon which the films were based. There were also cases reported where students wrote book reports or answered Xreading® comprehension quizzes based on memories of movies they had previously seen. They did not even attempt to watch a new movie in order to do the assignment.

Method 5: Others

Other cheating strategies involved partially reading a book and using a timer. In the case of only reading parts of a book for writing a book report, some students read only the beginning and the end of the book or skimmed the boldfaced headings and a paragraph below each heading to gain an overall picture of the story. In case of the use of a timer, it was reported that students used a timer or stopwatch to monitor their reading time to turn to the next page on Xreading®, instead of actually reading through the text. Since Xreading® constantly keeps track of reading speed, it would be obvious if a user turned a page (clicked the button to move on to the following page) too quickly without actually reading it. Therefore, the use of a timer is a way to regulate movement to another page in order to pretend to have read a page on screen.

Strategies to Enhance the Benefits of ER Practice

The other aim of the present study is to share suggestions and strategies for improving ER practice in English classrooms. The suggestions were generated from both the student interviews and the classroom experiences of the researchers and are divided into five categories: (a) evaluation methods; (b) in-class activities; (c) length of the ER practice; (d) combining paper-based and on-line ER; and (e) other methodologies.

Strategy 1: Evaluation methods

The most common strategy suggested by the interviewees is related to how ER evaluation methods should be modified or improved. One suggested change is to use an extra credit system. For instance, after reading more than the required amount of text, students can be awarded extra points toward their final course grade. This method can raise their extrinsic motivation to read more.

Another suggestion is relevant to the structure of the book report template. Since each book report currently receives a simple pass (P) or a fail (F) grade, the quality of book reports is mostly irrelevant. However, awarding a grade of A, B, or C for each report may boost students' motivation to produce reports of higher quality. This motivation might contribute to more careful reading of the selected graded readers. In addition, the current book report template consists of a short summary and a reflection. Changing the format to ask more individualized questions would hinder a student from simply cutting and pasting. To illustrate, a new prompt could read: "Write a different ending to the story you have read" or "Write what would happen to the main character after the end of the story you have read."

The final suggestion in this category would be for instructors to keep digital or hard copy files of student book reports. Making it public knowledge that teachers have access to a centralized file of reports submitted in the past might discourage students from simply sharing their old book reports with other students and might discourage students from using other students' previously submitted reports.

Strategy 2: In-class activities

Interviewees suggested different in-class activities be used for higher motivation toward ER practice. One possible change involves a class activity of having the entire class, or groups of students, read the same book in order to more deeply discuss the book content. Further, assigning the same book to the entire class might be beneficial because the teacher could teach certain reading or writing strategies specific to the book, including how to write a summary and how to guess word meanings in a given context by referring to a specific part of the same book. Another in-class activity which may facilitate better ER practice is to provide an opportunity for poster presentations. The pressure of presenting the book contents to a larger audience may encourage students to read more carefully.

Strategy 3: Length of the ER practice

Three study participants suggested that the time they engage in ER should be shorter. ER-related activities started to feel like a tiring routine and not a learning opportunity the longer the activity went on. One possible reason for this fatigue may be related to the fact that they became busier in other classes as the semester progressed. Several solutions may be to: (a) make the ER practice an intensive activity engaged in over a shorter duration of time; (b) have several distinct sessions of ER scattered throughout the semester; or (c) engage in several types of class activities over the duration of the ER program in order to keep the students engaged and interested.

Strategy 4: Combining paper-based and on-line ER

Another suggestion involved a combined use of Xreading® and a book report system. In order to maximize the possible advantages of Xreading® and the benefits of the book report assignment, students can use Xreading® for reading graded readers online and engaging in writing book reports. This way, instructors can monitor students' reading progress through Xreading®; students can read books conveniently on their mobile devices, and they can also improve their writing skills. One drawback to this approach is the additional burden put both on the instructor, who needs to read the book reports, and students. However, despite the drawbacks, this combined approach may be one of the most effective ways to prevent cheating.

Strategy 5: Other methodologies

One suggestion made by the researchers based on their classroom practice is to continually emphasize the importance and benefit of ER to the students engaged in the program. Doing so might encourage students to avoid cheating, as they might understand that the benefits of following through on their ER obligations will outweigh any discomfort

they encounter in reaching their ER goals. To have students aware of the benefits of ER is a good objective to begin with, but convincing them to fully buy into the program will also work to avoid any temptations toward cheating, as they would see cheating as something that would hurt their chances to improve their fluency.

Limitations and Implications

This study had some limitations in presenting its findings. For instance, the findings were based on interview data from a small number of students (N=10). A larger pool of interviewees might have provided larger numbers of cheating strategies and methods to counteract them. Additionally, as this was a small-scale study conducted in advanced reading classes in an EAP program at an English-medium university in Japan, it might not provide outcomes that could easily be applied to other language teaching settings. Thus, there is a need for further research to examine the application of the findings to different contexts.

Conclusion

This study examined the different types of academic dishonesty that have been active in an ER program at an English-medium university in Japan. The types of cheating undertaken by students were identified by the students themselves. Students also offered cogent suggestions to combat cheating by making changes to the ER classroom practice. These suggestions were supplemented by recommendations by the researchers based on their experiences in organizing and running ER programs.

The findings indicated that there were several tendencies toward cheating active in the ER program. These ranged from relying on the help of friends, using uncited online resources, choosing familiar books and topics, watching movies instead of reading the assigned books, and other techniques used to avoid doing the work of reading and comprehending the texts under review. These acts of academic dishonesty, the research indicated, could be countered or avoided through changes to classroom practice. These ranged from changing assessment strategies to adjusting in-class activities. Other suggestions were to change the length of the ER program or even mixing traditional paper-based ER with on-line ER formats.

Additionally, there was a suggestion to make students fully aware of the benefits of ER. If students are aware of the benefits that they can gain via the ER program, they might be ill-disposed to cheat. Finally, the benefits of these suggestions extend beyond diminishing the cases of academic dishonesty in ER. They also will work to help enhance students' ER experiences. When these suggestions for classroom practice are adopted, two important concerns are addressed—firstly, action is taken to reduce or eliminate academic dishonesty and, secondly, students are granted a richer experience with ER.

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Maximising Student Involvement in Interview Tests

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Interview tests are a common feature of many foreign language communication courses. In this article I describe an approach to interview tests that aims to maximize student involvement by having students produce the question items, play the roles of both interviewer and interviewee, and assess the performance of their peers. Through participation in every part of the interview test, students are provided with more opportunities to showcase their language skills and have greater motivation to review lesson materials.

面接テストは多くの外国語コミュニケーションの授業でよく行われる。本論では、学生が最大限に関与できるような面接テストの取り組みについて論議する。この取り組みでは、学生が質問項目を作成し、面接を行う者と受ける者の両方を経験し、他学生を評価する。面接テストの各段階に参加することにより、学生は、語学力を披露する機会が増え、レッスン教材を復習する意欲がより高まるのである。

Oral Proficiency Interview tests are a form of productive language tests used in many language courses and as components of commercial language tests including EIKEN, IELTS (the International English Language Testing System), and TEAP (Test of English for Academic Purposes). The flexible format of interview tests allow instructors to assess a range of language skills and non-verbal forms of communicative competence, commonly through question-and-answer and role-play tasks (Okada & Greer, 2013, p.288). However, when an interview test is conducted by a professional, such as a member of the teaching staff, power becomes primarily invested in the interviewer over that of the interviewee (Kormos, 1999, p.164), and it has been suggested that when East Asian students are placed in an interview situation they tend to subordinate themselves to the interviewer, which can serve to limit the language they produce (Young, 1995). Furthermore, while there are two roles in an interview, students generally only get to play one of them—that of the interviewee. This is quite distinct from many tasks students experience in the EFL classroom, which often require them to participate in multiple roles. In this article, I describe a peer interview approach implemented in a Japanese university that attempted to increase students' creative input into, and to maximize their involvement in, the interview assessment.

Participants

The interview tests were conducted at a private university in Chiba Prefecture, Japan, with a total of 135 first- and second-year students from eight classes, 61 from the Faculty of Education (22 female, 39 male), and 74 from the Faculty of English and IT Management (38 female, 36 male), with a modal age of 20 years. The majority (106) of the students were Japanese, with 29 students representing several other Asian countries (Nepal, China, Vietnam, Thailand, Indonesia, and the Philippines). Class sizes ranged from four to twenty-eight students and their respective English levels ranged from false beginner to upper-intermediate.

Oral Proficiency Interview Format

1. Preparing the Interview Questions

The lesson prior to the interview test was set aside for preparation. In order to maximize student participation in the interview test, the students were asked to generate interview questions based on the topics and language studied during the course. Students were asked to prepare three or four interview questions for each of the four topics that had been covered in the course.

2. Interview Practice

Once the questions had been prepared, some time was spent eliciting and practicing language for both for the interviewer and interviewee roles. For instance, interviewers practised how to move from one topic to another (e.g., "Let's talk about fashion now"), and what to do to encourage answers (e.g., "Tell me more"). Students assuming the interviewee role practised asking for repetition and clarification (e.g., "Do you mean clothes?"). The students then practiced both interviewing and being interviewed by each other. Finally, the students were informed that they would be interviewing each other in the test. After this, I collected the question lists prepared by the students. To prepare for the interview tests with lower-level classes, I collated the student-prepared questions into a single set of interview questions. Example questions for one topic have been reproduced in Table 1.

Table 1. *Interview Questions for a Lower-level Class*

Music
1. What kind of music do you like?
2. Do you like J-pop or K-pop better? Why?
3. While you are doing homework, do you listen to music? If YES, What do you listen to?

With questions produced by students in higher-level classes, I corrected each student's interview questions. Some questions produced by a student for one of the topics have been reproduced in Table 2.

Table 2. *Interview Questions by a Higher-level Student*

Superstitions
1. What kind of superstitions do you believe in?
2. Do you believe in fortune telling? What kind of fortune telling do you think is true?
3. Do you believe in aliens? Why/Why not?
4. Do you believe that ghosts exist? Why/Why not?

3. Conducting the Peer Interviews

The peer interviews took place face-to-face in front of the rest of the class. They were conducted in a chain-like fashion, whereby Student A interviewed Student B, Student B then interviewed Student C, and so on, until student Z interviewed Student A to complete the chain. Students were allowed to refer to their question sheet when playing the interviewer's role, but not when playing the interviewee's role. The interview questions used depended on the level of the class and are outlined in Table 3.

Table 3. *Interview Questions Used by Different Classes*

Class Level	Interview Questions	Preparation Time
Low	Collated questions produced by the class	Yes
Mid	Corrected questions produced by the student	No
High	Corrected questions produced by another student	No

4. The Rest of the Class

One reason I decided to have the interviews take place in front of the rest of the class was to help reduce the anxiety the students may feel speaking in front of other people. However, I gave students who had been identified as suffering from social phobias, autism, or who found face-to-face communication especially challenging the option of taking the test individually with me. None took advantage of this option, instead they opted to re-arrange the test space to improve comfort levels. This, for instance, was achieved by increasing the distance between interviewer and interviewee, or by changing the angles of the chairs so that they could control the amount of eye contact.

Since I did not want the rest of the class to passively observe their classmates' interviews (as this can lead to boredom and disruptive noise), each student was given a mark sheet requiring them to evaluate each of their classmate's performances as both interviewer and interviewee. Sivan (2000) found that as well as maintaining focus on the test takers, many students consider peer marking to be an activity that is fair, valuable, and enjoyable. The students were informed that their overall score for the test would be a combination of the marks I awarded them and the average of the total marks from their peers. A sample cell of the peer marking task is provided in Table 4.

Table 4. *Peer Marking Cell*

Name: _____	
Interviewer	**Interviewee**
Pronunciation Score: /5	Pronunciation Score: /5
Delivery Score: /15	Content Score: /10
Total Score: /20	Delivery Score: /15
	Total Score: /30
Comments:	

Student Feedback

After the peer interviews and after the students had been informed of their scores, they were asked to reflect on their experiences of the peer interview by completing a seven-item questionnaire.

The results obtained from the multiple option items and the binary items are presented in Tables 5 and 6, respectively.

Table 5. *Multiple Option Item Results*

Response	1. How did you feel when your teacher told you about this activity?	3. How did you feel about being interviewed by your classmates?	4. How did you feel about interviewing your classmates?
Interested	26	25	20
Excited	12	13	19
Happy	5	6	6
Worried	21	14	15
Nervous	25	28	29
Surprised	25	17	11
No Feeling	17	23	20
No Response	4	4	6

In response to Item 1 (How did you feel when your teacher told you about this activity?), the students' responses indicated that the peer interviewing component was unexpected, but it was an activity that interested them, while also creating a sense of trepidation. In response to Item 3, which concerned the students' feelings about being interviewed by each other, students expressed roughly equal amounts of unconcern, trepidation, and interest in doing so. The results from Item 4 (How did you feel about interviewing your classmates?) revealed that students were more likely to feel trepidation about interviewing their peers than unconcern. In addition, feelings of interest and excitement were also common.

Table 6. *Binary Item Results*

Item	Yes	No
2. Have you done peer interviewing before?	0	135
5. Was it difficult to do peer interviewing?	90	45
6. Do you think you needed more training in how to peer interview?	41	92
7. Would you like to do peer interviewing again?	80	55

In response to Item 2, which asked the students if they had done peer interviewing before, all students stated that they had no such prior experience. This suggests that they did not seem to connect their interactions during lesson tasks with the assessment. Item 5 followed up on the questions regarding the students' feelings by asking them if they felt that interviewing their peers was difficult. A vast majority of students responded that this was the case. Feedback included comments such as "I was worried that my English was not good enough to allow me to interview others," and, "I didn't have confidence, so I was nervous and worried."

