The Language Teacher

http://jalt-publications.org/tlt

The Japan Association for Language Teaching
Volume 44, Number 2 • March / April 2020
ISSN 0289-7938 • ¥1,900 • *TLT* uses recycled paper

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Contents

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Learning to Teach
Teaching to Learn

In this month's issue . . .

Welcome to the March/April 2020 edition of *The Language Teacher!* As spring approaches, and the cherry trees begin to bloom across Japan, I hope that you are fully able to soak up this enchanting season before the commencement of the new school year.

We have one announcement to make as we say goodbye to Gerry McLellan who is leaving the staff of *The Language Teacher*. As many of you may know, Gerry has spent numerous years working as a volunteer staff member here at *TLT*. Since 2019, he has most recently served as the Senior Advisor supporting the whole team of volunteer staff. He has also done amazing work as the Coeditor of the publication, and before that as one of the column editors for *My Share*. It takes a lot of work and continual commitment to keep the *TLT* ship afloat and Gerry's work in troubled times should not be underestimated! As he officially left *TLT* from January 2020, we want to wish him well in his future endeavors and once again thank Gerry for his longstanding contribution.

We begin this issue with two articles. One Feature Article by **Peter Burden**, who examines the personal factors affecting university students' willingness to study abroad. Looking at students' international posture, he explores how social-cultural factors may influence student motivation to study abroad. Continuing with our Selected Paper series from the JALT2018 Conference, we also bring you a paper by **Matthew Schaefer** and **Davey Young**. The paper was originally published as a Selected Paper of the 2018 Postconference Publication, Diversity and Inclusion. In their paper, Schaefer and Young discuss practical issues of disability and accommodation in the English language classroom. Specifically, they outline an 8-stage framework for developing appropriate accommodations for students with disabilities in a university department. We highly recommend that you check out both of these informative and enlightening pieces on English language education in Japan.

This issue also has two interviews with Dr. Ken Beatty and Aviva Ueno in *TLT Interviews*, as well as some interesting classroom ideas presented in *My Share*. We hope that you enjoy this latest issue as much as we do!

—Nicole Gallagher, TLT Coeditor

Continued over



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*TLT*の2020年3/4月号へようこそ。春が近づき日本各地で桜の開花の知らせが届く昨今、新年度が始まる前に読者の皆様がこの素晴らしい季節を満喫できていることを願っています。

まず始めにお知らせしなければならないのは、*TLT*のスタッフを去るGerry McLellanへの別れの挨拶です。多くの方々がご存じのように、Gerry McLellanは本誌の編集に長年携わってきました。My Shareコラム編集長を経た後、2019年からは全スタッフのシニア・アドバイザーとして本誌の編集に携わり、本誌の共同編集長をも歴任しました。特に*TLT*という我々の船の航行が順風満帆とはいえなかった時期における彼の貢献は忘れてはならないものです。彼は、2020年１月に*TLT*を去りました。彼の将来の努力が報われる事を願い、長年に渡る貢献に謝辞を述べたいと思います。

本号では、２つの論文を掲載しています。まずFeature ArticleではPeter Burdenが、大学生の留学志望に影響を与えている個人的要因を調査しています。大学生の国際的な姿勢に注目し、社会文化的な要因がいかに大学生の海外留学の動機づけに影響を与えるかを調査しています。さらに、JALT2018国際大会のSelected Paper論文シリーズでは、Matthew SchaeferとDavey Youngによる論文を紹介しています。本論文は、JALT2018国際大会後、Publication, Diversity and Inclusionとの標題の下、Selected Paperとして元々出版されたものです。本論では、英語の授業内における、障がい者にとっての障害や対応についての実際的な問題点を論議しています。特に、ある大学の例をとって、障がいのある学生に対して適切な環境を作り出すための8段階の枠組みについて述べています。日本の英語教育における啓発的で有益なこれらの論文にぜひ注目していただきたいと考えています。

本号では、Dr. Ken Beatty とAviva Uenoへの2つのインタビュー記事を載せています。さらに、My Shareには興味深い教室におけるアイディアもあります。皆様がこの最新号をお楽しみいただけるよう願っております。

—Nicole Gallagher, TLT Coeditor

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.

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

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A nonprofit organization

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

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Do Japanese University Students Want to Study Abroad?

Peter Burden
Okayama Shoka University

Despite the global importance of English, whether Japanese university students want to study English abroad is unclear. Questionnaire responses from 559 students at a Global B university in Japan show some nuanced views on English related to studying overseas which were linked to perceived ability level, anxiety, and confidence issues. The findings suggest teachers need to decrease anxiety in classrooms, encourage positive images of overseas locations, and shape future expectations of success for learners' English-learning selves to help them focus their learning.

昨今のグローバル化時代では、英語は当然もっているべきほぼ普遍的な基礎的スキルになっている。とはいえ、実際に日本の大学生は海外留学をしたがっているのだろうか？本研究では、「グローバルB」指定の日本の大学で５５９名の学生を対象にアンケート調査を実施した。その調査は、自己の能力レベル・不安・自信と留学に関して抱く英語に対する考え方を調査したものだ。分析結果から、教師は学生の不安を軽減するような教室の雰囲気作りや、海外留学のイメージを良くし、学習者自身の英語学習がうまくいく期待感を形成させたりする必要があることが示唆できる。

Introduction: Globalization in Japan

This study reports on the willingness of Japanese university students to study English abroad as it is an important way for them to develop English abilities to cooperate with people from other countries. It has been suggested that globalization "is accelerating the use of English" worldwide (Graddol, 2006, pp. 22). This has led to a sense of urgency within the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) for the development of students' English proficiency to encourage the ability to use English actively in a variety of contexts to enhance Japan's global competitiveness (MEXT, 2017a).

To increase the international compatibility and competitiveness of higher education in Japan, the Top Global University Project was introduced in 2014 to cultivate the ability to respond to the challenges of globalization. Universities in this program were required to be thorough in their internationalization through partnerships and exchange programs, to conduct classes in foreign languages, and encourage credit-earning sojourns abroad through a more flexible academic calendar (MEXT, 2017a). Additionally, MEXT suggested there is a need to address the younger Japanese generation's "inward-looking passivity" (MEXT, 2017b, p. 1), which, when coupled with MEXT's observation of inadequate communicative English skills among university students, has led to pressure on universities to educate students to become globally competitive individuals. However, few students have expressed interest in study abroad even for short-stay programs. Similarly, findings from the Japan Student Services Organization (JASSO, 2019) showed that only 2,022 Japanese students studied for a year or more abroad in 2018, a decrease from 2,456 the previous year. To gain insight into this apparent decrease in interest, the current study was used to investigate student attitudes toward studying abroad and international posture through a closed-item questionnaire.

Review of the Literature

The Benefits of Studying Abroad

The benefits of studying abroad are widely reported in the literature. Kinginger (2011, p. 58) stated that studying abroad can "have a positive impact on every domain of language competence." Yashima and Zenuk-Nishide (2008, p. 580) demonstrated that study abroad participants' proficiency gains were larger than for those who stayed in Japan and attended regular English classes. Those who sojourned in America for one year were more confident, had higher perceived communicative competence, and lower levels of anxiety (Yashima, Zenuk-Nishide, & Shimizu, 2004). Arguably, the more favorable impression a learner has towards the English-speaking community, "the stronger the learner feels that English is a common language for humanity" (Munezane, 2013, p. 154). Also, students who go abroad have a higher level of *international posture* (Yashima, 2002, p. 58) meaning a stronger *intergroup approach tendency* (Yashima & Zenuk-Nishide, 2008, p. 572) such as a willingness to make friends with international students or participate in voluntary work helping foreigners. Yashima and Zenuk-Nishide (2008) also suggested that students who studied abroad possess a heightened awareness and interest in international affairs and

activities which are important in the development of social interactional skills. Conversely, young people not studying abroad leads to "less frequent grass-root intercultural communications" (Yashima 2013, p. 38) and lost opportunities to cooperate with people from other countries, which affects intercultural competence.

Beliefs and Attitudes About Studying Abroad

Fukuzawa (2016, p. 53) stated that negative beliefs and attitudes about English language competence can inhibit students from developing a sense that they have the ability and motivation to progress in learning and to travel abroad. Dörnyei (1994) observed that success in language learning is partly dependent upon the learners' affective predispositions towards the target linguistic-cultural groups. In an ideal classroom, the goal of the English learning process should be to "engender" (Macintyre, Clement, Dörnyei, & Noels, 1998, p. 547) in language students the willingness to communicate in surroundings where the language is used for natural communication. Students who are interested in international affairs and activities are seen to be more proactive in voluntarily engaging in communication (Yashima et al., 2004). Similarly, Ushioda (2012) reminds us that "motivation is shaped by aspirations towards desirable future images of oneself as a proficient L2 user" (p. 65). Internationally oriented students tend to be more motivated to study English and are more integrated in their posture. This reflects a "positive affect disposition" (Ushioda, 2012, p. 65) towards speakers of the target language. Openness to foreignness combined with "non-ethnocentric attitudes" (Yashima, 2002, p. 57) illustrates both integrative and instrumental aspects of motivation. Successful learners see themselves both studying and communicating in English and can imagine themselves using English like native speakers.

Studying Abroad and Ability

Language competence is related to attitudes towards travel or study abroad. While much research has been conducted regarding the influence of studying abroad on proficiency, little has been done on the effects of proficiency on the willingness to go abroad (see Suzuki, 2011; Fukuzawa, 2016). Motivated students who have high expectations for their proficiency create images of their future ideal selves (Yashima, 2013) and make efforts to achieve successful learning outcomes, while low-motivated learners expect little from their futures. Fukuzawa (2016) suggests that low expectations hinder engagement; the lower a student perceives their level of ability, the less confident they are in expressing themselves in English. They also expect negative outcomes in interactions. This inhibits their potential desire to travel abroad, as they feel they lack skills to communicate.

Why Students Do Not Want to Study Abroad

Concerns about inward-looking students isolated from global networks are not new. MEXT (2013) reported that among high school students in China, Korea, the United States, and Japan, students in Japan were the only ones where the majority said they did not want to study abroad. The reasons that were cited by Japanese students were that their country was *easy to live in*, it was *bothersome* to go abroad, there was a perceived *language barrier* and that they had *low levels of confidence* about being alone in a foreign country. Recent findings are similar, with only 32% of young Japanese wanting to spend time studying abroad (Cabinet Office, 2019). In the university sector, Aspinall (2012) found students were hampered by the conservatism of faculty; many teachers lack experience with international activities, and that "inward looking *uchimuki* attitudes rub off on students" (p. 169).

Aspinall (2012) also sees students as "risk managers" (p. 168) who address the stresses of another culture, and the "social amplification of risk" (p. 172) where the media portrays images "of foreign countries (by implication full of foreigners) as highly risky places" (p. 172). This reluctance to leave the safety of Japan might be heightened by periodic economic crises, terrorist attacks, and societal unrest abroad.