The responses to Item 6 (Do you think you needed more training in how to peer interview?) clearly indicate that the students felt the training was sufficient. Feedback included comments such as "I cooperated and I was able to do it," "We needed to think for ourselves," but also, "I didn't know if my way of thinking was correct." The response to Item 7, which asked whether the students would like to undertake peer interviewing again, was relatively positive. Feedback included comments such as "Sometimes is okay," and "I want to do it more."

With regard to the peer marking component, the majority of students paid careful attention to their classmates' performances, and took the activity seriously, which may have influenced their responses to Item 5 of the questionnaire. When the total peer marks for an individual were averaged, they were found to be close to the marks that I assigned, but the students' assignment of points tended to be five to ten percent lower. In other words, my students were slightly less generous in their marking than I was.

Discussion

Peer interview tests are easy for students to understand, require little additional preparation on the part of the teacher, and are well-received by the students. Having students generate the questions for the interview test encouraged them to review past material from the course more effectively than they would have done for a teacher-generated interview test, and also provided the students with writing practice that they would not otherwise have had. In this sense, peer interview tests allow teachers to use assessments as an opportunity for learning (William, Lee, Harrison, & Black, 2004) instead of being just an objective measure of competence (Easen & Bolden, 2005). Requiring each student to play both the interviewer and interviewee roles substantially increases the language they produce (by giving the teacher a greater sample on which to base their

assessment) and also creates authentic opportunities for students to demonstrate their abilities when repair organization occurs during discourse (Kasper & Ross, 2007). In addition, removing the teacher from the interview itself means that students can share power equally by playing both interviewer and interviewee roles. Furthermore, the peer interview format offers flexibility to teachers. Whether teaching alone or with an assistant teacher, I have used these kinds of peer interview tests in high schools as well as in university classes. The format can also easily be adapted and combined with other approaches to improve the students' interview skills. An example of such is Nutt's (2017) approach which involves repeating the task with multiple teachers. Furthermore, the inclusion of the peer assessment component gives students the opportunity to closely scrutinize their classmates' performances, guided by criteria and standards of desired performance. Both assessor and assessee benefit from this process by working actively with the criteria (van den Berg, Admiraal & Pilot, 2006), and this can deepen the students' understanding of what is considered high and low performance (Vu & Dall'Alba, 2007).

Conclusion

In this article, I have described an approach to interview testing that maximizes student involvement in all steps of the interview process. That is, students are responsible for making the questions, acting as both interviewers and interviewees and also evaluating their peers. The approach is flexible, easy to implement, and was well received by the students. In this respect, I recommend teachers try to implement it as part of their language courses.

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Torrin Shimono & James Nobis

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

Email: interviews@jalt-publications.org

Welcome to the first edition of TLT Interviews for 2018! To start the New Year, we are excited to bring you two interviews covering two of the major language skills—listening and reading. Our first interview is with Alastair Graham-Marr, who will discuss the role of the English phonological system in relation to listening abilities. The second interview is with Dr. Richard Day, who will share his thoughts about the current state of the world of extensive reading.

Alastair Graham-Marr, a 28-year language-teaching veteran, is currently an associate professor at Tokyo University of Science and a director of ABAX Publishing. His research interests include the effect of language output on overall language accuracy and the effect of explicit instruction on listening proficiency. He has received a research grant to investigate "The effect of explicit instruction on the listening comprehension of learners from a mora-timed L1 background." In addition, he has authored and edited many textbooks including *Communication Spotlight*, *Academic Listening & Speaking*, and *Top-Up Listening*. He has presented at conferences in many countries around the world, including Korea, Taiwan, Hong Kong, Thailand, the United Arab Emirates, Germany, Bosnia, Slovakia, the Czech Republic, the United Kingdom, Canada, the United States, Brazil, and New Zealand. He was a Featured Speaker at the JALT2016 Conference. He was interviewed for *TLT* by Jeff Wastila, who also works at Tokyo University of Science. Jeff has been teaching in Japan for seven years and holds an MA in Education. His research interests focus on task-based learning, specifically the impact of team-based, team-assessed task-based learning and teaching in university classrooms in Japan. So without further ado, to the first interview!

An Interview with Alastair Graham-Marr

***Jeff Wastila:** I've been reading a lot of your recent research on listening where you assert that listening needs to be given more emphasis in English classrooms in Japan. Moreover, you emphasize that listening is a crucial factor in second language development. I'd like to discuss this with you today.*

Alastair Graham-Marr: Of course. I'd be happy to.

Firstly, it seems that EFL learners in Europe find more success learning and speaking English than Japanese English learners. Can you explain why?

Well, more research is needed in this area. To date, there have been relatively few comparative studies done to elucidate any differences between how learners coming from different phonological backgrounds learn a language. However, let's look at where we actually learn a language. Do you learn a language in a classroom? Or, do you learn a language outside a classroom? Usually the differences between a successful language learner and an unsuccessful language learner is not their experience in the class, rather it's their experience outside the classroom. A successful learner will be successful because they regularly try to use English outside of class, for example, listening to music with English lyrics, watching YouTube, movies, television, or what have you. Students who access the language outside of the classroom are usually going to have success.

If you ask the average Swede, Dane, or Norwegian where they learned their English, they'll often say it was from watching British television or listening to English-language music, and so on. Obviously, with the rise of the Internet, Japanese learners have the very same opportunities, but they struggle to comprehend the language. A very common thing I find in my classrooms is I'll play a recording for the students and ask them how it was. They'll say it was difficult. So, we'll look at the scripts at the back of

the book. Then I'll ask them how many words they don't know. The students are usually surprised to discover that they know all the words. Therefore, the problem is Japanese students are not hearing words they know. And, if you can't hear words you know, then you can't understand YouTube clips, movies or television. Thus, vital language learning opportunities are lost.

Why can't Japanese English learners hear the words they already know?

First of all, most Japanese English learners aren't taught the phonological features of English—and they need to be taught these features. They are taught the pronunciation of single words. They are taught word accents. But they are not taught any of the suprasegmental phonological features, the clause level features like weak vowels, such as in "liaison" and "elision" and so on. In my opinion, this is more important.

Japanese is actually an easy language to listen to. Although it takes years to learn how to read Japanese, it's quite easy to listen to. It has five vowels, and these vowels are usually pronounced very clearly. As a second language speaker of Japanese, if I don't understand something, it's usually a vocabulary problem. If I know the word, I usually hear it, not 100% of the time, but usually. I think most native English speakers who speak Japanese would agree with me.

Can you talk about the relationship between Japanese English learners and their struggle with listening to English, a stress-timed language?

All languages, to a certain degree, tend towards having even rhythms. This is called isochrony. Do you speak in even rhythms by syllable? Or, do you speak in even rhythms by stressed elements? Syllable-timed languages are stressed evenly by syllable. An example would be Korean where the time interval between each syllable is more or less equal. For example, *anyong-haseyo* (good afternoon) has more or less even timing by syllable: *an-yong-ha-se--yo*. Most Asian languages tend to be syllable-timed: Turkish, Nepalese, Chinese, and so on. Although I should mention that Chinese is often referred to as a quasi-syllable timed language. That is, Chinese is by and large stress-timed, but with some exceptions.

Japanese, being mora-timed, is even one step further away from English. A mora can be defined simply as a sound unit. Mora-timed languages also have an even rhythm; however, in mora-timed languages, the time interval between each mora is roughly equal. For example, Japanese has long vowels and short vowels. However, differences in vowel length result in different words being rendered, such as, *kyouka* (強化: strengthen) and *kyoka*. (許可: permission). Both words have two syllables: *kyou-ka / kyo-ka*, however the first word, *kyouka*, has a long vowel and therefore has 3 moras, while the second word, *kyoka*, has a short vowel and therefore only 2 moras. The time needed to enunciate the word *kyouka* is roughly one third longer than the time needed to enunciate the second word *kyoka*, as each mora is usually given more or less equal weight.

English, however, is stress-timed. The sentence I always use to demonstrate this is: "Go down the road to the end of the canal." If you look at the syllable differences, we have: GO DOWN—one; the ROAD—two; to the END—three; of the CANAL—four. So, every segment has a different syllable difference. One. Two. Three. Four. GO DOWN the ROAD to the END of the caNAL.

GO DOWN the ROAD to the END of the caNAL
| | | | |
1 2 3 4

(Graham-Marr, 2016)

The time interval between each beat is more or less the same. Another example might be "car" and "car park." When you say "car" by itself, as a single syllable, it is drawn out to hold its single time interval. But, if you put it together with "park," you have "car park." And "car" is enunciated quickly, as the two words "car park" hold just one time interval. The reason it gets reduced down is to accommodate the even rhythm of isochrony, which is more or less even by the stressed elements of the sentence. That's basically the big difference between the languages in terms of listening. Many European languages, like Swedish, Danish, and Norwegian, are stress-timed languages. Is it a coincidence that Scandinavians tend to be good English learners, or is it related to phonology? I believe it is not a coincidence, however, obviously more research is needed.

My anecdotal evidence, talking with language learners and teachers from Europe, is that by and large, learners coming from stress-timed language backgrounds tend to hear most of the words they know. Whereas, Japanese English learners struggle to hear the words that they know.

So, if Japanese learners are taught these features, will they be better able to comprehend naturally spoken English?

Well, in my experience, the answer is yes, but it takes a long time. I've been doing questionnaires with my students about this topic for years. Most report improvements in listening comprehension, but a few lament that even though they understand the features, it is still difficult to comprehend everything. There is no easy road to improved listening comprehension. It takes a lot of time. I tell my students that all these books you see in bookstores advertising English mastery in 30 hours with some new special method are all just fantasy. There is NO speed learning. It takes hundreds of hours of practice. However, with guidance and practice, students can improve.

Guidance is necessary?

Again, that's a question I've looked into, and my students overwhelmingly state that guidance helps. This suggests that more of these suprasegmental features should be taught explicitly.

Are English teachers in Japan addressing these differences in listening? Are they making their students aware of the concept of English as a stress-timed language? Are they increasing the students' awareness of top-down listening, for example?

Well, in my experience, some are and some aren't. People who have an interest in phonology do address these differences. Teachers without much training, or without a background in linguistics and phonology, often don't. Such teachers are simply not aware of these differences.

Where do you go from here? How do we move on from this point here teaching Japanese English learners in Japan?

Well, the answer to this question hasn't changed in all my 28 years in Japan. You need to have qualified people—people who know what they're doing—just as you need to have a qualified dentist working on your teeth. Yet this simple fact doesn't seem to be understood.

For example, recently, there has been a movement towards improving the English abilities of Japanese learners by implementing EMI (English as a Medium of Instruction). Such programs have already been introduced in many universities around Japan. As a result, such schools often look at hiring content teachers who don't know anything about language teaching or phonology, nor have they given one thought about the phonological differences involved in the language learning process. So, students are left to sink or swim in these EMI environments, and given the extremely limited classroom time that students have, this strikes me as an inefficient way to spend their time. If you look at these EMI programs, the vast majority of the students in these programs end up unable to reach the stated goals of these programs. Even at the elite level of Japanese education, is this move to EMI going to help? I would say in most cases, no. I believe you need a CLIL (Content and Language Integrated Learning) or an ESP (English for Specific Purposes) approach. That is, you need an English teacher in your English classes who is trained on the phonological differences. We need trained teachers who understand the needs of our students and can play an active role in helping the students develop their English listening skills. Developed listening skills will enable and empower students to go out and then learn on their own.

Thank you for your time and sharing your insights!

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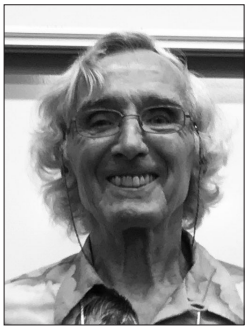

For the second interview, we bring you an in-depth discussion with Richard Day, a professor in the Department of Second Language Studies at the University of Hawai'i. Dr. Day is a co-editor of Reading in a Foreign Language and is co-founder of the Extensive Reading Foundation. Although he has written numerous articles and book chapters, his most influential publications are on extensive reading (ER). After Dr. Day's talk at the 4th World Congress on Extended Reading (ERWC) in Tokyo last summer, he had a conversation about ER with Cory Koby, an assistant professor of English studies at Miyagi Gakuin Women's University. Cory researches ER and is currently focused on building a high-volume ER program and

studying the affective factors that promote positive reading habits. He also serves as Sendai Chapter president for JALT. To the second interview!

An Interview with Richard Day

Cory Koby: Thank you for taking the time to sit with me today. I will start by following up on the ERWC plenary speech that you just gave. Can you summarize what your talk was about?

Richard Day: It was about "What in the world is extensive reading?" I wanted to look at the "ten principles" that we formulated and see to what extent they are brought into play both in research and in practice.

To what extent are they?

Quite a bit. Some of the principles were used a lot in the programs that we investigated, and a couple were generally not used as much, which is not too surprising.

Is it disappointing?

Oh no! Because when Bamford and I formulated this stuff, we distilled what we considered were successful characteristics, attributes, and factors in successful extensive reading programs. We didn't believe that when people started ER programs, they would necessarily use all 10, but we wanted to stimulate people to think about the teaching of reading. What in the world was going on? Do I do ER? Do I let my students choose? Do I let them read easy material? How can I start?

Of the ten principles, which one did you find was the most written about and the most practiced?

One of them was "Students should read as much as possible." That was a big one.

That's the "extensive" part of ER?

Oh yeah! Also, there was "Reading is easy," which I think is very important. Those were big ones. Then, "Student self-selection" was also up there, so we can say that those were the most commonly cited and actually implemented.

How about the least?

Good question! The least cited were "The teacher orients and guides students" and, "The teacher as a role model."

In your talk, you spoke highly of the concept of "re-reading." We don't hear a lot about that in ER. Can you talk about why you are such a proponent of re-reading?

It's been my own personal experience that when I read something like a novel for the second time, I get a different view, different insights, different interpretations. And I think, "Oh! I didn't think of that the first time I read it." I would like my students to have that experience. But on a pedagogical level, what happens is that they are encountering the same words again—the same lexical phrases, the same grammatical structures. This idea of enhanced input is probably going to happen the more they do it. And reading rate increases.

Would you say there is a magic number in terms of the minimum or maximum? You mentioned a number in your talk.

I mentioned two, but that was because I had ER incorporated into a Japanese ER program. Because this was a course that students got a grade for, and students were spending a lot of time doing ER, we wanted to give them credit for it.

To read twice?

No, we said in order to get the 15 points we were giving for ER, students had to read a certain number of books, and of that total they could read a book twice and that would be counted as two books.

So they could earn double credit on the same book?

Right! Some students did this, and some ignored it.

You gave them the option. And that's what ER is all about—choice.

Exactly! When we interviewed the students, they said they liked that choice. They said some books they read weren't worth re-reading, which we know is the case from our own experience.

You mentioned something in your plenary today that I don't think anyone in the room had ever heard of. It seemed a little bit groundbreaking. I am talking about the "foreign language reading reverse transfer hypothesis." Can you explain what that is?

Most people know the reading transfer hypothesis, which states when you're learning to read in a sec-

ond language, L1 skills and strategies will transfer to the L2. I'm not sure that's totally true. So mine is, if you're not an L1 reader, and you're engaged in ER in the L2, and you get excited and enjoy it, you *may* start enjoying the pleasure and excitement of reading in your L1. It's transferring the affective feelings to the L1— from L2 to L1.

You use the word "may" because it's still a hypothesis.

Yes.

But anecdotally, you believe you've witnessed it.

Oh yes! I've got more evidence. I didn't mention it in this talk because this was ER, but students have told me that they didn't know anything about reading strategies in their L1. None! But now they transfer those reading strategies to the L1. There is no question about it!

There's the reverse transfer, right there.

Yes, because how much in our L1 have we been taught reading strategies?

Some more than others...

Some, but maybe not. You learn them in your L2 and you think, "Man, this is really good! I'm going to use it in my L1 reading." Therefore, I will continue to pursue both affective and strategy transfers.

Very interesting. Why should ER be a part of a language education program?

Well, it shouldn't be. It depends upon the goals of the program: What you want the program to do. If you say. "I want my students to become readers in the L2," then you should use ER.

As opposed to intensive reading?

Yes. Because there's been some nice research that shows that students who do ER will score just as well as students who do intensive reading programs where they answer comprehension questions and take tests. But students who do ER haven't done any of that; they take the same tests as the intensive group, they'll do just as well.

They'll do as well? Then why ER?

Why? Because of the affective. Would you as a teacher rather teach students who love to read and are excited about coming to class, or students who go through the motions because they have to?

You spoke in your plenary about one young lady, way back when you were on your sabbatical teaching in a high school, and she came back after that weekend. Can you explain a little bit about the context of that story?

Sure! I was teaching a reading course. I didn't call it intensive reading—it was a standard reading course. It was using a specially written book for third-year Japanese high school students. It was focused on answering comprehension questions. There was no translation, which was good because I couldn't do that. I was bored teaching it, and we were into our third or fourth week, and I thought, "Man, I can't see a whole semester of this. This is just terrible!" Then I thought more about it and I realized my students were not excited. They'd go through the motions. They'd do it because I asked them to do it. Then I thought to myself, "This is not right! I love reading, why don't *they* love reading?" So that's when I got some pleasure books, some interesting books, and brought them to class on a Friday afternoon. I said, "Here are some books. Take one that you like." That was just my idea. I had 35 students and I didn't know what they liked. I thought, maybe I'd have them select what they want, and they did. All that weekend I worried. I didn't know what was going to happen. I'd never heard of ER and didn't even know the term existed. The next Monday afternoon, one young lady comes into class waving a book with a huge smile on her face, "Sensei, sensei, I read a book!" I knew that I was onto something.

So you say that you hadn't heard of ER. When did the term first come to your attention?

Good question! About 1988. At that time, Julian Bamford was completing his MA and doing extension work at a university on the mainland. He asked me, well before this experience, to be a supervisor of a reading course he was doing. I was supervising him and we met up—he was in Tokyo and I was near Kobe. I told him about this experience with my student, and he said, "Have you heard of Extensive Reading?" and I said, "No, what is it?" So he introduced me to ER.

It wasn't coined at that time by the two of you, but it was something that predates the two of you working together.

Yeah, it was in the literature, but I was not aware of it. When he talked about it, I said, "That's what I'm doing!"

So you just discovered it organically?

Yeah. Accidentally.

In 1999, you and Julian had an interview for this same publication that I'm interviewing you for now (TLT). He suggested you both believe that "language learner literature is most appropriate for all but the most advanced learners." He indicated that, "writers of such material were skillful enough to provide both appropriateness and authenticity." Where do you stand on the graded readers versus authentic materials debate today?

Ok, the term that I want to use is "appropriate." If material written for L1 readers is appropriate for the situation, use it! If you need to have modified material written specifically for L2 learners, and it's appropriate, use it! For example if you're learning to play the piano, and you love Beethoven's fifth piano concerto, your teacher isn't going to give you Beethoven's fifth piano concerto. You'll get material written specifically for an adult beginning player. Same with teaching language: As you learn more, your level increases.

You have no objection to bringing in material, for example children's material specifically written for L1 children, into a language learning program?

Oh no! I did that in Japanese.

So level-appropriate material is critical, not exclusively language learner literature.

Oh no, not exclusively, but language learner literature is great.

Of course. But there are some who claim that only *language learner literature is appropriate.*

No, I don't agree with that at all.

Do you think that material needs to be modified to be comprehensible to L2 learners?

It depends upon the level of the students.

In that same interview I referred to earlier, you were asked a question, and I am going to ask that same question now because I think it needs updating. What do you feel is currently lacking in the literature? Or, what questions are in need of answering in ER today?

I think that, as I mentioned at the end of my plenary, we need more research on ER done in other languages. We definitely need that. The bulk of the stuff that I found in both of my studies has been English, either in second language or foreign language settings. We've got to have a lot more than that. Also I think we're missing younger learners. That really needs to be done. Also, what's missing is long-term effects. The "so what?"

The longitudinal studies beyond the classroom.

Yes! Not just a month out, because there has been some delayed stuff. I am talking about a year.

And beyond?

Sure! Why not? Follow up to see if our students are still reading in their L2. Yeah, I'd *love* to see that. Now my guess is that we would find people doing it and some people not doing it. That's my guess. But let's find out!

Right, we'd like to know how many are continuing, and perhaps what kind of program they came out of, to gauge the effectiveness.

Yes! That metaphor I used in my plenary, that an ER teacher is a drug dealer. We want to see if that's really true.

Rather than a cheerleader at the game, they are getting the learners hooked for life on ER. Where do you see ER heading in the near future, distant future, and maybe what role do you see technology playing?

Well, the use of the internet is going to be huge. I talked today about supervised ER versus independent ER. I think we're going to see much more independent ER because of technology—mobile devices, mobile phones, and the Internet.

Because of access.

Exactly! I think that if students are exposed to supervised ER, some will go to independent ER. That's my guess.

That's the concept of independence.

Right! Because I think that if the ER program succeeds, we create autonomous learners, totally autonomous. They don't need us. Our job is done. Go drink a martini! Right? You've done your job.

Thank you, sir! It was a great pleasure.

It was great fun. Thank you.

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Steven Asquith & Nicole Gallagher

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: my-share@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/myshare

Hello everyone, and welcome to the first My Share of 2018. Nicole and I hope everyone had a fun and relaxing festive season, and that this coming year proves prosperous both inside and outside the classroom. This year, to help inspire our readers to even greater creative heights and provide more authors the opportunity to share their ideas, we have added online articles to My Share, so now five original ideas will be included every issue. We are sure this greater variety will provide fantastic food for thought and continue to enliven classes throughout the coming year.

First in this month's edition, Chris Parham invites students to overcome their inhibitions and express themselves in a creative and collaborative way by dramatising a poem. In the second article, Mathew Hollinshead provides a simple but effective dictation activity, which helps learners become aware of the key ingredients for giving a successful presentation. This quick and practical activity can easily be adapted into almost any classroom and I look forward to trying it myself next time presentations are planned. In the third article, Philip Head suggests a novel variation of the classroom staple Bingo, in which students predict the answers of their partner or teacher. This is an ideal activity to add a bit of colour to the sometimes mundane, self-introduction class, and should be a welcome addition to any ALT's repertoire. Finally, Justin Pool suggests a fun method of teaching non-verbals and improving learners' motivation to communicate through the nonsense language, Lebo Lebo. Online, Jeff Au provides a useful activity to practice numbers through the use of money.

Using Drama to Physicalize a Poem

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Quick Guide

- Keywords: *Poetry, imagination, physicalization*
- Learner English level: *Intermediate*
- Learner maturity: *High school and above, particularly drama students*
- Preparation time: *5 minutes*
- Activity time: *50-60 minutes*
- Materials: *Poem handout*

The following set of activities explores Shel Silverstein's poem *Bad Cold* to stimulate student imagination, heighten student physical and vocal expression, and use English in a creative and collaborative way. I have successfully implemented these activities with English and Drama students at high school and university level.

Preparation

Step 1: Prepare handouts of the poem *Bad Cold* by Shel Silverstein.

Procedure

Step 1: Write on the board *Have you been sick recently?* and *What measures did you take to prevent the condition getting worse?* Ask students to discuss answers in pairs (in English) before eliciting answers from them.

Step 2: Hand out, or project onto screen, *Bad Cold* by Shel Silverstein.

Step 3: Read through the poem slowly and ask students to shout "*Stop!*" or raise a hand when you come to an object in the poem which is used to prevent a cold. Ask students to consider how these objects change as the poem unfolds.

Step 4: Show students how to physicalize the images of the poem. For example, with *shirtsleeve*, put your wrist to your nose, or *handkerchief,* raise your hand with thumb and index finger together and then draw your palm across your nose. Once students get the idea of how to physicalize images, read the poem again slowly and get the whole class to physicalize each object as you say them.

Step 5: Divide the students into groups of three or four and ask them to read through the poem in two ways. First, one student reads until they get to the objects identified in step 3, when the role of reader changes. This time only the reader should physicalize the objects. Second, instruct students to read a

stanza each while the rest of the group physicalizes the objects.

Step 6: Ask students to consider who the characters are in the poem (the sick person and his helper) and what happens to the condition of the sickness (it worsens). Ask students to read again with greater exaggeration.

Step 7: Tell students they have 10-15 minutes to rehearse a staged reading of the poem as a group, with each member sharing as equally as possible the roles and dialogue of the poem. Remind them their physical actions need to be performed clearly in line with the poem.

Step 8: Have each group perform to the rest of the class, or split the class up and have the groups perform in front of smaller audiences.

Step 9: Have the students decide their favorite performance and explain why they chose it.

Conclusion

These activities help students to increase vocabulary, develop fluency through repetition, and gain confidence in public speaking. In my experience, they have also proved to be fun for students.

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Distance Dictation

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Quick Guide

- Keywords: *Presentation skills, consciousness-raising, pronunciation, dictation*
- Learner English level: *Intermediate and above*
- Learner maturity: *Any*
- Preparation time: *10 minutes*
- Activity time: *15-20 minutes*
- Materials: *Handouts prepared in advance (see appendix)*

This activity is a great consciousness-raising activity requiring students to think about what is required to effectively communicate when giving a presentation. It does this by deliberately creating an environment in which communication is hampered. Students are placed at a distance from each other and are then asked to work in pairs to complete an information-gap activity. The students naturally use various strategies to overcome the distance and noise of their classmates. They then reflect on these strategies, eventually arriving at the three key ingredients of 'eyes, voice, and body' when giving a presentation.

Preparation

Step 1: Print copies of handout (see appendix). Teachers can use those in the appendix or prepare their own to suit their requirements. Half of the handouts should be those for "Student A" and the other half for "Student B".

Procedure

Step 1: Students choose a partner and sit together.

Step 2: The teacher gives a copy of the "Student A" handout to one student, and the "Student B" handout to their partner.

Step 3: Students move the desks so that they are sitting opposite each other but as far away across the classroom as possible.

Step 4: Explain to the students they have to share the information on their handout with their partners. The information is different but concerns the same topic. While one student reads, their partner must write down what they hear (depending on the class, this could be made into a race. However, students tend to naturally adopt such a mentality on their own).

Step 5: Students complete the activity. The classroom almost always gets very loud and the students enthusiastic. This requires students to use good eye contact and gestures in addition to a loud clear voice.

Step 6: Students now return their desks to the original position and check their written dictation against their partner's original text.

Step 7: In groups of four, the teacher asks students to reflect on the strategies they used to communicate with each other. Students share their ideas with their groupmates and then think of three broad categories into which their strategies might be organized. The teacher can decide whether the categories of 'eyes, body, and voice' are pre-taught in a previous lesson or introduced for the first time in this lesson.