The Current Study

Purpose of the Study

In this investigation, concepts of Yashima's (2002, p. 58) "international posture" are explored. One of the concepts is individual students' tendencies to *approach* or *avoid* interaction with people from different cultures as a level of their willingness to communicate in the target language, which is necessary for language development. This study also seeks to gain insight into the social-cultural dimension of motivation and ethnocentric bias by examining the readiness of Japanese students to interact with international students. This includes willingness to attend an on-campus self-access language learning facility, other campus social events, and interest in international news affairs as well as foreign cultures and values. Ethnocentric bias towards others was

explored by investigating whether learners perceive foreigners as having different values. Drawing on the literature, the following research questions were formulated:

1. To what extent are Japanese university students willing to communicate with foreigners?
2. To what extent are they interested in foreign cultures?
3. To what extent are they unwilling to go abroad?
4. To what extent are they risk-averse to studying abroad?
5. To what extent does their perceived English ability influence their relationship to the above constructs?
6. If they do not wish to study abroad, what reasons do they give?

Setting for the Study

The study was conducted at a Global B National University located in western Japan. Its Liberal Arts education is directed towards producing "practical-oriented human resources in a global community" (see Japan Society for the Promotion of Science, 2014). The university has a ten-year target of recruiting 2,000 international students and sending 1,200 Japanese students to gain study credits abroad. To encourage Japanese students to study overseas, the university has adopted a four term system with a longer summer vacation to encourage study abroad for more than two months, participation in long-term internships, and overseas volunteer activities. The university offers exchanges with 44 universities in 13 countries and regions. Scholarships and government initiatives are also actively promoted.

Participants

In this study, a total of 559 first-year students, 335 males (59.9%) and 224 females (40.1%) participated. They were enrolled in 20 English Communication 1 courses taught by the researcher and ten other instructors.

Students completed the questionnaire in week eight of the fifteen-week semester during the regular class period. The students self-evaluated their English ability level (Table 1) to gain insight into their self-confidence and competence, as language competence is crucial in opting to study abroad, and low self-confidence is a sign of anxiety, which may hinder willingness to communicate.

Table 1. ***Study Participants and Their Self-Reported Ability Levels*** **(n=*559*)**

	Number	Total (%)
Male	335	59.9
Female	224	40.1
Total	**559**	**100.0**
Beginner	162	29.0
Lower Intermediate	209	37.4
Intermediate	174	31.1
Upper Intermediate	13	2.3
Advanced	1	0.2
Total	**559**	**100.0**

Questionnaire

The 21-item questionnaire was worded in English and Japanese (see Appendix A for the English). Both languages were checked for equivalency of meaning, and modifications were made by a Japanese colleague to make the Japanese translation more natural. It was explained to the learners that the questionnaire was anonymous, participation was voluntary, that findings would not have any bearing on their grades, and would only be used for research. Participants responded to a 6-item Likert scale ranging from 'Strongly Disagree' (1) to 'Strongly Agree' (6). The data were analyzed using SPSS version 22.0 (IBM, 2013).

A one-way ANOVA was used to calculate differences in means for self-perceived student level with a post-hoc Tukey test of homogeneity of variances. A basic Pearson chi-square test was also used to detect whether there was a significant association between variables. To establish the internal validity of the questionnaire, Cronbach's alpha was calculated on the items relating to the first four research questions. Students who indicated they did not want to study abroad (by choosing from 1 to 3 on the Likert scale for item 1 in the questionnaire) were prompted to explain why. Student responses were analyzed using a key word analysis with categories generated through the statements they made to reveal patterns in the data.

Results

Willingness to Communicate With Foreigners

This construct comprised 6 of the 21 items in the questionnaire (see Appendix B Table 2). The Cronbach alpha was .771 and the mean score was 3.32 (Appendix B Table 2). There was a majority of students who have an interest in studying abroad

(Item 1) with a mean of 3.90, although in Table 6 (Appendix B) there is a range from a mean of 3.64 for beginner students to 4.85 for upper intermediate. Students would like to meet and talk in English (Item 2), although there are again significant differences according to perceived ability level as seen in Table 6, ranging from 3.90 for beginners to 5.08 for upper intermediate. However, in Table 2, there is a mean score of 2.50 for students' confidence in their ability to communicate (Item 6). Students infrequently socialized with international students on campus; 295 students out of 559 strongly disagreed (Item 8), showing a very low mean of 1.97. Similarly, 346 strongly disagreed that they had foreign friends on SNS (Item 14). With a mean score of 2.09, a large majority of students reported not knowing about the TOBITATE! (Leap for Tomorrow) Study Abroad Initiative (Item 12), a potential way to defray costs through sponsorship. This was unexpected, considering the large amount of information around campus and illustrates students being unaware of potential study abroad opportunities.

Interest in Foreign Culture

This construct was comprised of 4 of the 21 items in the questionnaire (Appendix B Table 3). The Cronbach alpha was .659 and the mean score was 3.99 (Appendix B Table 3). The alpha score was a little low, perhaps a reflection that learners' belief systems are not homogenous and can be contradictory (see Tanaka & Ellis, 2003). Encouragingly, with a mean of 3.73, a majority of students would like to do a homestay to learn about a new culture (Item 4), and a mean of 4.50 shows that students believe that going abroad will widen their thinking (Item 18), although it should be mentioned that neither question directly relates to using English and so this may suggest a more passive desire to absorb culture. Interest in foreign news is also important for an international posture (Yashima, 2002), so it is revealing that only 37 out of 559 students expressed a strong interest in foreign news on TV (Item 13) with a mean score of 3.36, but they expressed a greater interest in foreign movies, books, art, or music (Item 17) with a mean of 4.39.

Unwillingness to Go Abroad

This comprised 4 of the 21 items in the questionnaire (Appendix B Table 4). The Cronbach alpha was .752 and the mean score was 3.29 (Appendix B Table 4). With a mean score of 4.06, many students would rather travel in Japan (Item 3), and only 63 strongly disagreed that it is 'bothersome' (Item 5) to go abroad with an overall mean of 3.27. Item 10 showed that many considered themselves to have an inward disposition with a mean of 3.73, a character trait noted earlier which MEXT (2017b) puts forward to explain Japanese students' reluctance to go abroad. With a mean score of 3.06, Item 21 indicates many students were instrumentally motivated towards gaining English credits for graduation with little intrinsic investment in their language learning.

Risk Aversion

This comprised 6 of the 21 items in the questionnaire, the Cronbach alpha was .693, and the mean score was 3.43 (Appendix B Table 5). Many have strong beliefs that foreign countries are dangerous (Item 7), as well as concerns about local food (Item 11). Item 16 again refers to MEXT (2013) and the results show with a mean of 4.15, many feel they will face a language barrier. On Item 19, a mean score of 3.45 shows that many students say they have no confidence in being alone abroad, and, on Item 20, a mean score of 3.87 shows that most students agree that thinking about going abroad makes them feel anxious.

Mean Scores Based on Ability Level

Looking back at Table 1, the 559 student- participants self-evaluated their English ability, with a mean score of 2.07, placing the average student as lower intermediate. While research suggests Japanese downplay their sense of ability (Heine, Takata, & Lehman, 2000), 29% of participants saw themselves as beginners which may indicate a lack of self-esteem and low feelings of achievement. Table 6 (Appendix B) shows similar results to earlier studies (Fukuzawa, 2016; Yashima et al., 2004), with items indicating that self-perceived language competence seems to be a factor in whether students study abroad. There were significant differences in mean scores between perceived levels of interest in studying abroad (Item 1), with a mean of 3.64 for beginners and 4.85 for upper intermediate, and also for willingness to meet and talk in English (Item 2) ranging from 3.90 to 5.08, respectively. Although the difference was not statistically significant, beginners show a higher mean of 4.14 for a preference to travel in Japan compared to upper intermediate students (3.54). Lower level students were less inclined to do a homestay (Item 4) with a mean of 3.49 compared to 4.77 for upper intermediate and found it more bothersome to go abroad (Item 5). Beginner students had significantly less confidence in their ability to communicate with a low score of 2.02 compared to a mean of 4.00 for upper intermediate. There was also a difference in the perception of a language barrier (Item 16) with a

mean score of 4.31 for beginners compared to 3.54 for upper intermediate. Beginner students were much more anxious about going abroad (Item 20) with a mean score of 4.07, have much less confidence being alone (Item 19), and are more likely to perceive danger (Item 7). Item 14 showed that lower level students are less likely to socialize with international students on campus (Item 8) with a very low mean of 1.75, and few have foreign friends on SNS with a mean of 2.09 compared to 4.23 for upper intermediate students. Finally, there is a higher likelihood that beginners are only studying English for graduation credits (Item 22) with a mean score of 3.40 compared with 1.85 for upper intermediate students.

What Reasons Do Students Give for Not Wanting to Study Abroad?

The 204 students who chose a response from 1 to 3 on the Likert scale for Item 1 were prompted to comment on why they were not interested in studying abroad. 382 comments were received (Appendix B Table 7). Students expressed an unwillingness to go abroad because of liking Japan, disliking foreign countries, and not wanting to go abroad. Other concerns expressed related to confidence, cost, perception of danger abroad, and a lack of English ability. As one medical student commented:

> I want to keep staying in Japan until I die. Certainly I should read and speak English but I don't think I have to speak it (I have to read it). After I become a doctor, I'll speak only Japanese. Also, I'm afraid of various dangers in foreign countries.

Discussion: Implications for Classroom Practice

Although many of the students expressed interest in studying abroad, there are issues of student confidence (Item 6) and anxiety (Item 20; Appendix B Table 6) that positively correlate with their perceived ability levels. As they seem to doubt and underestimate their English competency, this anxiety may lead to a focus on perceived inadequacies leading to avoidance of language engagement. For example, a mean score of 2.50 indicates that few agreed that they have confidence they can communicate in English abroad (Appendix B Tables 2 and 6). Students stated that thinking about going to a foreign country makes them feel anxious (M = 3.87), and they perceive a language barrier (M = 4.15), although responses change as perceived ability increases. Perceived lack of English skills may discourage students from studying abroad because they can easily imagine communication problems will occur.

Avoidance of interaction is also seen on the university campus through a lack of social contact with international students, (M = 1.97). While many expressed that going to a foreign country makes them feel excited, a mean score of 4.06 (Appendix B Table 4) suggests a majority would rather travel in Japan (Item 3), with many responding that it is bothersome to go abroad (M = 3.27; Appendix B Table 4).

Low-Anxiety Classrooms

If learners doubt and underestimate their ability to attain language skills, they are not likely to invest time and effort to learn English. This means teachers need to raise learner self-confidence, which is important for students to be willing to study abroad. Teachers need to encourage learners to recognize fear and anxiety provoking situations, and challenge negative expectations by focusing on positive past achievements. Through verbalizing language fears, learners realize that they are not alone in the worries they hold. They might also learn to interpret negative situations in more realistic ways. Murphey (2006) suggests coaching students in positive affirmations using their inner voice and removing unhelpful thoughts while reflecting on examples of successful past learning to encourage accomplishment by recalling past skill mastery.

Specific strategy training to overcome this self-derogation cycle is useful, such as modeling not only input opportunities, but also conversation breakdowns that mirror actual interactions abroad. If learners receive *negative input* and must provide alternate means to make their message understandable, this focuses attention not on linguistic deficit, but on successful communication.

Positive Cultural Images of Going Abroad

If Japanese students are risk managers (Aspinall, 2012) weighing up the costs and benefits of studying abroad, this means they have stress dealing with the anxiety of having to use their second language in addition to worries about safety, parental anxiety, and local food abroad. Therefore, it can become 'bothersome' to study overseas. As a counterbalance, encouraging positive attitudes towards foreign cultures and peoples should be the "the backbone of motivation to study" (Munezane, 2013, p. 154) in L2 language models. Raising awareness of the diversity and enjoyment of foreign cultures should be emphasized using tools such as media to introduce the appeal of foreign culture and world heritage sites.

Positive Future Images

Positive imagery needs to be reinforced with ideal-self future representations as English language users (Yashima, 2013). Learners who can conceptualize contexts in which they might use English in the future, and who clearly "visualize" (Yashima et al., 2004, p. 143) possible English-using selves are likely to aspire toward being proficient speakers. Sampson (2016) found "possible-self trees" (p. 69) to be particularly helpful. This is where learners think and write about future life areas using a tree diagram. The trunk is the self with three branches or hopes for themselves as an English speaker, as a worker, and in general life. A future doctor who imagined a career without needing spoken English could be encouraged to consider a scenario where it would be necessary to engage in interaction as part of an imagined community (Yashima, 2013, p. 47).

Removing Points of Comparison

In this global era, the teacher needs to remove the point of comparison of ability level with a native speaker ideal. Teachers need to emphasize that most English interactions are between speakers whose first language is not English and who are using it as a means of communication instead of the goal always being "someone else's mother tongue" (Graddol, 2006, p. 83). The native speaker model needs to be deemphasized, because many language transactions involve non-native English speaking travelers going to non-native English speaking destinations. The idea of a global vision for English leads to an extended L2 community, encouraging learners to feel that "English is a common language for humanity" (Munezane, 2013, p. 164). Instead of native-like English pronunciation as a goal, emphasis should be put on interactions with speakers who are using English as a means of communication and mutual understanding. This might also encourage learners to seek out more interactions with foreign residents within Japan.

Conclusion

This study demonstrated that although a small majority of students would like to study abroad and are interested in foreign cultures, their lack of confidence and anxiety are impediments. One of the limitations of the study was that follow-up interviews were not held where learners could describe, interpret, and evaluate their own language learning experiences, or explain in detail why they felt so anxious about language or doubted and underestimated their English ability. While there are competing theories as to its causes, there can be no doubt that anxiety interferes with learning and detracts from what learners hope to achieve. A major finding of the study was that perceived language proficiency has a large influence on student desire to study abroad. In reference to possible future selves, teachers need to create classrooms that encourage higher self-esteem, aid learner confidence through strategy awareness, and raise interest in foreign countries while actively reducing negative images or false stereotypes. Raising and modeling expectations about students' future English-learning selves might help learners focus their learning and encourage them to approach rather than avoid interaction with people from different cultures. Doing so might help to raise their willingness to communicate, which will in turn facilitate language development and success in learning English.

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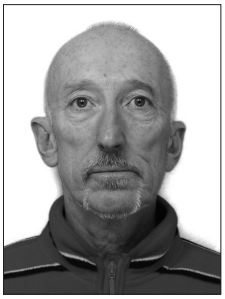

Appendix A. The Survey in English

1. I have an interest in studying English in a foreign country
2. I would like to go to a foreign country to meet other people and talk in English
3. I would rather travel in Japan, than go to a foreign country
4. I would really like to do a homestay abroad to learn about a different culture
5. It is bothersome for me to go to a foreign country
6. I have confidence that I can communicate in English abroad
7. I would not like to go to a foreign country because other countries are dangerous
8. I socialize with foreigners at the L-café or other social events on university campus
9. I don't want to study abroad because foreigners have different values from me
10. I think I have an 'inward disposition'
11. I am worried about if I can eat the local food if I go to a foreign country
12. I have knowledge of the 'TOBITATE! (Leap for Tomorrow) Study Abroad Initiative'
13. I like to learn about the news in foreign countries on TV or the Internet
14. I have foreign friends on Facebook, Twitter or other SNS
15. I don't want to go abroad because I am not interested in foreign culture
16. I will have a language barrier in a foreign country
17. I have an interest in foreign movies, music, art or books
18. I would like to go abroad to widen my thinking
19. I would not like to go abroad because I have no confidence in being alone
20. Thinking about going to a foreign country makes me feel anxious
21. I am only studying English to gain credits towards graduation

Appendix B. Student Responses to the Questionnaire

Table 2. *Willingness to Communicate with Foreigners (n=559) α .771*

Item	1	2	3	4	5	6	SD	M
1. I have an interest in studying abroad	30	85	89	145	128	81	1.43	3.90
2. I would like to meet and talk in English	17	68	76	146	137	115	1.39	4.19
6. I have confidence I can communicate	116	192	143	76	25	7	1.16	2.50
8. I socialize at L-café or other events on campus	295	120	65	40	22	17	1.32	1.97
12. I have knowledge of the TOBITATE! Initiative	303	94	48	56	37	21	1.49	2.09
14. I have foreign friends on Facebook, Twitter/ SNS	346	57	32	40	42	52	1.74	2.14

Notes. 6 = Strongly agree, 1 =Strongly disagree. The figures are the numbers of student responses.

Table 3. *Interest in Foreign Culture (n=559) α .659*

Item	1	2	3	4	5	6	SD	M
4. I would really like to do a homestay to learn new culture	33	91	125	129	106	75	1.43	3.73
13. I like to learn foreign news on TV or Internet	52	107	143	138	82	37	1.36	3.36
17. I have an interest in foreign movies, books, music, art	16	56	63	130	147	147	1.39	4.39
18. I would like to go abroad to widen my thinking	14	31	77	125	161	151	1.30	4.50

Notes. 6 = Strongly agree, 1 =Strongly disagree. The figures are the numbers of student responses.

Table 4. *Unwillingness to Go Abroad (n=559) α .752*

Item	1	2	3	4	5	6	SD	M
3. I would rather travel in Japan	13	42	141	153	121	89	1.21	4.06
5. It is bothersome to go abroad	63	111	140	137	74	34	1.37	3.27
9. I don't want to study abroad as foreigners' values differ	181	196	105	51	20	5	1.14	2.19
10. I think I have an inward disposition	39	77	120	136	133	54	1.39	3.73
21. I am only studying English to gain credits	91	124	128	125	58	33	1.42	3.06

Notes. 6 = Strongly agree, 1 =Strongly disagree. The figures are the numbers of student responses.

Table 5. *Risk Aversion (n=559) α .693*

Item	1	2	3	4	5	6	SD	M
7. I don't want to go because it is dangerous	36	104	141	134	103	41	1.34	3.51
11. I am worried if I can eat the local food	40	73	88	147	122	89	1.47	3.90
15. I don't want to go, as I am not interested in culture	216	175	105	26	25	12	1.22	2.11
16. I will have a language barrier	15	46	87	179	154	78	1.24	4.15
19. I have no confidence in being alone	46	101	144	127	99	41	1.38	3.45
20. Thinking about going abroad makes me feel anxious	27	67	106	162	143	54	1.31	3.87

Notes. 6 = Strongly agree, 1 =Strongly disagree. The figures are the numbers of student responses.

Table 6. *Mean Scores by Student Level (n=558*)*

Item	B (n = 162)	LI (n =209)	I (n = 174)	UI (n = 13)	SD	M	*p*
1. Interest	3.64	3.82	4.16	4.85	1.43	3.90	f(3,557) = 5.82 p<0.001
2. Meet and talk	3.90	4.17	4.40	5.08	1.39	4.18	f(3,557) = 5.58 p<0.001
3. Rather travel	4.14	4.12	3.98	3.54	1.26	4.07	
4. Homestay	3.49	3.71	3.89	4.77	1.43	3.73	f(3,557) = 5.50 p<0.001
5. Bothersome	3.49	3.33	3.01	2.92	1.38	3.27	f(3,557) = 4.03 p<0.001
6. Confidence	2.02	2.42	2.93	4.00	1.15	2.50	f(3,557) = 28.20 p<0.001
7. Dangerous	3.46	3.57	3.52	3.23	1.35	3.51	
8. Socialize	1.75	1.95	2.17	2.46	1.33	1.97	f(3,557) = 3.42 p<0.05
9. Values	2.17	2.19	2.23	2.15	1.14	2.19	
10. Inward	3.82	3.79	3.67	2.85	1.39	3.74	
11. Food	3.83	4.09	3.80	3.15	1.47	3.9	f(3,557) = 3.61 p<0.05
12. TOBITATE!	2.02	2.06	2.18	2.46	1.49	2.09	
13. News	3.33	3.24	3.47	4.00	1.36	3.36	
14. Friends	2.09	2.02	2.16	4.23	1.73	2.14	f(3,557) = 6.83 p<0.001
15. Culture	2.19	2.21	1.97	1.77	1.22	2.12	
16. Language	4.31	4.25	3.95	3.54	1.23	4.16	f(3,557) = 4.12 p<0.05
17. Movies	4.22	4.32	4.57	5.23	1.39	4.39	f(3,557) = 3.66 p<0.05
18. Widen	4.29	4.46	4.70	5.23	1.30	4.50	f(3, 557) = 4.19 p<0.05
19. Being alone	3.52	3.61	3.27	2.69	1.37	3.46	f(3,557) = 3.46 p< 0.05
20. Anxious	4.07	4.00	3.62	3.15	1.31	3.88	f(3,557) = 5.36 p<0.001
21. Credit	3.40	3.12	2.75	1.85	1.42	3.06	f(3,557) = 9.47 p<0.001

Notes. Results for the advanced level were not included because only 1 student responded.

Table 7. *Reasons Why Students Would Not Like to Study Abroad (n = 204)*

Like/love Japan; do not want to go abroad; dislike foreign countries	77
No confidence to use English; anxious; need to know basic English first	54
Lack of money; too expensive	42
Dangerous; lots of crime; scary; terrorism; safe in Japan	41
Not good at English; English is poor; weak-point	41
Do not like English; not interested in English	24
Do not need to go abroad in order to study English	21
Studying English has no merit; unnecessary; not important	20
Not use English in future career	14
No time; no free space; time-consuming	14
No confidence in being alone	11
Want to go abroad but not to study	10
Other: Culture difference; bothersome; study other subjects; credit only	23
Total	382

JALT2020

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46th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

Tsukuba International Congress Center (Epochal Tsukuba), Tsukuba, Ibaraki, Japan

Friday, November 20, to Monday, November, 23, 2020

Community plays an important role in language education, both inside and outside classrooms, and will take centre stage at JALT2020. The theme of this year's conference encourages participants to reflect on the importance of community, explore ways we can strengthen our professional communities and help students enhance their learning communities. We welcome sessions on any area of language education and professional development, particularly those which address the theme: *Communities of Teachers and Learners*. We are opening our call to teachers, students, administrators, publishers, and others who have an interest in learning about and shaping language education in Japan and beyond.