Step 8: In a class discussion, the teacher elicits the answers from each group. Although these will obvi-

ously vary, it is usually quite easy for the teacher to sort these answers into the target categories.

Step 9: Finally, the teacher now gives a short presentation on how these categories identify the key skills the students will need to think about when giving a presentation. It is also a good opportunity for the teacher to encourage the students by showing them that they already possess and use many of these skills.

Conclusion

The above activity is one that students appear to really enjoy. It enables students to focus solely on communication and completing their task before drawing them back to the real-life necessity of skills that they use quite naturally. The realization that they already possess and use many of the required skills has the tendency to remove some of the burden of giving a presentation in English for students.

Appendices

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

Psychic Bingo

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Quick Guide

- Keywords: *Ice-breaking, grammar review*
- Learner English level: *Low-intermediate*
- Learner maturity: *Junior high school and above*
- Preparation time: *5 minutes*
- Activity time: *15-30 minutes*
- Materials: *Handout*

The first class of the new year can be challenging. The students may not know each other, let alone the teacher, making for a potentially silent and awkward start to the year. The mood can be enlivened through a fun game such as bingo. This activity adds guessing, basic grammar review, and production to traditional bingo to encourage communication, and is a great way for students to learn about each other (or their teacher) in the first class of the year.

Preparation

Step 1: Make copies of the bingo sheet handout for each student. The handout consists of a five by five grid. Above each column is the beginning of a yes/no question and in each of the five squares below is an appropriate end to the question and the words YES/NO. For example, "Do you…" followed by "like dogs?" or "Have you ever…" followed by "been to Tokyo Disneyland?". The questions can be modified according to the level of the students and the grammar point the teacher wishes to review. It is also good to personalize the questions to include local features or current pop-culture.

Procedure

Step 1: Review the basic question and answer grammar. For example, "Can you ___?" "Yes I can / No I can't" or "Do you___?" "Yes I do / No I don't"

Step 2: Have students form pairs and give them a copy of the bingo sheet.

Step 3: Explain that the students have to guess what their partner's answer to the questions will be, circling either YES or NO.

Step 4: Explain any unfamiliar words on the handout.

Step 5: Have students take turns checking their guesses by asking their partner the questions (e.g., "Do you like dogs?"), making sure that they answer using the appropriate grammar (e.g., "Yes I do")
If the student guessed their partner's response correctly they mark the square with a circle, if they guessed wrongly then mark it with an X. A line of five correct squares with circles is a bingo.

Step 6: Once all students have finished questioning their partners and marking their sheets, have them count how many bingos they have. The student with the most bingos is declared the winner.

Step 7: Give students a blank copy of the bingo sheet and have them write their own questions. Make sure to allow sufficient time and access to dictionaries if necessary. The teacher may also wish to collect the completed sheets to check the compositions before continuing.

Step 8: Repeat steps 5 and 6 with the new sheet.

Variations

Have the students try to guess the teacher's answers. To avoid inappropriate personal questions and highlight interesting aspects of themselves, the teacher can provide a premade question sheet, as shown in the appendix. For example, if the teacher is involved in mountain climbing, they could write

"Have you ever... climbed Mt. Fuji?" and (hopefully) impress the students with their answer. This is particularly useful for assistant language teachers who may be sent to multiple different schools that each request a self-introduction lesson.

Also, groups can be asked to write a column of questions for a master copy on the board. Individual students then copy this onto blank sheets, guess the teacher's answers, and (as a class) ask the teacher the questions to see who guessed the most correct answers.

Conclusion

This activity encourages students to think about (and talk to) their classmates in a fun game context. The format also lends itself to repeated practice of basic questions and answers, along with the chance to compose their original questions. Often students who have known each other for a long time are surprised by their friend's answers.

Appendices

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

Money Talks

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Quick Guide

- Keywords: *Games, minimal pairs, numbers*
- Learner English level: *High Beginner to Intermediate*
- Learner maturity: *Elementary to adult*
- Preparation time: *5 minutes*
- Activity time: *15-20 minutes*
- Materials: *Japanese yen (a denomination of each note and coin), whiteboard, markers*

Many of my former university freshmen had conversational level English, but had a tendency to become confused with numbers. Some of them even had TOEIC scores above 500, but they still lacked confidence in saying numbers in English. This activity allows students to practice speaking numbers with something everybody uses on a consistent basis: money. If possible, try to use real money as I found students preferred the tangibility of it rather than just pictures in class.

Preparation

Step 1: Have a denomination of each yen amount on hand from 1 to 10,000 yen.

Procedure

Step 1: Practice saying various amounts of yen in unison while showing the class the appropriate denomination, whether it be a note or coin.

Step 2: Have the students make three lines (i.e., three teams).

Step 3: One student from each team comes up to the whiteboard with a marker.

Step 4: The teacher stands at the back of the room and shows a denomination to the class, while making sure the three students in front of the whiteboard do not look behind. All of the other students have to look at the teacher and say the correct amount. Perform a demonstration so that the students know how to play the game and are more comfortable with saying the amounts of yen in English.

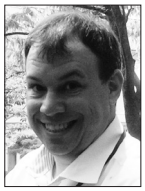
Step 5: The student that writes the correct amount on the whiteboard the fastest receives one point for their team. The team with the most number of points at the end of the activity wins.

Step 6: Review denominations at the end with the students.

Step 7: Pick students to choose random denominations to test the class!

Conclusion

This activity can be used many times over the course of a year to increase speed and retention in saying numbers. For higher level students, you can combine denominations to make more complex numbers. You may also want to bring currencies from other countries and have students practice speaking the amounts and names of these other currencies. Using this variant of the activity, I noticed in one of my classes that besides the Japanese yen, students only knew about the United States dollar at the start of the year. By the end of the year, students were able to say not only the amounts quickly and correctly, but the names of other world currencies as well. This activity was especially beneficial to the students who traveled to foreign countries.



Edo Forsythe

In this column, we explore the issue of teachers and technology—not just as it relates to CALL solutions, but also to Internet, software, and hardware concerns that all teachers face. We invite readers to submit articles on their areas of interest. Please contact the editor before submitting.

Email: tlt-wired@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/tlt-wired

Transforming Pictures into Digital Stories

Philip Norton

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Video has become one of the most common forms of media our students consume. Whether watching YouTube, anime, music videos, or movies, students love to engage with video. Therefore, having students create videos as a project has an inbuilt sense of appeal. Students are motivated when creating something they value and something they believe has a real outcome. Depending on the type of video, students can learn skills such as narration, persuasion, character development, dialogue, and exposition, as well as develop the teambuilding and project management skills needed to produce real language content.

That said, the thought of shooting and editing student video stories can be daunting. Setting up the gear, getting the lighting right, worrying about camera angles, and capturing decent audio can take time and sometimes requires a high degree of technical knowledge. Then of course, there is the old directorial koan: *How many takes is it going to take to get a good take?* Creating narrative videos from still images is a user-friendly alternative.

When teaching a media and journalism course, I wanted to have my students create digital media that they could then upload to a blog. I decided to try the animated still images approach, to allow them to create media easily without the need for in-depth technical mastery. The process was relatively straightforward and the results were impressive. To produce this kind of video, you need editing software that has two features: a multi-track timeline and an editable Ken Burns effect. Suitable options are discussed below.

Multi-track Timeline

As the name suggests, a multi-track timeline has multiple tracks that can be utilized which have independent tracks for video and audio. Having a separate audio track is vital as it allows you to sync the audio with the video and vice versa, which means you are able to position the dialogue and images exactly where and when you want them, as is possible in *WeVideo* <https://wevideo.com> (Figure 1). Much of the slideshow-style software currently available doesn't offer this level of fine-tuning and is better suited to non-narrative music videos.

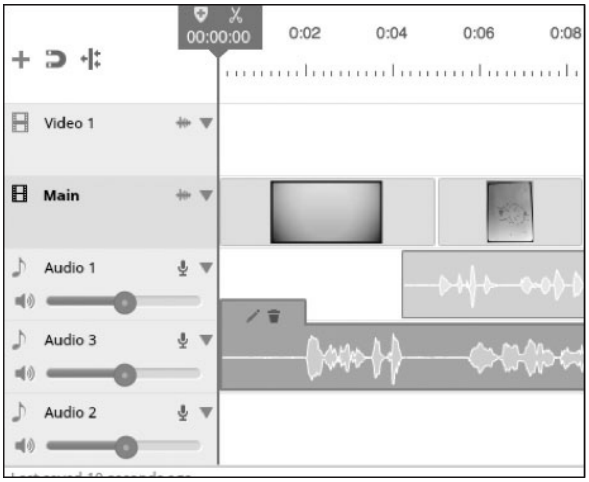

Figure 1. Multi-track Timeline, Screenshot of WeVideo

Editable Ken Burns Effect

The Ken Burns effect is the ubiquitous zooming and panning effect that is the default setting in many slideshow applications such as Apple's *iMovie 10* (Figure 2). When this is editable, it allows you to choose a starting and ending position as well as the duration and degree of zoom. The effect automatically creates a video from the start position to the end positions over the amount of time chosen. Imagine a picture of two people running; the one behind has a grimace on her face. You can accentuate the struggle of that runner by starting with a

wide view from where we can see both runners and then ending at a close up of the second runner's face. The result creates a feeling of motion and dramatic action.

Figure 2. Setting up the Ken Burns Effect, Screenshot of Apple iMovie 10

Video Editing Software Options

Both Apple and Windows platforms have their own video editors, and each has some features that the other doesn't, but for the tasks being described, either will suffice. Apple's iMovie is a semi-pro level editor that produces beautiful, polished videos. The editing workflow is very intuitive and there are simple social media export options. If the teacher has access to a Mac lab, iMovie would be the way to go. Windows *Movie Maker* <http://windows-movie-maker.org> is part of Microsoft's *Windows Essentials* freeware, and though a little more difficult to use and less feature-rich than other options, it produces decent results. Windows *Photostory 3* <https://www.microsoft.com/en-us/download/details.aspx?id=11132> is designed for creating pan and zoom stories from pictures. Although effective, it lacks object-based editing, so is less intuitive. Furthermore, it doesn't allow for adjusting the volume of background music throughout the video, which can lead to it competing with any voice tracks.

WeVideo

For the project being described in this article, the author chose WeVideo because it is a very user-friendly, multi-featured, online video editor that offers a free option with some limitations, in addition to paid subscriptions. Free users can edit as much as they like and are able to upload their own images, video and audio. The video projects and media are all hosted online and there is even an app for iOS and Android.

The drag-and-drop editor is fantastic and WeVideo also has a large selection of free backing tracks that can be used as background music for the video story. WeVideo can handle multiple audio and video tracks and has stylish video effects. Audio levels can be adjusted to fade in and out as needed, and video and images can also be timed to fit the voiceover track.

Video Project in the Classroom

The videos that the students produced were part of a project-based learning (PBL) unit on Public Service Announcements (PSA), undertaken over six weeks in an elective media and journalism class for university English majors. A PSA is essentially a commercial that is made for the good of society, as opposed to ones used to sell something. PSAs alert the public to a potential problem or danger and then urge them to take some action. A PSA project was chosen because telling stories that matter motivates content creators (Porter, 2009). A PBL approach was chosen in order to increase student motivation and create a bridge between English in the classroom and that of real life situations (Fried-Booth, 1997). The classroom used for the project was a computer lab where each student had a computer with Internet access. After two lessons analyzing PSAs and generating some topic ideas, students developed the story or allegory they would use to get their message across. Topics ranged from more traditional PSA themes such as *not using a mobile phone while walking*, *drinking and driving*, *train manners*, to broader themes such as *better communication* and *job hunting*. Each team began to build their story using drawings or photos into a storyboard with dialogue and any audio or video effect desired for each picture. Creation of the script and storyboard took another two lessons. In the final two weeks, students recorded dialogues and sound effects on their phones, or directly to computers, and took pictures of the storyboard images.

These elements were then uploaded to the students' WeVideo account. Once this was done, students synced everything up in the video editor and when finished, exported their PSA video. The results were striking and the students couldn't wait to show them off to their friends and family. The projects were graded against a list of criteria including inclusion of title, use of pan and zoom, narration, dialogue, inclusion of statistics, and grammatical correctness. Furthermore, they were evaluated on creativity and effectiveness to convey

the message. Additional feedback was provided by other students via the class blog comments section. The PSA project was 40% of the final course grade.

Conclusion

Creating video stories from still images proved to be an engaging, manageable, and worthwhile project. Even students with only a minimal amount of technical skills were able to create dynamic, narrative video stories using the free WeVideo editing software. Students clearly had a sense of accomplishment when viewing their final products, having used English in a realistic project related to the course curriculum. This PBL approach would be suitable for creating a variety of narrative story videos in almost any EFL lesson.

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[JALT PRAXIS] YOUNG LEARNERS

Mari Nakamura

The Young 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 editor at the address below. We also welcome questions about teaching, and will endeavour to answer them in this column.

Email: young-learners@jalt-publications.org

Hello colleagues,

In this third installment of the series on 21st century skills, William F. O'Connor, an expert both in English language teaching and gemology, shares a unique way of nurturing children's linguistic and 21st century skills through a gem-themed program.