JALT meets Wenger's (2006) three crucial characteristics of communities of practice: "shared domain of interest", engagement in joint activities and discussions, and shared practice. Many people in the JALT community share the same interests of professionally developing as language educators and helping others to develop, with a common goal of improving the educational opportunities of the force that drives this community: language learners. By bringing together people who have different backgrounds and expertise, JALT2020 can move us closer to that goal and help us to make that community thrive. We welcome people with all levels of experience and believe that all participants have something valuable to share with others. Join us to share your stories, experiences, research, questions and passion for our vibrant field.

This year, we are making a special call for collaboration. Sessions by sole presenters are still welcome, but we want to encourage collaboration before and during the conference by calling for more joint sessions.

We believe JALT2020 has the potential to bring people together in meaningful ways and lead to new developments in the lives of individual participants and the field at large, but none of this will happen without you. We sincerely hope you will join us.

— Louise Ohashi and Mizuka Tsukamoto, JALT2020 Conference Co-Chairs

https://jalt.org/conference/jalt2020

Collaborative Support for Students With Disabilities

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Reference Data:
Young, D., & Schaefer, M. Y. (2019). Collaborative support for students with disabilities. In P. Clements, A. Krause, & P. Bennett (Eds.), *Diversity and inclusion*. Tokyo: JALT.

The Act on the Elimination of Disability Discrimination, which took effect in 2016, stipulates that institutes of higher education in Japan should provide reasonable accommodations for students with disabilities (SWDs). Foreign language programs are no exception; however, language teaching professionals commonly lack the background, knowledge, or training to best serve SWDs. As the number of SWDs enrolled in higher education in Japan continues to rise, there is an ever-growing need for collaboration between program administrators, disability specialists, and teachers in order to meet a diversity of student needs. Rikkyo University's Center for English Discussion Class employs an 8-stage framework modified from Ortiz & Yates (2001) that emphasizes collaboration within Multidisciplinary Teams to provide a continuum of services to SWDs. The nature of this collaboration and results from a questionnaire of the framework's efficacy from the teachers' standpoint are shared and discussed.

2016年に施行された「障害者差別解消法」では、日本の高等教育機関は障がいを持つ学生（SWDs）に対し合理的配慮をすることと規定している。外国語教育プログラムも例外ではないが、語学教師はSWDsに最善の対応をするための、経験や知識や訓練等を欠くことが多い。日本の高等教育機関へのSWDsの入学率が上昇し続ける中、語学教育プログラムの管理職や障害の専門家や教師の協力の下、学生の多様なニーズに応える必要性は高まる一方である。立教大学英語ディスカッション教育センターでは、SWDsに継続したサービスを提供するために、 様々な専門家からなるチームでの協力に重点をおいたOrtiz & Yates（2001）の「8段階からなる枠組み」の修正案を採用している。本論では、この協力体制の特徴と枠組みの有効性に関する教師へのアンケート結果を共有し考察を行う。

This article was originally published in the Selected Papers section of the 2019 Postconference Publication (PCP), *On JALT2018: Diversity and Inclusion*. The PCP publishes papers based on presentations given at the JALT International Conference, and the Selected Papers section highlights a small number of papers of exceptional quality that have been first suggested by the editorial staff and then vetted by the Publications Board through a blind review process. We feel that papers like this one represent some of the best work that the JALT Conference and the PCP have to offer and encourage interested readers to check out other selected papers at http://jalt-publications.org/proceedings.

On June 19, 2013, the Japanese Diet ratified the Act on the Elimination of Disability Discrimination (the Act). Put into effect on April 1, 2016, the Act included provisions that all public and national institutes of higher education (IHEs) in Japan should provide "reasonable accommodations" for students with disabilities (SWDs), and that these institutions establish a complaint procedure for students who feel their needs are not being reasonably met (Boeltzig-Brown, 2017). One significant shortcoming of the Act is that it encourages, but does not mandate, that private IHEs also provide accommodations for SWDs. Arguably more troubling is the lack of specificity around the term "reasonable accommodations," as the Act includes no guidelines or standards with regard to what qualifies accommodations as reasonable or not (Kondo, Takahashi, & Shirasawa, 2015). Since the Act took effect in 2016, it has been up to the discretion of individual IHEs or departments therein to determine what constitutes reasonable accommodations and the means by which they are provided.

Before the Act was set to take effect, the Japan Student Services Organization (JASSO), which is charged with monitoring the extent to which IHEs across Japan provide accommodations, reported that only 10.1% of all IHEs in Japan had a department, office, or center dedicated to providing support and accommodations for SWDs, and only 18.5% went so far as to create a policy or procedure to ensure the Act's educational provision was being addressed (JASSO, 2015). At the end of the 2015 academic year, after which the Act was to take effect, 80% of Japanese IHEs were assigning disability support responsibilities to preexisting generic administrative offices, student services, or health centers (Boeltzig-Brown, 2017).

SWDs can face challenges in language learning that are exacerbated by their disabilities, and language teachers too often fail to help students overcome these challenges. Such failures can stem from language teachers' general lack of training on special education or specific learning disabilities (Kormos & Smith, 2012) or from discrimination, conscious or unconscious, against SWDs in the classrooms (Gallego & Busch, 2015). Accepting a social justice education framework, in which the priority "is to affirm, model, and sustain socially just learning environments for all participants" (Adams, 2016, p. 27), language teachers must ensure that all students, including those with disabilities, have an equal opportunity to achieve learning outcomes. This means creating equity in curricular policies, procedures, and pedagogies, as well as collaborating to practice meaningful and inclusive teaching (Adams, 2016).

The number of SWDs enrolled in higher education in Japan more than doubled from 14,127 (or 0.44% of all students enrolled in Japanese IHEs) in 2014 (JASSO, 2015) to 31,204 (or 0.98% of all students) in 2017 (JASSO, 2018). The definition of SWDs here and throughout the present paper includes all six categories utilized by JASSO: poor health, physical disabilities, mental health disabilities, developmental disabilities (which includes learning disabilities such as ADHD and dyslexia), hearing and speech impairments, and visual impairments. It should be noted that the number of students with disabilities in Japanese higher education reported by JASSO is based only on SWDs who self-identify, and that the actual number is certainly higher. As these numbers continue to rise, language teachers and program administrators will experience a growing need to provide reasonable accommodations for SWDs, and collaboration between stakeholders will be increasingly important. Any such efforts should be systemized and continuous to ensure SWDs are able to meet learning objectives at the same rate as their peers (Hamayan, Marler, Sánchez-López, & Damico, 2013).

The Context

Rikkyo University's Center for English Discussion Class (EDC) employs a strongly unified syllabus delivered to between 4,500 and 4,700 students annually. Four program managers (PMs) and 42 full-time instructors use the same textbook, teaching methodology, and assessment rubrics to teach discussion skills to classes of seven to nine students divided into four proficiency levels. The course uses a communicative approach over two semesters with three standardized and criterion-referenced speaking tests to teach and assess the use of target language in the form of preselected communicative behaviors. Each semester lasts 14 weeks, with each group of students meeting once per week. The speaking tests occur in Weeks 5, 9, and 13 of each semester.

PMs support teachers so that they can effectively deliver the syllabus in a unified and inclusive manner and ensure that the diverse body of students enrolled in the course are able to achieve course aims. These responsibilities are upheld in part through extensive faculty development and individualized support for instructors. Teachers are also encouraged to collaborate when planning lessons and overcoming various challenges that surface during the course.

The Framework

In order to meet the Act's educational provisions at the start of the 2016 academic year, an eight-stage framework modified from Ortiz and Yates (2001) was created by PMs specifically for EDC. This was folded into preexisting faculty development to help prepare teachers of SWDs at the commencement of each semester. This framework is outlined in Figure 1.

At Rikkyo University, SWDs can self-identify at the Students with Disabilities Support Office (SDSO) upon enrollment to the university. After self-reporting, an SWD meets with representatives of the SDSO and the university's Academic Affairs division to determine specific support needs. The SDSO then prepares a written document outlining the SWD's support needs, which Academic Affairs distributes to each of the student's teachers. This university-wide procedure is captured in the first two stages of the framework described in Figure 1.

Before classes commence each semester, PMs and members of the EDC administrative staff meet with representatives of Academic Affairs to place students in a particular class, which is the third step in the framework. The large number of instructors teaching EDC allows SWDs to be placed with teachers best suited to meeting their needs. In principle, SWDs are always placed with teachers who have at least one full year of experience teaching the course. Additional considerations based on information gathered during the referral and assessment stage may also play a part in a student's placement. These include a teacher's prior experience teaching SWDs, Japanese proficiency, gender, or other factors depending on particular needs or requests from the student. Once a particular instructor is selected to teach an SWD, collaborative support for that student begins to take shape. As such, the fourth step,

creation of a multidisciplinary team (MT), is the formal specification of the members of the team that will be responsible for implementing the necessary accommodations for the student.

As the current framework was modified from Ortiz and Yates (2001) and these authors use the term MT, the same term is used here. However, these teams are similar in scope and nature to the ECOS (ensuring a continuum of services) teams described in Hamayan et al. (2013). MTs are comprised of, at a minimum, the assigned instructor and a PM. MTs may also include other instructors or PMs, administrative staff or SDSO counselors, or even students themselves. Decisions to add members to an MT beyond the minimum assigned instructor and program manager are made ad hoc based on the information provided in the referral and assessment stage. In other words, additional members with the specific expertise or abilities to help meet particular needs are added to MTs in certain cases.

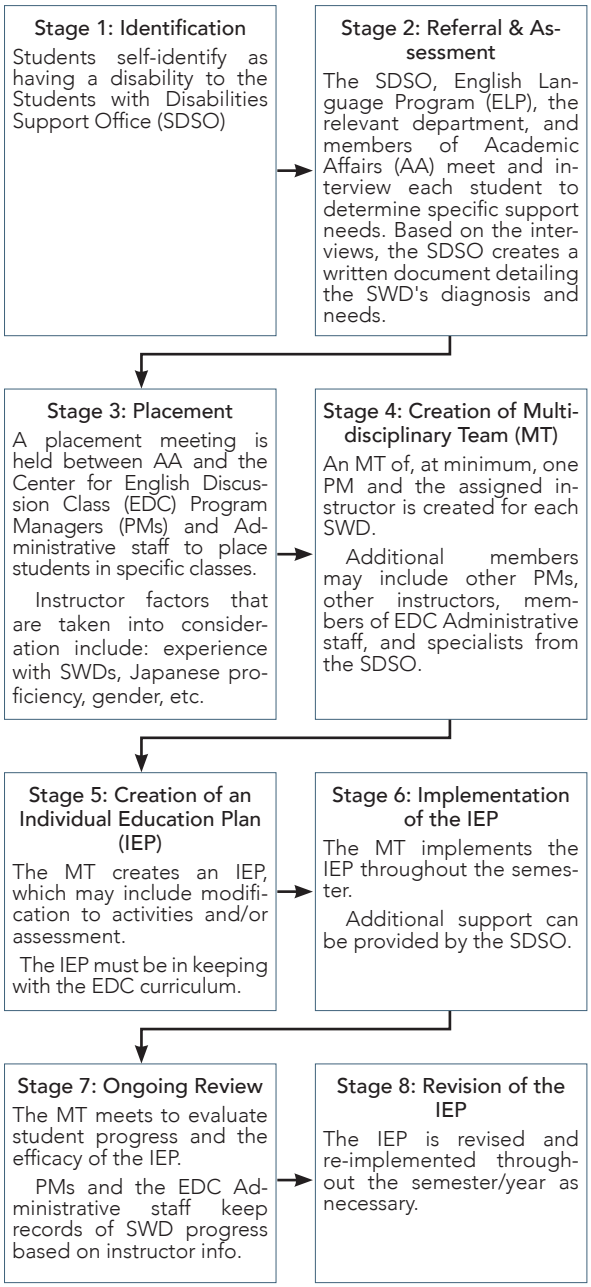

Figure 1. A framework for accommodating students with disabilities in EDC.

MTs are the heart of collaboration in the current context. They are responsible for ensuring that a continuum of services is delivered to each SWD in a timely, responsive, and inclusive manner. Because these teams are by definition multidisciplinary, it is important that each MT has clear and congruent principles, a shared language (e.g., mutual understanding of terminology), and delineated professional boundaries that allow for respectful questioning and rapid delivery of services if they are to function effectively (Hamayan et al., 2013). Before classes commence, each MT meets so that instructors can receive information collected during the referral and assessment stage and begin planning lessons with this information in mind.

MT Member	Roles and Responsibilities
Instructor	Makes accommodations in the classroom in accordance with the student's IEPs during lesson planning and delivery
	Gathers information by observing the student's performance and behavior in class
	Reports relevant information (i.e., as pertains to the student's ability to meet lesson and course aims) to the rest of the MT
	Delivers inclusive lessons
	Advocates for the student
PM	Coordinates MT meetings
	Adds minutes from each MT meeting to the student's record
	Counsels the teacher on how to best meet the student's needs in the classroom and deliver inclusive lessons

MT Member	Roles and Responsibilities
SDSO representative	Meets with the student outside of class to counsel the student and gather information Reports relevant information (i.e., nonconfidential information) to other MT members Advises the teacher on how to meet the student's needs in the classroom Advocates for the student
Administrative staff member	Liaises with the SDSO representative on behalf of the teacher when language barriers prevent the teacher from communicating with the SDSO representative directly Adds relevant information provided by the SDSO (in Japanese) to the student's records (in English) Liaises with Academic Affairs in certain cases (e.g., when reasonable accommodations require particular classroom bookings)
Other instructors/ PMs	Advises the teacher on how to meet the student's needs in the classroom as needed (based on previous experience or specialized knowledge)
Student	Provides feedback on the efficacy of specific interventions and accommodations Self-advocates

Figure 2. Roles and responsibilities of potential MT members.

Figure 2 details the roles and responsibilities of team members. It is important (a) that each MT member understands their roles in providing services to the student and (b) to proactively maintain lines of communication and voice additional needs or concerns to other team members who can address those specific concerns. For example, if a teacher observes that an SWD has suddenly stopped interacting with other students in the class and initial interventions fail to resolve the problem, that teacher should report to the MT so that an SDSO counselor can approach the student outside of class to further assess the student's needs. Similarly, if an SWD reports to a counselor from the SDSO that they are having difficulty in class, the SDSO counselor should report to the rest of the MT so that the instructor can modify their lesson delivery accordingly. As the Act clearly states that institutes of higher education should include a complaint procedure for SWDs to report if their needs are not being reasonably met, advocacy by and for SWDs is an important part of ensuring that a continuum of accommodations are provided in their learning experiences. Although all MT members should advocate for their student, this responsibility falls more fully on those members who have regular and direct contact with the student, namely the instructors, SDSO representatives, and the students themselves.

In Step 5, each MT creates an individual education plan for their respective SWD. The amount of support captured in an individual education plan (IEP) and additional interventions can best be understood along a spectrum from low to high, influenced by contextual factors related to the specific nature of a given disability, other learner variables, and preparedness of the teacher. Minutes are kept from every MT meeting and recorded in a secure database by PMs, a procedure that helps ensure team accountability in delivering a continuum of services to SWDs enrolled in the course. Additional information provided by the SDSO representative is also recorded here.

MT meeting records also capture how an IEP may be modified and reimplemented over the course of the semester, which helps inform future practice. In addition, the unified nature of EDC allows a cover system in which, if an instructor is unable to teach a lesson, one of three stand-by instructors is able to teach in their place. For classes with SWDs, a particular stand-by instructor may be preselected at the beginning of the semester, depending on the student's particular needs. Keeping a clear lesson-to-lesson record of any issues regarding an SWD makes it easy to provide the cover instructor with the context to deliver an optimal lesson plan that meets all students' needs.

Steps 6 through 8 are sequential but iterative and may occur as early as lesson planning before the first class of the semester. Specific accommodations described in an IEP will vary from student to student. At the minimum end of the spectrum of support, MTs meet one time after each of the first two regular lessons, as well as after the first discussion test lesson. No further support is considered necessary in these cases if the instructor reports in all meetings that the IEP is not in need of revision, as it has been shown to suitably meet the student's needs and provide an equitable learning environment.

However, a typical MT will meet additionally so that the instructor can report on what accommo-

dations were made and how the SWD responded to them. MTs will meet as often as is required based on the support needs of individual students or teachers, and any team member can call a meeting at any time. Because teachers generally interact with the student more often than other MT members, they are encouraged to approach PMs and call a meeting whenever they feel additional intervention or a modification to the student's IEP is needed.

Further along the spectrum of support, other members of the MT may be called on to contribute throughout the semester. This most typically occurs at the request of either the instructor or the student. In some cases, the instructor may feel that they need support additional to what a PM is able to provide, or a PM will recognize the limits of their ability to give advice related to a specific disability, and so a meeting with a representative of the SDSO and/or the EDC admin staff will be requested. Alternatively, the student may alert Academic Affairs, their own department, or the SDSO if they wish to voice a concern. This will also result in a meeting attended by the relevant and appropriate members of the MT, which may or may not include the instructor. Such meetings may also result in IEP revision.

At the maximum end of the spectrum of support, high levels of collaboration are needed to ensure that the student can meet course aims. An extreme example is when an SWD has received one-to-one lessons, as opposed to participating in a standard eight-student class. In one such case, the instructor was given information regarding the type of cognitive tasks the student would be capable of. This led to the instructor and a PM collaborating each week to design activities and feedback methods that would accommodate these special educational needs in one-to-one lessons that still satisfied the course aims.

Assessment of the Framework and Questionnaire Results

At the conclusion of each semester, PMs administer a questionnaire to instructors of students with disabilities to gather feedback on the efficacy of the framework described above as well as to identify and improve any weak points in the procedure for ensuring a continuum of services. The results of each questionnaire provide valuable insight for PMs from teachers' perspectives. PMs can use this feedback to determine how well discrete stages of the framework are carried out and thus refine the framework as a whole. Furthermore, administering the survey each semester is essential for maintaining healthy and functional lines of communication between MT members, which in turn helps ensure that each student's needs are reasonably met.

The results of this questionnaire have been generally positive since the framework was first implemented in 2016. Results from the questionnaire administered after the spring semester of 2018, for which there were seven respondents and which are representative of previous survey results, are provided in Table 1.

Table 1. *Instructors of SWDs in EDC Questionnaire Results, Spring 2018*

Questionnaire item	Strongly disagree	Dis-agree	Agree	Strongly agree
1. I received adequate information regarding my special needs student(s) at the beginning of the semester.	0	2	1	4
2. I received adequate support at the beginning of the semester regarding how to accommodate my special needs student(s) in my lessons.	0	1	4	2
3. I received adequate support throughout the semester regarding how to accommodate my special needs student(s) in my lessons.	0	0	3	4
4. I felt that I could approach PMs with questions or concerns regarding my special needs student(s) throughout the semester.	0	0	0	7
5. I felt that my questions/ concerns regarding my special needs student(s) were heard and understood by PMs.	0	1	2	4
6. I felt that my questions/ concerns regarding my special needs student(s) were adequately acted upon by PMs.	0	1	2	4
7. I did everything I could to accommodate my special needs student(s) throughout the semester.	0	0	4	3
8. I felt that my special needs student(s) was/were able to achieve EDC course goals.	0	0	3	4

The results of Items 3 and 4 in particular suggest that implementation of the framework was broadly successful in facilitating collaboration among MT members. Perhaps most importantly, the result of Item 8 indicates that few students are left behind in terms of reaching the course's target learning outcomes (although it is by no means certain that this is a result of the framework). However, a longitudinal course grade and attendance analysis conducted pre- and postframework implementation suggests that the process generally achieves its goal of ensuring SWDs complete the course to a standard commensurate with their peers (Young, Schaefer, & Lesley, 2019).

The results of Items 5 and 6, on the other hand, demonstrate that the level of collaboration among MT members is not always satisfactory. In such cases, program managers can speak directly with the instructor(s) who may have felt inadequately supported in order to improve communication and resulting intervention. Negative results can also be addressed at a more macro level. For example, the results of Items 1 and 2 suggest a need for PMs to put more focus on providing clear information and strong support when preparing for the creation of the IEP.

Questionnaire results, therefore, are a vital part of the assessment of the system put in place to help provide reasonable accommodations to students with disabilities. For the ongoing development of the framework, PMs also keep up-to-date with relevant literature and engage in regular and frequent discussion with one another and other members of the MTs, in an attempt to optimize its implementation. One example of a change to the procedure as a result of collaboration at the evaluation stage was a standardization and simplification of how student records were kept in the 2018 academic year. This was based on informal feedback from the administrative staff and resulted in a more efficient process for PMs and more accessible information for the instructors.

Ongoing Collaboration and Development

It often falls to language program administrators to raise awareness of the presence of SWDs and train teachers to accommodate them (Gallego & Busch, 2015), as has been the case with EDC program managers. Beyond the types of collaboration that occur among MT members as part of IEP implementation, further collaborative efforts are made both within and outside the university. At the inter-departmental level, the Center for EDC has invited speakers from the university's Department of Comparative Psychology and the SDSO to give presentations to all instructors regarding best practices for accommodating SWDs. At the external level, in the fall 2016 semester, PMs met with a specialist on education for the sight- and hearing-impaired from Tsukuba University of Technology with the aims of getting information on how to best support such students. In the future, PMs hope to meet with other experts in fields related to special educational needs.

Additionally, sharing current practice in the form of conference presentations and articles has put EDC program managers in touch with managers, coordinators, and teachers from other universities who are not specialists in the field of special education, but who are also taking steps to provide accommodation for SWDs. It is hoped that collaboration at the inter-institutional level will lead to an overall improvement in the quality of accommodation for SWDs in the field of language education more generally, thereby safeguarding inclusive and socially just learning environments for a greater diversity of students across a variety of contexts.