All That Glitters Can Be Told: Gemology as Content in the EYL Classroom

William F. O'Connor

On June 20, 2017, *The Japan Times* published an article on the results of a survey conducted by Benesse Holdings Inc. that found that approximately "half of junior high school students have called the English skills they acquired in elementary schools '*useless*' [emphasis added]." As for junior high schools, Benesse concluded that their "grammar-oriented programs…were likely *discouraging* [emphasis added] students" (Osumi, 2017). If words like *useless* and *discouraging* were employed to describe the perceived utility and desirability of a car or a computer by a publication like *Consumer Reports*, let alone by the end users of the product, which is the case here, it is clear that those particular models would be withdrawn from the marketplace with great alacrity. It is not as if Japanese students have an aversion to English per se or view proficiency in the language as undesirable, though. The same article reveals that 82.6% of the sixth-graders who were surveyed "were convinced of the benefits of English education." The percentage changes significantly when junior high school students are queried. Benesse found that 53.9% were convinced of the benefits of English-language education. Identifying all of the potential culprits here is beyond the purview of this article, but this writer believes that most of his readers would agree that grammar-oriented approaches, exam-prep preoccupations, and a dearth of qualified teachers have to varying degrees contributed to the appalling state of affairs vis-à-vis English-language education in Japan.

It is clear that changes must be made, and indeed, there is a major one on the horizon: the new English-language curriculum that will be implemented in 2020. Details are still nebulous, at least for this writer, but this new start—if optimism is justified here—can be exploited to make the learning of English a more meaningful experience for students who will be exposed to it in the third grade and compelled to take it when they enter fifth grade.

Challenges and opportunities abound. The pitfalls are many, but they are not insurmount-

able. Aside from the necessity of establishing a student-teacher ratio designed to facilitate optimal interaction, many of the potential obstacles are related to the difficulty of facilitating L2 acquisition among children living in an EFL environment. To overcome them and exploit the opportunities, it is necessary to encourage teachers to familiarize themselves with the significantly different pedagogical orientation demanded of those teaching young learners—English for Young Learners (EYL)—and to produce materials that will engage those learners in meaningful L2 communication that is enjoyable and educational. This article will focus on the latter.

Studies have shown that successful EYL classrooms and materials have the following characteristics:

- are content-based (in other words, students learn something through the medium of English);
- are task-based (in other words, students are engaged in experiential learning);
- make appropriate use of technology; and
- are fun.

Finding appropriate content for young children with limited or no English-language proficiency is difficult. Hence, many books aimed at that market focus on topics connected to daily life, such as mealtime or playtime activities. Of course, such themes are appropriate but unnecessarily circumscribed. Publishers produce books for this market that are thematically very similar. It is reasonable to assume that demand for EYL materials and language-school classes aimed at supplementing public-school instruction will increase when the new curriculum is implemented and that greater thematic diversity will benefit learners, teachers, publishers, and prove especially appealing to parents. One particular theme that has not been pursued in this educational context is gems.

Gems as the primary focus of a content-task-based EYL textbook may appear to be wildly inappropriate. After all, aren't gems mainly of interest to adults, as either consumers or producers and retailers? Will children really be interested in learning about emeralds, rubies, sapphires, and so on? Can Task-Based Language Teaching (TBLT), as defined by Mike Long (2015), be realized when such delimited content is employed? Will this facilitate the acquisition of 21st-century skills? The answer is yes, for the following reasons:

- Gems and their respective stories are glittery and should be of interest to most young learners.
- Basic information about gemstones can be conveyed in simplified, yet natural, English, using high-frequency vocabulary and grammatical structures (e.g., vocabulary dealing with colors, shapes, sizes, prices; present and present continuous tenses).
- Increasingly deeper explorations of the content can be realized as learners advance to higher L2 proficiency levels and as they develop cognitively.
- Primary content can easily be linked to secondary content (e.g., Q: Where do emeralds come from? A: They come from Colombia.). In the example given, the teaching of geography can be realized through the teaching of gemstones. This can readily be expanded to include a tertiary area of exploration—the cultures of the respective countries that are the sources of the gems. These expansions will, under the right conditions, facilitate the acquisition of global competence, a subject area that will be included in the OECD's Programme for International Student Assessment (PISA) in 2018.
- Tasks can be created to promote communication and collaboration for all dimensions of content—primary, secondary, and tertiary. Teachers adopting such a book could be provided with the following: the textbook, access to the publisher's webpage containing materials and activities designed to supplement the contents of the textbook and further stimulate student interest, and a packet of imitation gemstones (plastic or glass). Any number of activities can be created with these "gems," of course, but only one will be described here, an adaptation from Long's (2015, p. 260) "building-block" collection of tasks, in other words, those which are appropriate for beginners. Example: A big chart featuring a variety of gemstones of varying sizes and shapes arranged in two horizontal strips—A and B—is displayed. Each gem is numbered. Those in strip A and those in strip B are identical, the only difference being their locations on the strips; for example, in strip A a square-cut emerald may be on the far left, but in strip B the stone occupying that position may be a round ruby. The teacher employs "*elaborated input*—plenty of complete and partial repetition, segmentation…and intensive listening practice" (Long, 2015, p. 261) without resorting to explicit teaching of grammatical structures. During the presentation stage of the lesson it is, of course, preferable that the teacher focus on the receptive skills. The information

imparted may be conveyed as follows, rendered here in the linguistic equivalent of time-lapse photography: "A ruby…a ruby over a sapphire… there's a round sapphire…there's a round sapphire under an oval ruby…." When the students have had sufficient exposure to the input, they are paired and divided by a partition. One student receives a small card that is nearly identical to the chart displayed by the teacher, the only difference being that the arrangement of the gems in strips A and B has been altered. The other student receives a packet of fake gemstones. The student with the "gems" must arrange them according to the input from the student with the card.

Many publishers may be reluctant to invest in a book or series of books with such an unorthodox theme, but the company that decides to seize the day is likely to be greatly rewarded. First, learners and their parents will eventually tire of books that are monothematic, just as Japanese tourists now seek out more exotic destinations than Hawaii and California for their vacations. Second, though the primary market would be elementary, middle, and language schools in Japan, a secondary, and perhaps sizable, market could readily be exploited overseas, if distribution channels can be arranged. The textbook, at least, would contain very little Japanese, which could easily be replaced with, for instance, Chinese, Korean, Thai, French, Spanish, etc. Third, if the initial book proves successful, a series could easily be created, with upper-level books focusing on tasks involving the selling of different gems and their stories.

This writer is firmly convinced of the viability of using the study of gems as a vehicle to L2 proficiency among YLs. Visual, tactile, and, with the inclusion of lots of listening activities, auditory experiences can be incorporated into lessons frequently and naturally, bringing into play three of the five senses. Gems and gemology may become even more attractive to children as the stones, mounted and worn as jewelry, move from the static to the dynamic. Yes, you read that correctly, kinetic jewelry! MIT's Media Lab's Project Kino is doing just that. Hsin-Liu Kao et al. (2017) introduce their readers to the aesthetic and practical world of "shape-changing jewelry." What begins the day as a brooch securing a scarf to a dress might end the day as a necklace!

All that glitters can be told in learner-appropriate language, attractively packaged in a cognitively-appropriate box, and perhaps, someday soon, gift-wrapped with a Project Kino doodad that changes color and position based on the recipient's emotional state at the time.

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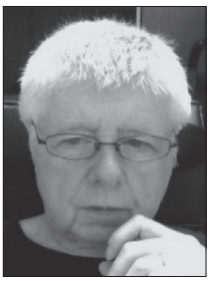

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Robert Taferner

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

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This month's column features Gwyn Helverson's review of Communicate in English with The Devil Wears Prada *and Allison Kujiraoka's evaluation of* English Listening and Speaking Patterns 1.

Communicate in English with The Devil Wears Prada

[Simon Capper and Teruhiko Kameyama. Japan: Shohakusha Publishing, 2017. p. 138. [Includes Teacher's Manual, DVD, and CD.] ¥2,200. ISBN: 978-4-88-198-712-4.]

Reviewed by Gwyn Helverson, Osaka University

I had anticipated that a textbook based on the clever and funny movie, *The Devil Wears Prada,* could inspire some great conversational English classes. After all, this comedy-drama depicts the struggles of a young journalist working for an infamously horrid boss at a fashion magazine in New York City. However, my heart sank when I first flipped through the textbook, *Communicate in English with The Devil Wears Prada*. It is written predominantly in Japanese and therefore seems unsuitable for the immersion classes that most native-speaking English teachers are required to teach. However, after piloting this text in a small elective conversation class at a public university, I found myself pleasantly surprised by the variety of materials and the humorous contents therein, as did the students. In addition, the use of Japanese throughout the textbook provides quick explanations for learners and supports a variety of teaching approaches.

All of the directions and many of the explanations in *Communicate in English with The Devil Wears Prada* are in Japanese, allowing students to access meaning quickly, which may have advantages with this kind of authentic script (von Dietz, von Dietz, & Joyce, 2009, pp. 45-48). Students are asked to view a few minutes of native-speaker English in the movie, then discuss detailed aspects of vocabulary, grammar, or cultural points in Japanese. One of the oft-noted advantages of this pedagogy is that it "gives students the opportunity to show that they are intelligent, sophisticated people" (Atkinson, 1993, p. 13). In that sense, this book could be used effectively in conversation classes with lower-level adults who crave more challenging themes and language.

The overall composition of each carefully structured chapter matches immersion-style, communicative lessons (Willis, 1981). *Previewing Activities* (including *Vocabulary Check-up*, *Useful Expressions*, and *Listening Tip*) lead into *Viewing Activities* (*True/False Questions*, *Partial Dictation*, and *Role Play*). Each chapter ends with *Post-Viewing Activities* (*Discussion Topics*, *Grammar in Focus*, *Language in Focus*, *Expansion*, and *Transcript*). The *Expansion* section sometimes includes a *Did You Know?* textbox in Japanese which explains cultural tidbits, for example, key points in the film such as when the whiny protagonist gets scolded by a coworker, "…where so many people would die to work, you only deign to work" (p. 31). The English transcript at the end of the text is annotated in Japanese and includes cultural and vocabulary details ranging from *Lagerfeld* to *flip-flops* to *snooty*.

During the in-class trial, almost all students were enthusiastic about the movie and text combination, albeit for differing reasons. Some students enjoyed discussing the fashion, romance, and intrigue therein. Others were inspired to debate the more serious topic of employment, including hiring policy, abuse of power, and harassment. Finally, some students wanted to practice the movie's contemporary, idiomatic English until they mastered it. This movie has something for any student, and the textbook's writers have harnessed that humor and

range well. "Duh!" is just one example of a cultural and language tidbit which students found extremely amusing (p. 37), whereas the topic of reference letters showed practical potential (p. 79).

However, assuming a focus on L2 immersion pedagogy, there are some drawbacks. Students are not actually exposed to much English in the text, and the teacher needs to be able to read Japanese fluently. The lack of practice activities is a negative point: There are 5-8 simple practice questions for the grammar point highlighted in each chapter. Nonetheless, it is possible to expand upon the themes: Supplementary activities could include the role-playing of job interviews, composition of CVs, and business telephoning. As one of the main characters is American and another is British, a humorous comparison of expressions is possible (introduced on page 55 in a *Did You Know?* blurb).

In summary, the lack of English may initially prove a setback to teachers who teach mostly or wholly in English, whereas other teachers will welcome the complete explanations and translations in Japanese. The original *The Devil Wears Prada* script is entertaining and linguistically more complex than it first appears. In *Communicate in English with The Devil Wears Prada,* Capper and Kameyama have skillfully selected the grammatical, idiomatic, and cultural points that make this movie an excellent starting point for a variety of conversational activities. This pairing of text and movie set will work well with any student in a conversation class who is inclined towards enjoying authentic, contemporary English. Just like the movie upon which it is based, this text is clever, funny, *and* thought-provoking.

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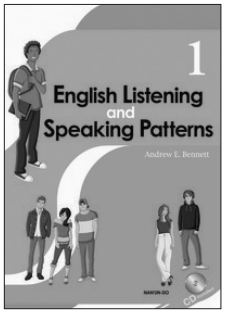
English Listening and Speaking Patterns 1

[Andrew E. Bennett. Tokyo: Nan'un-do, 2017. pp. 90. [Includes Teacher's Manual, CD-ROM, DVD, and audio CD.] ¥2,000. ISBN: 9784523178422.]

Reviewed by Allison Kujiraoka, Fukushima Kousen and Iwaki Meisei University



English Listening and Speaking Patterns is a three-level series written for university-level Japanese EFL learners of aural and oral English. Student book levels are Introductory, High-Beginning, and Intermediate. Each level has 20 four-page units centered on topics such as *Traveling, Music, Education,* and *Art.* Each unit can be completed in a 90-minute lesson, fitting one level into two 15-class semesters with time for review and test periods.

The series is organized for consistency in a number of ways. Unit topics are the same across all three levels, and unit structure is also consistent throughout the series. There is a different stage of the lesson on each page, progressing from word to sentence through to conversation level of discourse. In *Part I Warm-up* the topic is introduced with a photograph and two questions, followed by new vocabulary practice. *Part II Listening Patterns* is a dictation exercise which leads into a comprehension check. *Part III Usage Patterns* transitions to productive skills. Two grammatical structures are presented under a functional title such as *Giving examples*, *Showing empathy*, and *Responding to circumstances*. Students must manipulate the patterns to answer questions or give responses. The culmination of the unit is *Part IV Conversation Patterns*. In this section, four questions, along with two sample answers for each, form the basis for a guided conversation.

Unit structure reflects the philosophy of "using receptive skills early in the lesson for the students to first absorb and …learn the new material" in order that later "they will demonstrate what they have learned through the productive skill" (Millsom, 2016). Bennett incorporates passive and active skill-based activities in working towards a conversation at each unit's end. For example, in Book 1, Unit 9 (*Health*), *Part II* begins as follows:

Aya: Are you all right, Matt?