Conclusion

The framework described in this paper appears to have been broadly successful at helping EDC instructors provide reasonable accommodations to students with disabilities for the purpose of meeting course aims. It is therefore hoped that it contains some transferability to other educational contexts, although further applications within the current context, involving a greater number of students and instructors, would be needed to fully justify this claim. In addition, just as this particular framework was adapted from Ortiz and Yates (2001), any other implementation of it would also have to be customized for its specific institution. This process should begin with determining what resources are available, chiefly with respects to personnel, time, and access to expertise, and always include a post-implementation evaluation in order to continually develop the framework.

Beyond a focus on achieving target learning outcomes, it is also hoped that using such a system might change general attitudes towards the inclusion and accommodation of SWDs in the language learning classroom. Anecdotal evidence suggests that some instructors still view teaching an SWD as an additional burden rather than a fundamental duty as a teacher when the need arises. Creating and implementing a formal framework ideally sends a message that the mission of educators is to take into account the needs of all students, regardless of the amount of support they need, and

therefore avoid the type of discriminatory practice that a social justice model of education (Adams, 2016) seeks to eliminate. Emphasizing the role that collaboration plays in this support hopefully raises awareness among all stakeholders of the need to be proactive and just when providing appropriate accommodation.

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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 March/April edition of TLT *Interviews! For this issue, we are happy to bring you two extremely interesting interviews. The first interview is with Dr. Ken Beatty, who is a TESOL professor at Anaheim University. He has worked in secondary schools and universities in Asia, the Middle East, and North and South America, lecturing on language teaching and computer-assisted language learning. He is the author of Teaching and Researching Computer-Assisted Language Learning and more than 100 student textbooks, and has given more than 500 teacher-training sessions and 100-plus conference presentations in 33 countries. He was interviewed by Aviva Ueno, an assistant professor in the Faculty of International Studies at Meiji Gakuin University in Yokohama, Japan, whose main areas of interest are using technology to facilitate language acquisition, maintaining learner motivation and promoting reflective practice. She holds an MA in TESOL from Anaheim University. So, without further ado, to our first interview!*

An Interview with Dr. Ken Beatty

Aviva Ueno

Meiji Gakuin University

Aviva Ueno: *Dr. Beatty, could I begin by asking you your opinion on what challenges today's teachers of English in universities in Japan face?*

Dr. Ken Beatty: Teachers worldwide face many of the same challenges—dealing with issues of time, resources, and motivation. Bureaucracy steals time. Budgets cut resources. For these first two, teachers need to become more involved in their professions, being the change they want to see.

But the greatest challenge is motivation, often because students are more concerned with passing English exams than learning the language in ways that will help them use it productively, and in ways that make them want to be lifelong learners. What's the solution? Teachers need to balance offering exam strategies with raising awareness of the benefits—and joys—of learning English.

Teachers in Japan are encouraged to conduct research, but have challenges around expertise, ideas, and time. How should teachers become beginner researchers, and what common mistakes should they avoid?

Most teachers are already researchers; they follow a classic Action Research cycle of noticing a problem in the classroom, trying something innovative to see if it can help, then evaluating it and, either carrying on, or trying something else. Teachers simply need to formalize that process and take the final step of making the findings public, that is, through publishing or conference presentation, or both. Publishing attracts feedback, first by reviews and then by comments by readers or conference attendees.

Teachers looking for research topics should consider local problems and also what is going exceptionally well in their classrooms. For example, what are the qualities of the successful language learner? And how do interventions of methodology, materials, and/or technology help?

As for mistakes, the most common one is failing to review the literature. The great scientist Isaac Newton said, "If I have seen further, it has been by standing on the shoulders of giants." He meant that we benefit from building on others' research. See what's already been written in print or online about an issue, and then build on it.

As for time constraints and lack of research experience, reach out to others. Three people who have not done any research will at least have more ideas than one beginner researcher. Or, better yet, reach out to others who have done research and published. Most researchers are eager to collaborate and communicating online makes it easy.

Advances in technology that make online learning more accessible and economical threaten some classroom teachers. What are your thoughts on digital language learning, and what can teachers do to avoid becoming obsolete?

My own PhD is in computer-assisted language learning, and I would love to believe that someone could solely use a computer to learn a language. But despite decades of research and countless applica-

tions, human teachers still seem more effective and efficient than machines.

Part of the reason is that computer programs cannot motivate students or adapt to their personal needs as well as teachers can. To keep relevant, there are three skills that teachers should maintain and develop: Be personal. Be local. Be innovative. At the same time, embrace new technologies and learn ways to integrate them into the classroom. An old truth: Technology won't replace teachers, but teachers who can use technology will replace those teachers who cannot.

Still on the technology theme, although mobile devices can be great teaching and learning tools, they can also distract students who use their devices in ways unrelated to the class, such as browsing social media. How should teachers respond?

For better or worse, mobile phones are here to stay in the classroom. But a teacher who keeps students deeply engaged with their lessons should not have to worry about them socializing on their phones.

The other question is whether teachers can find ways to make better use of phones in the classroom. Prensky (2005) talks about doing old things in old ways, old things in new ways, and new things in new ways. An example of the first is writing an essay by hand, and the second would be writing an essay on a computer. We want to move to the third option—doing new things in new ways—such as having students complete media projects on phones.

I've been working this past year on an innovative new Pearson adult series, StartUp, that does just that. The final task in each unit is a review, but rather than the usual mini-test on fragments of what students have been taught, a media project gives them the chance to show what they know and asks them to personalize and localize the unit's content and skills by using their phones to create a series of photos or a short video. To successfully complete the task, students are forced to think deeply about what they've learned and integrate a wide range of skills.

At TESOL 2019, I really enjoyed your presentation about Flipped Learning. How can teachers flip their classes? Would it work well in Japan, considering that many learners are accustomed to a more passive approach to language learning?

Passive students tend to enter the classroom like it's a video, expecting to be entertained. It's no way to build life-long learners who need to adapt to changes in technology and society. Flipped Learning shifts responsibility from the teacher to the students. Students do more of their language learning outside of class, and class time is more about using the language and focusing on students' key questions.

Flipped Learning is the new reality because there are never enough classroom hours to truly learn a language. With every class composed of a range of students, we need a better approach than simply teaching to the middle and having less-able learners frustrated and more-able learners bored.

Flipped learning, particularly combined with technology, can overcome this problem. For example, rather than having students encounter audio clips or videos in class once or twice, students who need more time can preview and review, listening or watching them ten times or a hundred times on their phones. If they still have questions, they are more confident about asking them next class.

If you hadn't become a teacher, what would you be doing now?

When not teaching, I spend most of my time writing textbooks. But my master's degree was in playwrighting, and if I don't have a project on hand, I still write each day—stories, poems, plays, and fragments of novels. So, I might have become a full time (and likely poor) writer of fiction. Perhaps it's my next career.

If you were to write an autobiography, what would the title be? Why?

Making _____ Memorable: Fill in the Blank. My biggest job when both teaching and writing textbooks is to make learning memorable. The interactive blank in my autobiography title would be to encourage others to reflect on that, making what they do good enough and important enough for others to remember. Perhaps they can do so by creating a garden, doing a job a little bit better than necessary, or simply loving and helping others.

In the end, we live a short time, we try to make a difference, and we whisper to the universe, "Remember me."

Thank you so much for all of your wonderful insights and advice, and for making this a truly memorable interview!

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For our second interview, we feature a stimulating discussion with Paula Kalaja, Professor Emerita at University of Jyväskylä, Finland. Professor Kalaja has been a major pioneer in researching the beliefs, identities, and attributions of language learners and teachers using their own drawings and written life stories. She has been leading the advance on narrative research in the field of second language learning by conducting innovative research, co-editing a special issue of the Applied Linguistics Review *(Kalaja & Pitkänen-Huhta, 2018) on visual methodologies, and spearheading four major edited volumes, including the recent book,* Visualising multilingual lives: More than words *(Kalaja & Melo-Pfeifer, 2019). She was interviewed by Joseph Falout, who researches psychology in language learning and teaching. His collaborations include originating the theoretical and applied concepts of Ideal Classmates and Critical Participatory Looping. He edits for the* JALT OnCUE Journal *and* Asian EFL Journal.

Now, to the second interview!

Researching Multilingual Lives with Visual Narratives: An Interview with Paula Kalaja

Joseph Falout
Nihon University

Joseph Falout: *Why is the field of applied linguistics taking off in a new direction known as the multilingual turn?*

Paula Kalaja: The multilingual turn is somehow acknowledging what the world is like. With global communication, travel, and migration so common these days, there are so many multilingual people. And for some, such as immigrants, they are not being recognized for already knowing a number of languages, but unfortunately recognized only for not knowing the official language of the country they are trying to enter. They are considered unintelligent, treated as second-class citizens, and left unemployed. This is what is happening now in Finland too, with, among others, a flood of refugees from Asia and the Middle East. They are offered courses to learn Finnish and receive assistance in looking for jobs. But if they don't have enough Finnish—even those who are highly competent professionals such as computer engineering majors—they end up sweeping the floors.

The perspective of multilingualism, however, helps us acknowledge that multilingualism is prevalent throughout the world. We can then begin asking new questions. What are the minds of multilinguals like? Do you treat the first and second languages as separate things? Because that's the traditional way of teaching and researching in second language acquisition. The native speaker used to be the model of learning. But now, it's argued that native speakers don't possess full competence in the language. So, all of this makes a difference in the aims of teaching and testing foreign languages. For example, if a Finnish student writes an English essay and includes one word in Finnish because the student doesn't know the word in English, it is considered a major mistake. The teacher treats this word as an error instead of acknowledging it and making use of all the language resources that the student has. And it's okay for the reader, the English teacher who is Finnish, because the reader happens to know both of those languages. Do students and teachers have to stick to using only one language? If you grow up multilingual, you keep switching languages all the time. This is called *translanguaging*, and it's acceptable in most daily use. But in some formal contexts, it may *not* be acceptable. So, once you start taking a multilingual perspective, the world might look very different.

Let me relate it personally with my own research as a linguist. For a number of years, I was involved in two major research projects funded by the Finnish government to trace the development of second language writing skills. There was a huge pool of data collected longitudinally and cross-sectionally, following learners of various ages of Finnish, Swedish, or English as a foreign language. The data traced the learner's abilities to produce specific types of genres, including narrative texts, argumentative texts, and email messages to friends and to teachers. To me, that kind of research objectively traces the linguistic features used by our learners. But there was so much more we were missing. When I started researching with drawings, or visual narratives, and written life stories of learner experiences, they showed me there is much more to learning a language than mastering its grammar and vocabulary, or using it appropriately. People learning about using more than one language have different stances to the languages, which gets down to their emotions, attitudes, beliefs, and identities. This requires a subjective approach to researching their subjective experience, or their *lived experience*, as multilinguals. And that's my passion.

Could you describe researching lived experiences with visual narratives?