Matt: I'm fine. It's just a small cut. (p. 44)

On the page opposite this exchange, *Part III* examines *Talking about how people feel* and includes both "Are you all right?" and "I'm fine" (p. 45) in the patterns to practice in written and spoken form.

The sample questions of *Part IV Conversation Patterns* are opinion-driven and relevant to students. For example, "How do you like the school cafeteria?" (p. 38), in Book 1, Unit 7 (*Food*), elicited varied responses. The sample answers are succinct but detailed; trite yes/no answers are not welcome. These exercises help in crafting the guided conversation, called *Your Turn*. *Your Turn* feels authentic in two important ways. Firstly, the two speakers are given equal opportunity to ask questions and express themselves, often using some version of "How about you?" Secondly, these and other discourse markers such as "Actually," "In general," "Oh, OK," and "Let me think…" are sprinkled through all *Your Turn* exercises, reinforcing native-sounding habits. Through this support Bennett has provided the explicit scaffolding necessary for free and open student expression in an Asian EFL context (Sybring, 2016).

I use Book 1 with first-year high school students in an English Conversation course. Although the text is written for university students, the topics and format are also relatable to younger students. My students report liking the textbook for its natural English examples and the useful practice it offers in listening and speaking. The activities lend themselves to pair or group work, so active learning strategies like think-pair-share can be part of standard operating procedure. In this way students who struggle with language or confidence can try out ideas with a partner before announcing them to the class (Gholani, Attaran, & Moghaddan, 2014). At the same time, many students expressed a desire for more context, whether through Japanese translations, explanations of the usage patterns, or more example sentences in English.

The series' biggest drawback is the dearth of support materials. The Teacher's Manual is a collection of Japanese translations of the textbook and an answer key for the vocabulary and listening exercises. No example answers are provided for the productive exercises in *Parts III* and *IV*. The Teacher's CD-ROM is packaged to look more promising but contains only slightly more content. The most helpful file is an alphabetized glossary of all vocabulary items in the textbook. Otherwise, with the exception of *Extra Vocabulary Sentences,* all the remaining CD-ROM material is in the Teacher's Manual or the Student Book.

As a result, the most time-consuming aspect for the instructor is planning and creating evaluation materials. Conversely, the smooth week-to-week lesson planning and classroom activities I have experienced are testaments to the strengths of the series. Repetition and consistency in unit structure helps develop a comfortable rhythm. The B5 size of the textbook is comfortable to use, and the pages are not littered with side notes and extras. Most importantly, my students successfully manage a guided conversation with at least one if not multiple partners. *English Listening and Speaking Patterns* clearly maps out a path of patterns that leads to a satisfying exchange of ideas at every class meeting.

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Sybring, R. (2016). Structure for fostering discussion skills in the EFL classroom. *Journal of the Nanzan Academic Society*, *99*, 221-229.

Correction: In *TLT* Issue 41.6, there was no mention of the teacher's manual for *Research & Write: Essential Skills for Academic Writing*. Note that there is a downloadable version of the teacher's manual on the textbooks' website. Apologies for any inconvenience this omission may have caused.

Recently Received

Steve Fukuda & Julie Kimura

pub-review@jalt-publications.org

A list of texts and resource materials for language teachers available for book reviews in *TLT* and *JALT Journal*. Publishers are invited to submit complete sets of materials to the column editors at the Publishers' Review Copies Liaison address listed on the Staff page on the inside cover of *TLT*.

Recently Received Online

An up-to-date index of books available for review can be found at <http://jalt-publications.org/tlt/departments/recently-received>.

** = new listing; ! = final notice* — Final notice items will be removed Jan 31. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviewed in *TLT*)

Contact: Julie Kimura — pub-review@jalt-publications.org

** English Presentations Today: Language and Skills for International Presentations* — Pond, C. Tokyo: Nan'undo, 2018. [15-unit course covering stages of a presentation and associated skills incl. audio CD and teacher's manual].

! Exchange Views! — Yukishige, M., Onabe, T., Akao, M., Nommensen, C., & Nishiyama, F. Tokyo: Sanshusha, 2017. [7-unit (2 parts each) discussion course using a flipped learning approach incl. teacher's manual and downloadable audio].

Inspire — Hartmann, P., Douglas, N., & Boon, A. Boston, MA: Cengage Learning, 2014. [3-level speaking and listening course incl. online student and instructor resources].

Intercultural Communication for English Language Learners in Japan — McConachy, T., Furuya, S., & Sakurai, C. Tokyo: Nan'un-do, 2017. [13-unit reading centered course in international communication incl. teacher's manual and student and classroom audio CD].

Journeys: Communication for the Future — Ano, K., Ueda, N., Toyama, M., Toshima, M., & Haedrich, K. Tokyo: Asahi Press, 2017. [15-unit 4-skills course incl. teaching manual, web and classroom audio].

** Keynote* — Bohlke, D. Tokyo: Cengage Learning, 2017. [4-level integrated skills using TED Talks course incl. workbook, online practice, teacher's book, assessment CD-ROM, and classroom presentation tools].

Listening Steps — Yoneyama, A., & Wells, L. Tokyo: Kinseido, 2017. [15-unit listening course incl. teacher's manual, online videos, and classroom audio CD].

New Ways in Teaching with Music — Arnold, J. L., & Herrick, E. (Eds.). Alexandria, VA: TESOL Press, 2017. [A collection of lessons using music incl. 101 activities for various skills and levels].

! Our Times, Our Lives, Our Movies — Tabolt, J., & Morinaga, K. Tokyo: Kinseido, 2017. [15-unit reading course using Hollywood films incl. teacher's manual and downloadable audio].

! Outcomes (2nd Edition) — Deller, H., & Walkley, A. Tokyo: Cengage Learning, 2017. [5-level four-skills course incl. student DVD, workbook, teacher's book, interactive whiteboard DVD, Examview®, and online resources].

** Provoke a Response: Critical Thinking through Data Analysis* — Gale, S., & Fukuhara, S. Tokyo: Nan'un-do, 2016. [15-unit course designed to facilitate students' critical thinking ability using survey and other data to express opinions incl. teacher's CD-ROM and teacher's manual].

Reading for the Real World (3rd edition) — Malarcher, C., Janzen, A., Worcester, A., & Anderson, P. Tokyo: Compass, 2015. [4-level academic reading series designed for high school and university students incl. teacher's manual, free app and website worksheets and tests, and downloadable audio].

VOA News Plus — Yasunami, S. & Lavin, R. L. Tokyo: Seibido, 2016. [15-unit writing, listening, and speaking course incl. teacher's manual, classroom audio and video, and online English Central access].

Vocabulary for Economics, Management, and International Business — Racine, J. P., & Nakanishi, T. Tokyo: Nan'un-do, 2016. [10-unit course using corpus-driven vocabulary incl. quizzes and vocabulary notebook].

Books for Teachers (reviewed in *JALT Journal*)

Contact: Greg Rouault — jj-reviews@jalt-publications.org

** Grounded Theory in Applied Linguistics Research: A Practical Guide* — Hadley, G. Oxford, England: Routledge, 2017.

** Mixed Methods Research in Language Teaching and Learning* — Riazi, A. M. Sheffield, England: Equinox, 2017.

[JALT PRAXIS] TEACHING ASSISTANCE

David McMurray

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

Email: teach-assist@jalt-publications.org

The pedagogic term active learning *frequently appears in syllabi and textbooks used by instructors in Japan. This method was emphasized in a 2012–2015 national project entitled* Improving Higher Education for Industrial Needs *funded by the Ministry of Education, Culture, Sports, Science, and Technology (Mizokami, 2014). Since then, university budgets have allowed for the design and building of many active learning rooms, centers and even campuses. These developments can bewilder some foreign language teachers who for years have been conducting lessons seemingly identical to what today is defined as active learning. Active learning means to directly involve students in the learning process by having them brainstorm ideas to solve a problem, collaborate on projects in groups, and freely access information, before reporting on what they discovered to the entire class. However, change in the way midterm and final examinations are performed has lagged behind active learning methodology. The evaluation of how students actively learn continues to be tested by ubiquitous paper tests, handing-in of written reports, or at best a one-to-one conversation test.*

In this issue's Teaching Assistance, I interview Yuta Kawamura, a graduate student of English Education, who is writing a Master's thesis related to active learning in the hospitality industry. Kawamura is particularly interested in the testing of language skills for applied purposes and assessment of tourist-oriented service

skills. He has catalogued various kinds of evaluation methods utilized by human resources practitioners at tourism training institutes in Kyushu and Taiwan. He conducted interviews with trainees and trainers, and observed how evaluations were conducted. Often called upon to be a TA, assist interns in Taipei, and give lectures on this research, the master's degree candidate plans to continue his studies in a doctoral program (see Figure 1).

Figure 1. Chef, manager, and Japanese interns at a 5-star hotel in Taipei.

An Interview with Yuta Kawamura on Active Testing

David McMurray

The International University of Kagoshima

David McMurray: How did you become interested in the tourism and hospitality field?

Yuta Kawamura: I've been paying my way through university by working part-time in restaurants for the past 6 years. I recall watching television on Sept. 7, 2013 when the announcer and news presenter Christel Takigawa caught the attention of the International Olympic Committee by slowly enunciating the honorific phrase *o-mo-te-na-shi* and using gestures. Everyone started talking about hospitality. Other members of her *Cool Japan Team* who were spearheading efforts to bring the Olympics to Tokyo spoke with passion in Rio de Janeiro in the English and French languages. Since that time, government and trade associations have increased their interest in defining what hospitality means.

DM: And what does it mean?

YK: Well, *motenashi* refers to giving hospitality, treatment, reception, and service. Hospitality is not unique to Japan, but it is an ability to be proud of having. Most hotels, restaurants, and shops in Japan encourage their staff to follow manuals on service and etiquette.

DM: What other developments in the tourism industry have caught your eye?

YK: The Ministry of Agriculture, Forestry, and Fisheries (2016) adopted a certification system for chefs of Japanese cuisine, *washoku*, to guarantee quality at overseas establishments that serve Japanese fare. And the way to make it was subsequently added to UNESCO's Intangible Cultural Heritage list. Since then, tourism organizations have studied the importance of training activities to reach a desired level of high quality customer service (Kyodo, 2016).

DM: What is your research about?

YK: I am interested in the ways non-Japanese servers and chefs are actively trained in groups to provide hospitality and cook Japanese cuisine. To add to the vibrant debate on what *motenashi* and *washoku* really are, I designed new research questions to measure the techniques identified by the Japan Education Center for the Hotel Industry (2015) that are currently used to evaluate hospitality learning outcomes. I identified the advantages and disadvantages of the methods used to evaluate training activities. My goal is to suggest which specific assessment tools are best in determining how well a trainee in the classroom is learning and when she is ready to intern outside of Japan. I focused on establishments located in Taipei with employees who speak English and cater *washoku* dishes to customers utilizing *motenashi* techniques.

DM: Who were you able to interview in Taiwan?

YK: Participants were based in hotels and at a university in Taipei. I interviewed three Taiwanese chefs at a Japanese restaurant in a five star hotel in Taipei. At a university where all subjects were taught in English and Chinese, I was able to observe trainees for four months. In addition, information was gathered from a training organization for hotel and restaurant staff in Fukuoka.

DM: What kinds of replies did your interviewees based in Taiwan give?

YK: A Taiwanese chef at a Japanese restaurant in Taipei explained that every year his human resource division invites chefs from Tokyo to train staff. These chefs speak in English using lots of Japanese terminology. For a few hours prior to the start of kitchen work, they demonstrate the basics of how to cleanly remove scales and entrails from fish, how to prepare *dashi* and how to present the dish beautifully. The invited trainers don't give any evaluation of the trainees. The head chef of the Taiwanese restaurant evaluates his own staff through observations during the course and at work while carrying out daily activities in the kitchen for customers.

DM: What kinds of measuring techniques evaluate learning outcomes?

YK: There are 14 different tests currently in use: A paper and pencil test; a language memorization test that includes recognition and recall of culinary vocabulary; written reports and essays; recognition and recall examinations; practical skills tests and hands-on testing; targeted behavioural observations; tests that are co-developed by trainer and trainee; employee discussions; customer comment cards; making video clips of structured situational interviews; unlimited time power tests; speed tests to evaluate how fast trainees can complete a project; affective self-reporting that reveals a trainee's feelings; and the performance of secondary tasks by trainees who are asked to substitute content other than what the teacher demonstrated in class.

DM: Did your research instruments and observations match what other researchers have found?

YK: From an analysis of questionnaires, Anh Ho (2012) suggested that observation, discussion with employees, and guest comment cards were the three most important criteria for managers to use. She discovered that "one of the most important ways for managers to evaluate trainee's reaction, learning, and behaviors on the job" while a test given after training "was rated as the least important method to evaluate learning acquired from training" (p. 35). Suzuki (2015) filmed training and discussions taking place at world-renowned Japanese restaurants and recorded a chef's interview that supports Anh Ho's (2012) research.

DM: What kinds of problems arise in deciding on how to test trainees in the hospitality sector?

YK: Evaluation methods for the hospitality industry must make it easy to see when a skill is being performed competently. But evaluators need a long enough period to draw valid inferences. Non-verbal behavior can also provide valuable information, but it could be open to misinterpretation. Tipping customs vary by country, but that is one form of measurement. Discussions with personnel can be negated by dishonesty, future-oriented promises, reliability, and verifiability.

DM: Which active testing do you think works best?

YK: It is difficult to answer which specific assessment tool should be applied to determine how well a trainee is actively learning, but I have designed a model that allows us to focus on which tests can measure the trainee's affect, cognition, and skill level (see Figure 2). For customer-service training, training is primarily conducted on-the-job rather than in a classroom setting. This setting makes it difficult to use paper-based or computer-based methods such as an evaluation form or test. Evaluation should be simple enough for practitioners to utilize constantly on a daily basis. Most managers seem to observe and immediately react and intervene when trainees underperform.

DM: Well, I hope those managers might read and learn from your research.

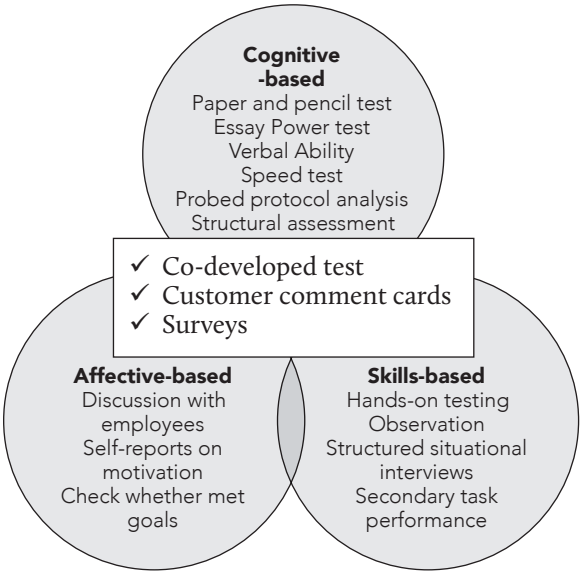

Figure 2. Kawamura's proposed model for evaluating trainees in the hospitality industry is based on a learning outcomes classification scheme proposed by Kraiger, Ford, and Salas (1993).

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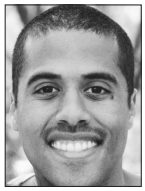
[JALT PRAXIS] WRITERS' WORKSHOP



Charles Moore

Writers' Workshop is written on a collaborative basis with the members of the Peer Support Group (PSG). In each column, topics are shared that 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 inquire about submitting a paper for review, or are interested in joining the PSG team, please contact us using the following information.

Email: peergroup@jalt-publications.org • Web: http://jalt-publications.org/psg

Writing an Academic Book Review

Tiffany Ip

Hong Kong Baptist University

Benefits of Writing an Academic Book Review

An academic book review serves different purposes and also benefits both the author whose work is being reviewed and the one who writes the review. It is one of the quickest and easiest routes to publication, and if you are a novice writer, it may be an excellent choice as a first publication experience. No matter how experienced you are as a writer, your book reviews serve the primary purpose of advancing the scholarship in your field. Given that many scholars and teachers have limited time to read or even select what to read, book reviews inform us of new books and guide our reading preferences. Reviews can also influence how authors develop future editions of their publications, giving them the opportunity to take into account feedback suggested in reviews. Librarians may use book reviews and recommendations to acquire library holdings and identify important or poor titles in the holdings as well.

Some Might Caution You Against Writing a Book Review. Why is This?

Unless you are a renowned scholar who has the honor of being invited to review a book, you may wonder why you should spend precious time writing a book review instead of an academic paper. It is true that the former does not carry as much weight on a resume as the latter; publication of a book review is not appraised highly within academic institutions, nor does it have as much of an impact on a journal's quality as an academic article. Book reviews though, could be thought of as the "grunt work of academia," and their benefits should not be underestimated. They enable the writers to stay current in their field and also contribute to their academic peers' professional development. Besides, writing an academic book review is one of the best ways to keep critical thinking, reading, and writing skills sharp–without the tremendous effort used to collect and analyze data.

Start with a Book

There are no set answers as to what books you should use for a review. That being said, your review will likely be of greater interest to the readers if the book is on a currently trending topic that has been recently published by a reputable publisher.

You might consider choosing a book that you can use both as a review publication and as a reference for a future research article. If you are a novice writer or graduate student, you can get a head start on the reviewing process by reviewing a book you have been using as a reference for your dissertation or article. Graduate students may alternatively write their first review based on a textbook or anthology because books in these genres are not frequently reviewed, and some journals may appreciate this as well.

Before actually writing the review, it is best to first identify the leading journals in your field that publish book reviews, and then contact the book review editor of your targeted journal. This is primarily for two reasons: One is that the journal may not accept unsolicited reviews, the other is that you may be able to get a copy of the book for free. The editor may request a copy from the publisher and send it to you for the review.

Structuring the Review

Different journals may have different book review submission guidelines. It is important to first check their guidelines, so you know how long the review is supposed to be, and what content you need to focus on, in advance of writing.

Regardless of the journal-specific guidelines, the main body of a review is generally expected to be analytical and evaluative rather than being subjectively descriptive. Using quotes from the book is acceptable to a degree, but take care not to use too many. According to the writing guide provided by the University of Southern California (2017), "the task of the book reviewer is to 'tease out' the book's themes, explain them in the review, and apply a well-argued judgment on the appropriateness of the book's argument(s) to the existing scholarship in the field."

The foremost task for the review writer is therefore to identify the book's major purposes and intended audience. The review will usually include (a) the author's intended purpose in writing the book and whether it is successful, (b) a brief overall (rather than chapter-by-chapter) summary or outline of the book with explanatory highlights, and (c) an evaluation of the book's strengths and weaknesses. (Note: The writing guide from the USC serves as a great reference as it outlines the slightly different essential elements to be included in two types of academic book reviews: short summary reviews and essay-length critical reviews. Although this research guide is aimed towards those writing book reviews in the arts and humanities fields, the principles are applicable to those writing in social science fields as well, such as TESL and those dealing with second language acquisition.)

A Word of Caution

Your book review should be making an analytical judgment, but this does not mean you have to be particularly negative in your assessment. Any criticism should be substantiated and warranted, constructive, and written in a professional manner. When reviewing, you can ask yourself these questions: "Does the book make a contribution to its field? Does it add to our existing knowledge about its topic? Who will find this book to be particularly useful?" Just take caution. The book can be making a contribution even if it is not breaking new ground in the field; the author may be contributing to current debates in the field by providing arguments from a unique perspective, or by simply enhancing readers' understanding of the issues at hand.

Additionally, it is vital to avoid digressing into trying to display your own knowledge in the book review. The review is not a chance for you to convince the readers that you are an expert of the field that the book addresses, and readers are not expecting to read personal critical comments that condemn the author for not writing the book or formulating the arguments in the way you see fit. The review is not about a book that should have been written, but about the book that has been written, and regardless of your own expertise, it is fair only when you examine the book in terms of its ability to cater to its intended audience and purposes.

While you may worry about not being qualified to evaluate another person's book, especially if it is written by a top professor or a famous scholar in the field, you should always remember it is your tactful and reasoned arguments that matter. In sum, writing academic book reviews is a challenging, yet valuable, skill.

Reference

USC Libraries Research Guides. (2017, February 6). *Organizing research for arts and humanities papers and theses: Writing academic book reviews.* Retrieved from http://libguides.usc.edu/c.php?g=235208&p=1560694

[JALT FOCUS] SIG FOCUS


Joël Laurier & Robert Morel

JALT currently has 26 Special Interest Groups (SIGs) available for members to join. This column publishes an in-depth view of one SIG each issue, providing readers with a more complete picture of the different SIGs within JALT. For information about SIG events, publications, and calls for papers, please visit http://jalt.org main/groups.

Email: sig-focus@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/sig-news

Bilingualism Special Interest Group

History (https://www.bsig.org/)

The Japan Association for Language Teaching (JALT) Bilingualism Special Interest Group (SIG) traces its roots back to a Symposium on Bilingual-

ism held at the 1985 JALT International Conference in Kyoto. The enthusiastic response to this symposium convinced the symposium organizers to make this an annual conference event and to draw up a petition asking JALT to allow the formation of a Special Interest Group on Bilingualism. During the next few years, attendance at the annual Symposium (later Colloquium) on bilingualism steadily increased. JALT eventually formulated a policy permitting the formation of Special Interest Groups, which were called National SIGs or N-SIGs until 1999 when "National" was dropped as misleading in an international era. Early on, regular JALT organizers and regular participants of the Colloquium on Bilingualism became the initial members of the Bilingualism N-SIG, which was one of the first two N-SIGs officially recognized by JALT in June, 1990. From its charter membership of 50, the Bilingualism SIG has grown to more than 160 members.

Publications

Bilingual Japan is the JALT Bilingualism SIG's official newsletter. The newsletter provides B-SIG members with news and information about bilingualism research and bilingual child-raising in Japan. *Bilingual Japan* also provides updates on recent B-SIG activities. SIG members receive three print copies of the newsletter a year. The newsletter depends on contributions from its readers. All SIG members and other interested parties are invited to submit articles or reports for inclusion in the newsletter. We publish articles about family experiences and bilingual parenting issues of concern to the readers. We encourage anyone to submit their story.

Monographs

The JALT Bilingualism SIG has put together an extensive collection of monographs on various practical topics to do with raising children bilingually, particularly in Japanese contexts. Whether you are a new parent looking for advice or an educator wondering about how to deal with bilingual children in your class, the wealth of personal experiences in these books will provide you with plenty of directions and perhaps even some answers to your questions. What a great way to learn from experienced parents and professionals who have resided in Japan for a long time.

Journal

The Japan Journal of Multilingualism and Multiculturalism – 多言語多文化研究 (ISSN: 1348-4095) is a publication of the Japan Association for Language Teaching (JALT) Bilingualism SIG. This journal has been accepted by the ERIC Clearinghouse on Languages and Linguistics (ED 411 695).

The Japan Journal of Multilingualism and Multiculturalism is the only academic journal in Japan devoted entirely to issues of bilingualism and multiculturalism. It is published in both print and online forms annually, and features original academic articles on bilingualism in Japanese contexts. The journal publishes studies and book reviews written in either English or Japanese.

Website

Since September, 1997, there has been a web page offering bilingual information about the above journal, https://www.bsig.org/jjmm and that web page has drawn links from Asian Studies Websites such as at Duke University. Since May, 1998, the Bilingualism SIG itself has been online with this web page and a home page to provide a wider range of services to members and non-members alike through the Internet.

Presentations and Other Activities

The Bilingualism SIG has continued the tradition of organizing a Bilingualism Forum at the annual JALT International Conference. As the SIG has grown, it has also been able to organize roundtable discussions and other presentations on bilingualism in addition to the forum. The SIG also maintains a presenter database as a means for providing speakers to JALT chapters and other interested organizations. Another tradition that has developed at the JALT International Conference is the Bilingualism SIG dinner/banquet, an evening event where SIG members who are scattered throughout Japan can gather for a few hours of good food and informal fellowship.

The Future

Bilingualism promises to be an important topic for an increasingly large percentage of Japan's population. In order to serve this population, the Bilingualism SIG will continue its established activities and publications, and it hopes to embark on new projects and explore new areas of bilingualism and biculturalism according to the interests and energy of its members.

Malcolm Swanson

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

Email: jalt-focus@jalt-publications.org • Web: http://jalt-publications.org/tlt/departments/jalt-focus

JALT Board of Directors: Message to JALT Members

Thank you to everyone who made JALT2017 such a wonderful success! To the dozens of volunteers and sponsors, the hundreds of presenters, and around 1,500 attendees—each and every one of you played a vital role in the event. Volunteers were on site early Friday morning setting up and by lunchtime the Technology in Teaching team had arrived to kick off a well-attended afternoon of tech-based sessions. This was followed by a packed Welcome Reception, which was an evening of good food, drinks, and conversations. The next morning the Opening Ceremony began with a bang (literally!) with a traditional Japanese drum and shamisen performance that had people on their feet for a standing ovation, energizing them for the engaging days ahead.

One of the greatest achievements of the conference was being able to bring together so many stimulating sessions with speakers from Japan and abroad, from well-seasoned plenary speakers such as Barbara Hoskins Sakamoto and Gabriel Diaz Maggioli, to those who were getting up to share their work for the first time. And there were many other highlights, such as celebrating the achievements of Chapter and SIG members at Best of JALT (with more networking and even some dancing at that event), learning new skills and taking a break from the hustle and bustle in the Mind and Body Space, seeing the wide range of new products available at the Educational Materials Exhibition, and catching up with old friends and new in meetings, lunch breaks, and after hours. This year we also introduced an initiative to encourage parents to attend. Children and a guardian were welcomed free of charge, and this resulted in several families participating with their children and making use of the Family Room that was provided.

Although JALT2017 has only just finished, plans for JALT2018 are well underway. We hope you will join us on November 23-26 in Shizuoka. There are two important dates for the Call for Proposals:

Deadline for Regular Vetted and Unvetted Submissions: Monday, February 12, 2018

1. SIG Forums (one per SIG is accepted unvetted)
2. Featured Speaker Workshops (sponsored by SIGs/Chapters/AMs – vetted)
3. Technology in Teaching Workshops (vetted)
4. All other regular vetted submissions (i.e., most of the individual submissions to JALT2018)

Deadline for Special Unvetted Submissions: Monday, May 21, 2018

1. JALT meetings (e.g.,. SIG Annual General Meetings)
2. Chapter First-Time Presenter (See Officer Resources/Contact Chapter President for guidelines)
3. Associate Member (sponsored) submissions
4. Submissions through JALT International and Domestic Partnership Agreements

More details, including submission links, are available at https://jalt.org/conference/jalt2018

The theme for JALT2018 is *Diversity and Inclusion*—"To everything there is a season." And a reason. Now is the season for inclusion, to embrace the incredible diversity within our profession. Although there seems to be much diversion, division, and exclusion in the wider world, the time is now ripe for us to look at the diversity within our practices and ask, "How can we be more inclusive?" In order to support inclusion and create a more level playing field for our students, we need to better understand the evolving language learning and teaching landscape, become aware of the work that is being done in new areas, and heed the call from our learners, teachers, and institutions to play our parts in a brighter future.