Visual narratives are the stories that students tell about their language learning through drawings. Usually students are given a task sheet with a question or a prompt that gets them drawing. If students don't like drawing or are poor at it, they can take photos of events where they've been learning or using the language, done simply with their smartphones. Or more elaborately, students can put together videos for YouTube postings, or make three-dimensional artefacts like dioramas, or *identity boxes* the size of shoeboxes, as Frimberger, White, and Ma (2018) did with teenagers. Another advantage of visual narratives is that they can be done with small children as well. They may not be able to express themselves elaborately or write much, but as with Inözü (2018), the researcher can ask them to draw and then interview them about their drawings. Or what if the researcher and the participants don't share a common language? Then visual methodologies could be a means to share experiences. This was the case in Melo-Pfeifer and Schmidt (2019), a study of young refugees in Germany, almost ready to graduate from a vocational school, who first drew pictures of "My life now," and then drew "My life in a year's time." The participants did not have enough German to express themselves well, although some German writing was present in some of the drawings, so the researchers got around potential language barriers by relying solely on the *multimodal voices* of the drawings.

For all visual narrative research, the researcher needs to take the further step to ask students to interpret the drawings themselves. Because once the researcher starts looking at the pictures from an outsider's perspective, the interpretations may be way off from what the students had intended to depict. Moreover, whatever the instructions on the task sheet, students sometimes have different understandings of the task. For example, in drawing "me as a learner of English," a student might draw a flourishing plant enjoying the sun and rain. That's a metaphor, and we need to decide what to do with that kind of data. So to get the insider perspective, what my colleagues and I do is have the students draw a picture on one side of the task sheet, and on the back side we ask them to provide in writing further details or their own interpretation of the drawing.

It's important to remember that what the researcher is getting at is not the "real beliefs" of learners. Beliefs are not static. Beliefs can vary from one context to another, depending upon with whom they are being shared and for what purpose.

Most of the past studies have collected learner drawings at one moment in time, offering only cross-sectional data. To see the process of learning, researchers need to collect data longitudinally, meaning at two or more points in time. For example, Umino and Benson (2019) had students who were learning Japanese in Japan take thousands of pictures on different occasions when they had been using the language. Students classified their photos freely by the kind of activity in which they were engaging and the kind of people they were with. The research investigated what happened over time to their identities as learners of Japanese and what kinds of speakers or communities they had access to. It turns out usually there is one key person, such as a tutor, who takes the students to different activities and makes it possible for them to make friends.

What are some of the challenges of conducting visual narrative research?

Linguists are not traditionally trained to analyze visual data. How do you conduct a systematic analysis? That's a tough question to answer. For those interested, there are some research strategies outlined in Kalaja and Pitkänen-Huhta (2018). And there are a lot of good introductory books out there, such as the one by Rose (2016).

Also, having dozens and dozens of students doing this each year, collecting and interpreting all the data becomes problematic. That's why we have students provide their interpretations in writing instead of interviewing each student individually. So, it's also a matter of resources.

Any challenges when reporting the findings?

Yes, let's start with Salo and Dufva (2018). They analyzed the colors in learner drawings. This gave us the idea of reproducing all the pictures in color for the edited volume that Silvia and I (Kalaja & Melo-Pfeifer, 2019) were proposing. All the publishers told us "no" because printing books in color gets too expensive, which was how it used to be with the old technologies. I wondered if they were stuck in their old ways of thinking. Eventually when we were negotiating with the present publisher, we asked them to do the calculations. It turned out to be around one or two Euros per copy. They agreed to do it.

How can researching with visual narrative methods inform the researcher?

The students that we have been doing research on are English majors or they are majors or minors of other foreign languages: French, German, Russian, Spanish, or Swedish. The students entering our university programs are the top people in studying foreign languages. For years, we've had them write their

life stories of their experiences of studying English in school from the age of nine through eighteen; nine years of studying English behind them. From their writings, we realized that they've always done well by school standards. But by their standards, if they hadn't gotten a top score on a small quiz or assignment, but just the next best score, it could be a disaster from their perspective. Disaster or failure is a very relative thing. Then they started blaming the teachers or thinking their classmates were no good, and on it goes. But they eventually made it into our university as high-achieving language majors. Unfortunately, all of our research has been on these high achievers—we even studied how they may imagine their ideal English class as future teachers (Kalaja, 2019; Mäntylä & Kalaja, 2019). But there hasn't been much, if any research done on the past experiences of underachieving students, at least not in Finland, so we don't know *their* perspectives.

So, I tell these teachers in training that once they become qualified to teach English, their challenge is to somehow sympathize or empathize with those who have had poor experiences in studying foreign languages according to school standards. Some students will be good, but not all of them. Some students might be working very hard, and they might be good at certain aspects of the language, such as deciphering lyrics to pop songs. But eventually, those students will fail English due to minor grammatical mistakes, such as missed articles, on formal tests. Perhaps some will give up on learning foreign languages, become computer engineers, but then once in university, they will find out that the introductory textbook for information technology is in English. The gap in language learning experiences between teachers and students can be so huge. How can language teachers understand their students?

Sometimes students can't express themselves, and it's hard for them to tell the teacher why they do or don't like English. So, having the students share their language learning experiences through drawing or writing may be a good way for teachers to empathize with their students, even if the teacher is not engaged in formal research.

Yes, indeed!

How has researching transformed you*?*

While editing the collection of papers for the special issue of the *Applied Linguistics Review* with Anne (Kalaja & Pitkänen-Huhta, 2018), the experiences of the refugees struck me as pathetic. Especially when I was reading the first draft of Frimberger et al. (2018), I was crying. And then I learned that Anne had been crying as well when she was editing it. We both had been crying because these reports are of young people, refugees in the U.K. without parents. It's so emotionally touching. Or the refugees in Korea (Salo & Dufva, 2018). Years of reading headlines in newspapers, and then reading these reports, and you start putting it together—there are millions and millions of people like this all over the world. The reports from the research I've been editing and reading represent just the tip of the iceberg, I'm afraid.

When I was retiring from the University of Jyväskylä last year [2017], I was supposed to give my farewell lecture on the state of the art of the research. And during the lecture, I had been projecting pictures from the Frimberger et al. (2018) study of the refugees in the U.K., reading aloud the researchers' interpretations of the youngsters' dioramas, written touchingly in *poetic mappings*, and I started welling up. I was about to burst into tears again. The poor audience looked at me with an expression of, "Will she be able to finish her talk?" Yes, I did manage to finish my talk. But you can't engage in this research without being transformed.

What is your hope for future research?

I hope that multilingualism as *lived* becomes acknowledged as a legitimate field of research. Perhaps this requires diversifying the kinds of questions asked and the research methods used in addressing aspects of being or becoming multilingual. You are multilingual. I am multilingual. I mean, who is monolingual? Monolingualism as the norm used to be the assumption in the field of second language acquisition. Chomskyan thinking was that native speakers have full competence, period. Learners were always compared with native speakers. Learners were always found having deficits, missing this, not having that, and making errors here, there, and everywhere. And yet, around and about, multilinguals have fared well enough for themselves. They survive. They progress. That is the end of the story!

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[JALT PRAXIS] MY SHARE


Steven Asquith & Lorraine Kipling

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

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

Hi everyone, and welcome to the latest instalment of My Share, the TLT *column with fresh ideas to take away. This edition is a real treat as the authors not only provide a fresh spark to an old staple, make some sense of social media, and provide a bit of useful structure for vocabulary, but also show they have heart!*

First off, Stephanie Reynolds provides a fantastic way of refreshing presentations by using QR codes to turn them into a walking audio-visual guided tour. Personally, I love this idea because it allows students to really focus closely on their speaking skills, while removing the ordeal of public speaking. I am sure some of my less extroverted students will thoroughly appreciate this new presentation format next semester. In the second article, Luann Pascucci introduces a way of using memes to encourage students to think critically about the message and provenance of sources. Memes are perfect for this, as they are not only light-hearted and funny, but also full of cultural content, providing a wonderful stimulus for discussion. Third, Blake Matheny suggests a structured means of collecting vocabulary and practicing specific grammar using graphic organizers, which could also scaffold more content specific materials. And finally, Glenn Amon Magee describes a lovely activity to wash away any mid-semester blues and provide some positive psychological support to our students. This activity, as well as teaching practical language skills, could prove a real tonic to both students and teachers alike. I am sure you will agree that this edition's selection is innovative and thought-provoking, and is a real aid to planning future classes.

—Steven Asquith

Talking Poster Presentations

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Quick Guide

- Keywords: *Presentation, speaking*
- Learner English level: *Beginner and above*
- Learner maturity: *University*
- Preparation time: *30 minutes*
- Activity time: *2 classes*
- Materials: *Worksheets, smartphones, PC/printer, paper*

In-class presentations are a great way for students to demonstrate oral communication skills. However, when in front of a class, nerves can negatively affect the presenter's smoothness, fluency, and pronunciation. To move the focus from public speaking and encourage practice and self-evaluation, this activity involves recording students' speaking and sharing the audio via QR code on posters. The result is a self-guided, museum/gallery-style presentation ses-

sion, where students can listen to each other's work at their own pace, without the pressure of standing in front of the class.

Preparation

Assign students topics to research and prepare a 30-120 second speech. Topics can be adapted for a variety of language levels and content areas. For example, beginner students could share a personal narrative about their hometown or hobbies, and advanced students could research a particular person, place, or historical event. Distribute a worksheet (see Appendix) with the assignment and an explanation of how to record and submit audio files.

Procedure

Step 1: Instruct students to prepare what they would like to say and outline what their poster will look like. Depending on the students' levels, determine an appropriate target for the length of speaking time, and other target skills such as intonation, pronunciation, pacing, phrases for explaining visuals ("As you can see…"), and so on. It may be helpful to mark speech cues on students' scripts so they can remember where to use them in their recordings.

Step 2: Guide students through the process of recording their speeches with their smartphones. Free voice recorder applications are often pre-installed on iOS and Android devices. Students should record and play back to check timing, speed, pronunciation, smoothness, and so on. They should re-record multiple times until they are satisfied with their best recording, which they then email to the teacher.

Step 3: After submitting audio, ask students to create posters to visually support their speeches.

Step 4: Create QR codes for each student's audio file. To do this, gather all of the files in one folder in Google Drive. Select each file individually to create a shareable link. Copy the URL into a free QR code generator. Finally, copy and paste the QR code image into a document file. Remember to label each code in order to distribute them to the correct students. Higher level students can also create and print their own QR codes with a quick tutorial.

Step 5: In the second session, distribute the printed and labeled QR codes and ask each student to tape the corresponding code to their finished posters.

Step 6: Display the posters around the classroom.

Step 7: Instruct students to use their smartphones to scan the QR codes on their classmates' posters and listen to each other's speeches. Depending on the students' levels, they can take notes on the content of each presentation, provide peer feedback, or simply listen and vote for their favorite submission.

Conclusion

Students enjoy this variation on presentations because it allows them to share ideas without the pressure of public speaking. Since many of the non-verbal aspects of presentation are removed, emphasis is placed on speaking, pronunciation, accuracy, and clarity. The repetition involved in recording the audio several times gives students opportunities to recognize errors and reflect on their communication skills. Additionally, these poster presentations can be included as part of a speaking portfolio.