JALT2018 will provide a platform for new ideas and hitherto unheard voices to be heard. It will provide avenues to open up our classrooms and challenge existing ideas about what we language teachers and our learners need in order to usher in an era of change. We aim to address the concerns of teachers, learners, and leaders and show how "inclusion" provides a place from which multiplicity of thought and action can flourish. We hope you will join us there!

The new Board of Directors (BoD) that began working together after JALT2016 has had both a fulfilling and challenging first year. Highlights include introducing the new Code of Conduct, creating opportunities to meet local members in Fukuoka and Nagoya on BoD meeting weekends, and providing Development Grants that helped to facilitate several

SIG events. One of our challenges was the resignations of the Director of Public Relations and the Auditor. Fortunately, our constitution allowed for an election to take place at JALT2017 and four volunteers were willing to step up into these positions. We are pleased to welcome the elected members, Aleda Krause (Auditor) and Parisa Mehran (Director of Public Relations) to our Board. An additional challenge was dealing with issues related to JALT partnerships. There were calls by some members for greater transparency, but this could not always be done in the timeframe desired and a lack of announcements became interpreted as secrecy. While the Board sometimes must be discreet when dealing with sensitive issues, we would like to reassure the membership that there is no secrecy surrounding decisions made or policies recommended. The Board works in conjunction with the EBM, and the JALT Constitution is designed with checks and balances that ensure a high level of accountability. We ask for your understanding of this and should you have any questions at any time, we would be happy to hear from you at directors@jalt.org.

Nevertheless, increased effective, accurate, and transparent communication between all JALT members, the Board of Directors and the Executive Board is one of the foremost goals of the current BoD and will only increase the effectiveness of our work. At our most recent Board of Directors meeting, Bob Sanderson (Chapter Representative Liaison) and Mark Brierley (SIG Representative Liaison) along with incoming IAC (International Affairs Committee) Chair, Maho Sano, joined us for significant portions of that meeting. As usual, other officers including DAC (Domestic Affairs Committee) Chair Matt Shannon and Business Manager Wayne Malcolm, joined our meeting via Skype. The Board is looking for more ways to involve others, face-to-face and through technology, including holding our meetings in different locations so that we can meet with local officers and members. The Board is also working with the Technology Advisory Committee (TAC) to more effectively communicate making use of available technology.

The Board is already beginning to plan events in 2018 and beyond. As mentioned earlier, the JALT2018 International Conference will be held in Shizuoka and will be held in conjunction with the annual Pan Asian Consortium (PAC) Conference, as JALT will be the host association, and the Asian Youth Forum (AYF). The Board is also engaged in discussions with TESOL International Association related to hosting a TESOL/JALT Asia Regional Conference in 2019. Such a conference would complement our existing conferences throughout the country, bringing in additional internationally renowned plenary speakers as well as providing opportunities for our members to present and participate in an Asia-wide conference hosted here in Japan.

Working closely with the DAC and IAC Chairs, the members of those committees, and the External Relations Committee, the Board is carefully looking at both our domestic and international partnerships and focusing on how to increase the value and effectiveness of these partnerships for our members. It is expected that these activities will result in recommendations and potential motions that will be presented to the EBM in February 2018.

At our Board meeting in January 2018, along with the CRL and SRL and others who will be attending, we plan to focus again on developing a strategic plan for the next 3 to 5 years that will guide our decision-making process in the same way as our last strategic plan has in recent years. We welcome input and recommendations from all officers and members as to the long-term goals of our association. Please feel free to communicate at any time with the BoD via directors@jalt.org

In consultation with the Nominations and Elections Committee (NEC), the Board is also considering revising the scheduling of national elections. These changes would provide additional transitional time for any new directors who are elected, but also allow us to focus on meeting our constitutional requirements by holding only one regular Ordinary General Meeting (OGM) each year. This would reduce the need to have online balloting of the majority of our members twice a year.

Lastly, through the new JALT website, a large number of our members have established their personal profiles, which allowed them to receive their membership discounts for the JALT2017 International Conference. While there remain some challenges changing over to the new database system, increased flexibility and adaptability is already being realized, and significant decreases in budgetary expenses will be evident in FY2018. We are just beginning to benefit from the projected advantages of this new system and will explore these more and more as we move into 2018.

From a budgetary perspective, JALT is in good financial condition. After a slight surplus in FY2016, we are continuing to maintain our membership and conference attendee numbers in line with anticipated numbers, and revenues are expected within budget plans. Our expenses have been under control as the new database development has been completed and costs are now minimal. Also, we have saved about 20% of our EBM transportation costs by implementing a 45-day advance purchase requirement for air fares. The FY2017 will end in March and the Director of Treasury is hopeful that we will achieve another slight surplus this year.

The Board of Directors is looking ahead to an active, positive, and productive second year of our terms, looking for ways to communicate and collaborate effectively with the Executive Board, our partner organizations, and all JALT members. We hope you all continue to enjoy our international conferences and local activities, and we look forward to working with you in the coming months.

New JALT Associate Members

IELTS

IELTS is the world's most popular high-stakes English language proficiency test, recognised by more than 10,000 organisations and institutions globally. IELTS measures four skills – reading, writing, listening and speaking - and is designed to assess the language ability of people who want to study or work where English is the primary language of communication. Over the last 12 months, more than 3 million tests were taken around the world by people preparing for life as a fluent English-speaker.

IELTS is accepted by over 3,000 institutions in the USA, including boarding schools, associate, undergraduate, graduate, professional and law programs.

For more information on the test format, sample test questions, recognition, scoring and research, visit http://www.ielts.org

IELTSは、全世界で10000以上もの団体や教育機関に認定されている世界で最も認知度が高く、評価され信頼されている英語技能テストです。IELTSは、英語圏において進学や就職を希望する方々を対象に、リーディング・ライティング・リスニング・スピーキングの4つの英語技能を審査するテストです。昨年度、海外で実用的な英語を使えるようIELTSを受験された方々が、世界で300万人を突破しました。

IELTSはアメリカにおいても高校、アソシエイトプログラム、大学、法律などの専門分野などの3000を超える教育機関で入学審査に必要な英語技能テストとして認定しております。

テストのフォーマットや、サンプルテスト、スコアの選定やリサーチなどの詳しい情報はhttp://www.ielts.orgまで

Veative Company Overview

Veative offers VR learning modules for the classroom in science and mathematics and is available in 5 languages. We have joined JALT as we move towards VR in language education.

Our pioneering team is inspired by fusing technology and education to create a powerful love of learning in students that will last a lifetime.

Veative brings learning to life with our high-quality VR teaching and content tools. Developed hand-in-hand with global educational specialists, we fuse technology, content and education to complement traditional learning and deliver a far more visual and interactive learning experience. Our immersive products and content capture the imagination and help students understand, learn and remember better by bringing subjects and concepts to life.

Created for high schools, "Veative VR Learn" aligns our rich content to any curriculum so that it slots easily into the classroom. We have hundreds of modules in physics, chemistry, biology and mathematics – and we're constantly developing more and in other subjects.

VoiceTube

VoiceTube is the largest online English-learning platform in Taiwan, with thousands of videos and over 2 million users. By providing English and Japanese subtitles in addition to a variety of learning tools, VoiceTube allows its users to learn in an effective and engaging way. VoiceTube has expanded its product line to now also include HERO and VoiceTube Campus in order to meet an ever-expanding spectrum of English-learning needs.

While its main customer base is located in Taiwan, VoiceTube has users around the world, and has been actively expanding overseas with a particular focus on the Japanese market. It has also been actively collaborating with professors in universities in Japan, continuously adapting its product to meet the Japanese market. With a unique and innovative product offering, VoiceTube hopes to lead the global English education industry and empower its users to communicate without barriers.

「VoiceTube動画で英語を学ぶ」は、動画コンテンツを使った英語学習法を提供しているサービスである。英語学習に熱心な台湾では、既に240万以上の方（2017年11月7日現在）がVoiceTube で学習し、その高い学習効果が評価され、台湾の大学等の講義でも使用されている。英語と日本語字幕を提供することによって、より効率的かつ継続的に英語を勉強することができる。

台湾に留まらず、VoiceTubeは世界展開を視野にいれ、多国語版のサービスを提供しており、特に日本への展開に力を入れている。日本の大学教授と提携し、日本人のニーズに合わせるサービスを提供することで、日本市場の更なるビジネスの拡大を目標としている。ユーザーが言語の壁を越えて活躍できるよう、さらにグローバルで通用するサービスを生み出していくことを目指している。

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

http://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

http://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

http://jalt-publications.org

JALT Community

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

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

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

http://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—the Pan Asian Conference consortium
- 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

http://jalt.org/main/membership

Information

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

JALT Central Office

Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 JAPAN

JALT事務局：〒110-0016東京都台東区台東1-37-9
アーバンエッジビル5F

t: 03-3837-1630; f: 03-3837-1631; 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 signup page located at https://jalt.org/joining.

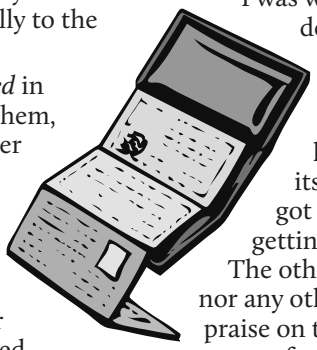
Scott Gardner *old-grammarians@jalt-publications.org*

What's the Point?

Before taking a long trip anywhere, I typically go through a preparation ritual that includes such mundane things as clipping my toenails and oiling the zippers on my suitcase. One important step in this ritual is cleaning out my wallet. My wallet has a tendency over time to accumulate stuff: convenience store receipts, nameless phone numbers, expired coupons, even crushed *senbei* crackers given to me by grateful speech contest participants. One thing that most notably does NOT build up in my wallet is, of course, money.

Over the years, though, I've been led to believe by various intrepid commercial enterprises that money *can* indeed accumulate in my wallet, specifically in the form of "point cards." The term "point card" is apparently a Japanism for what I think in the States we would call a "rewards card" or "loyalty card." They could just as well call it a "Pavlov card," though, since its purpose is to condition you to use it repetitively, at the same store, hopefully to the point of not even thinking.

In fact, some cards are actually *required* in order to buy from the store that issues them, or even get through the door. I remember the first time I learned about "exclusive" shopping cards while visiting my mother in the USA. As we stepped out of the house to get some groceries, she started digging through her purse, saying she had to make sure she had her "Sam's Club" card. I immediately conjured up distasteful images of a seedy pool-and-poker joint on a poorly lit street near the railroad tracks. Eventually, though, we arrived at the "Club," which turned out to be the most massive single-unit shopping structure I had ever seen. (I was, however, spot-on about the railroad tracks.)



Inside were hundreds of people wandering in great aisles of merchandise that extended back approximately the length of an airport runway. The shelves rose up, as well, to crash-helmet-required heights. I remember seeing giant electric fans in the ceiling, presumably to manipulate the weather inside and discourage the formation of storm fronts. Most shoppers were pushing around bumper-reinforced shopping carts that could hold as much as your average 軽トラ (*keitora*, a small engine pickup truck). And the carts were *full*! As Mom flashed her loyalty card at the store bouncer and strode toward a row of parked shopping carts, I thought, "Welcome to the club."

Other point cards are less restrictive, of course, like most of those I see in Japan. At stores offering these kinds of cards it's perfectly all right to make a purchase without one, as long as you are willing to endure the cold, judgmental gaze of the clerk who seems personally offended by your lack of "loyalty."

And don't forget that collecting the points does typically pay off. For a while I was getting my hair cut at two or three competing barbershops. Hair care is of course one area where customers can be *extremely* loyal to their favorite service provider. In my case, though, a haircut consists of six minutes with an electric clipper and straight razor, so I was willing to let just about anybody do it, depending on how many other geezers were in line before me.

One of the barbershops started offering a point card, and without knowing for sure what was entailed in its use (free toenail clipping, perhaps?), I got into the habit of whipping it out and getting it stamped whenever I went there. The other shops, meanwhile, offered no card, nor any other perks beyond occasional fawning praise on the supposedly "エレガント" (elegant) taper of my bald head. Flattering, yet creepy.

One day after a session at the card-offering barbershop, I went to the register as usual, where the barber checked my card and said I had filled it up. He then proceeded to charge me only 20 yen for the haircut. I did one of those double takes you see in the movies, lurching my head up from my wallet and saying "Ehhh?" in an obnoxiously overdramatic voice. He merely wiggled the card between his fingers to indicate that he was redeeming the points on it. Then he signed it, stuck it in the register, and pulled out a clean one to let me start over. As for me, I decided that day I much preferred cash discounts from point cards over lathered-up adulation for my pointed cranium.

JALT2018 • Diversity and Inclusion

Join us for JALT's 44th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

*Shizuoka Convention & Arts Center "**GRANSHIP**" — Shizuoka City, Shizuoka Prefecture, JAPAN*

November 23, 2018

Technology in Teaching Workshops and Welcome Reception

Main Conference: November 24-26, 2018

Highlights include *JALT Junior*, *Best of JALT*, and the *International Food Fair*

Call for Proposals

- Vetted Submissions and SIG Forums Deadline: February 12, 2018
- Unvetted Submissions Deadline: May 21, 2018

http://jalt.org/conference/jalt2018