Appendix

The appendix is available as a downloadable PDF file from the online version of this article at <http://jalt-publications.org/tlt/departments/myshare>.

Practicing Inferring by Interpreting Memes

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Quick Guide

- Keywords: *Making inferences, author stance/intent, discussion*
- Learner English level: *Upper beginner and above*
- Learner maturity: *Junior high school to university*
- Preparation time: *Around 30 minutes*
- Activity time: *30-40 minutes*
- Materials: *White/blackboard, a few memes sourced from the internet that are appropriate in terms of language proficiency and content. If printing on paper, take care to ensure the picture is clear. Memes can also be presented to the class on a slide if using a projector.*

Memes are a key online communication currency, typically consisting of some text paired with a picture, GIF, or video. People create memes using a limited number of words to communicate their message in a humorous manner, relying on the

reader to infer various pieces of information. Inferring information such as author stance, intent, and also author identity (for example, college student) is typically tested in exams such as the TOEFL or TOEIC, as well as required when writing a research paper and evaluating a source's credibility. Having students evaluate memes is easy and enjoyable cognitive skills practice that requires little preparation on the part of the instructor.

Preparation

Step 1: Prepare about 4-5 memes. It is more interesting to prepare memes that reference a variety of situations and authors, such as everyday vs. extreme situations, emotional states, college students vs. college graduates, and so forth. The picture content of memes is also a potential source of cultural education, with some memes referring to pop culture such as Mr. Rogers or Adventure Time. Memes can be prepared on a handout or a slide presentation if using a projector.

Step 2: For each meme, prepare a handout or a slide with questions related to the authorship, audience, and meaning of the meme. Refer to the appendix for examples.

Step 3: Prepare some possible answers to the questions in Step 2 for each meme.

Procedure

Step 1: Arrange students into small groups of 3-4.

Step 2: Inform students that they will need to discuss a meme with their group members and agree on their answers to the questions.

Step 3: Distribute handouts with questions (and memes, if printed), and allow about five minutes for students to answer the questions about each meme. Invite each group to write their answers on the board for a whole class discussion.

Step 4: Direct students to examine each answer and evaluate if it is similar to or different from their answers, and then remind them that there is very likely more than one correct answer.

Step 5: Repeat the process with another meme. Repeat as much as time or student interest allows.

Step 6: To finish the activity, remind students that the skills practice they just completed can be done with any kind of text or message. Remind them that if they can do this with a meme, they can develop these skills with more text-heavy reading passages like those on the TOEFL, TOEIC, and other exams.

Extensions

This activity can also be adapted by giving each group a different meme and presenting their interpretation and inferences to the class. Alternatively, students can create their own meme and explain or invite classmates to guess the audience, message, and author stance.

Conclusion

This activity uses a popular internet communication medium to create a relaxed environment in which to practice higher-order cognitive skills. It is a way to introduce this skills practice while mitigating linguistic input, allowing students to make a wide variety of guesses.

Appendix

The appendix is available as a downloadable PDF file from the online version of this article at <http://jalt-publications.org/tlt/departments/myshare>.

Building Vocab with Graphic Organizers

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Quick Guide

- » Keywords: *Learner agency, vocabulary building, collocation, graphic organizer*
- » Learner English Level: *Beginner to Advanced*
- » Learner maturity: *Junior High School - University*
- » Preparation time: *0-5 minutes*
- » Activity time: *20-30 minutes*
- » Materials: *A whiteboard and marker*

Graphic organizers have been proven to be effective for learning various skills. From activating background schema to remembering new information in any subject, there are infinite ways to use them. This guide shows a zero prep-time example that pools the collective vocabulary of the students in the classroom.

Preparation

Step 1: Have the structure of the graphic organizer in the appendix in mind before beginning the activity. The wide rectangle at the top will contain the location. The triangle will contain the question. The ovals will contain verbs and the dashes will have nouns or objects.

Procedure

Step 1: Ask the students where they would like to go. Start with a country, then city, then building, and finally a room. Draw the rectangle at the top of your whiteboard. Write this location in the rectangle. "The kitchen" will be used in this example.

Step 2: Draw a triangle below the rectangle with enough room to write, "What can you do in the (kitchen)?"

Step 3: Ask one student this question. Write their answer in the first oval. Ask this student to ask the same question to another student. Write their answer in the next oval. Continue until all six ovals are filled.

Step 4: Erase the word "do" in the rectangle, leaving the underline. Ask a student, "What can you (first oval verb) in the kitchen?" Write their answer on the line next to the oval. Have this student ask another student, continuing until all dashes have nouns before going to the next verb. Proceed verb by verb.

Step 5: Now that the graphic organizer is filled-in, it is time to review. From beginning to end, ask different students each question in order. Ask for the first verb—What can you do in the kitchen? Then, ask for the noun—What can you cut in the kitchen? Go to the next oval, asking for the verb before asking for the nouns. Continue until the end. Encourage complete sentences—I can cut in the kitchen. When the last noun is asked, erase it.

Step 6: Ask the final question again, this time to the entire class. The students' answer should be the same. After it is answered, erase it. Ask the previous question and erase the answer. Proceed backwards, from end to beginning until the board has only the graphic organizer remaining.

Step 7: Point to the first blank oval. Ask, "What can you do in the kitchen?" Continue pointing to the blank spaces and asking the questions until the end is reached again. Your students should be able to repeat all vocabulary despite having no words written on the board. Further extensions and suggestions are available in the appendices.

Conclusion

This structure can be used for grammar (e.g., switching modals, tenses) or for more specific content vocabulary. Other locations can expand learners' vocabulary even more. For more advanced learners, use the dashes for adverbs instead of nouns. Using this audio-lingual-like substitution method, the students acquire not only the new vocabulary, but the ability to recontextualize it, while practicing answering and asking questions with correct syntax and fluidity. Enjoy walking your learners through it. They will be surprised that they remember it all.

Appendices

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

Don't Let Things Get the Better of You

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Quick Guide

- Keywords: *Cognitive based theory, perspectives, speaking, brainstorming, writing*
- Learner English Level: *High-beginner and up*
- Learner Maturity: *University*
- Preparation time: *30 minutes*
- Activity Time: *45-60 minutes*
- Materials: *Slides, projector, handouts*

Don't Let Things Get the Better of You is an activity that requires students to reinterpret negative situations by giving positive encouragement. Learners will look at eight negative statements supported with pictures (see Appendix C for examples) and then brainstorm ways to encourage someone by offering a different perspective on a situation. Drawing on cognitive based therapy, the aim is to introduce students to language patterns that aim to improve mental health, social relationships, and emotional regulation.

Preparation

Prepare 8 slides on a theme using negative state-

ments. Each slide needs a picture (situation) and a statement (an example of negative thinking). If you use the latest version of Microsoft PowerPoint, you can get automatic picture recommendations that are licensed for reuse under attribution. Prepare two handouts: 'A' for students to write positive encouragement using a different perspective and 'B' with examples of phrases that are used to offer different perspectives. Handout 'B' might not be necessary depending on the level and experience of your students (see Appendix A and B for examples).

Procedure

Step 1: Put students into groups and get them to discuss how they might encourage someone who is unhappy because they feel frustrated, angry, or tense. Elicit answers from each group.

Step 2: Introduce the theme of reinterpreting negative situations through positive encouragement by giving your own example such as, "Yes, but on the other hand other people make mistakes, too. Most people didn't even notice your mistake."

Step 3: Get students to brainstorm other phrases that are similar to yours for a few minutes and then elicit answers from each group. If students are unable to produce similar phrases, then provide more examples on a handout. An example of 'Handout B' is included in the appendices.

Step 4: Give students 'Handout A' and show them a series of pictures and statements. Pause between each picture for about 2-3 minutes so that students can write their responses.

Step 5: As students are writing, circulate around the room giving students advice and help as needed.

Step 6: When all the pictures have been shown, get students to practice roleplaying each situation in their group for about five to ten minutes, or until they feel confident.

Step 7: Stop the class. Show the slides from the beginning again and ask random student groups to roleplay a situation for the class.

Step 8: Collect 'Handout A' from the students and give written feedback to them on their use of phrases for positive encouragement. In the next class, follow up with further advice on how to offer different perspectives, as necessary.

Conclusion

Don't Let Things Get the Better of You is a challenging activity that helps students see nuances in a situation. This activity works well as a compliment to textbook units that focus on giving advice as it provides a different strategy from simply telling people what you think they should do. When you experience negative statements in the classroom this activity can be brought back to challenge negative thinking as it helps students to create their own emotional balance as well as improving social relationships.

Appendix

The appendix is available as a downloadable PDF file from the online version of this article at <http://jalt-publications.org/tlt/departments/myshare>.

Paul Raine

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
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How to Make Positive Use of Machine Translation

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Machine translation (MT, henceforth) is now considered reasonably accurate and has been used in public places in Japan, including stores, stations, and hospitals (Nikkei, 2019). *Google Translate* adopted Neural Machine Translation in November 2016 and dramatically improved its translation results (Google, 2016). In 2017, *Mirai Honyaku* claimed that their MT system was equivalent to a person with a TOEIC score of 900 or more when translating Japanese into English.

A symposium with around 150 attendees at a JACET (Japan Association of College English Teachers) conference held in March 2019 was significant as its three presenters agreed that it is time for foreign language teachers in Japan to think about how to live with MT and possibly make positive use of it (Baba, Garry, and Narita, 2019). Thus, the next question is what exactly can you do with MT in your classroom?

The purpose of this column is to introduce some tips that can help college students in Japan use MT effectively. I will explain how MT can be a useful tool for writing speeches in English. I also suggest that teachers encourage their students to follow what I refer to as the *Golden Rules* when they use MT. Finally, I will highlight how MT is more useful than regular dictionaries in some cases.

Tips, Rules, and Advantages of Using MT in Making Speech Drafts

Novice–intermediate students usually need their teachers' support in composing their speech drafts in English. That is where MT can be an additional source of English. Some of the recommended MT applications are *Google Translate* (Google) and *VoiceTra* (NICT), both of which are free. *Google Translate* is known for its accuracy (Turner, 2016). *VoiceTra* provides "reverse translation," which allows students to check whether their input has been translated the way it was intended.

To obtain optimal translation results, there are three things that may help students. First, try different fonts and punctuation. *Hiragana*, *katakana, kanji*, and even the use of a comma produce different results. Using *kanji* often helps disambiguate the input. Second, try multiple inputs. Changing verbs or nouns is especially useful. Third, include overt subjects in the input. It may sound unnatural in Japanese to have overt subjects, but it is better to have them in order to get better translation results. In what follows, *x*→*y* means "*Google Translate* translated *x* to *y* on October 3, 2019."

Tips

1. Try different fonts and punctuation (*hiragana*, *katakana*, *kanji*, *comma*, *etc.*)

1st attempt: だいこんをほそくきったほうがいいです。
→It's better to dig a lot.

2nd attempt: 大根を細く切ったほうがいいです。
→ It is better to cut the radish into thin pieces.

2. Try multiple inputs

1st attempt: 私はお皿を下げました。
→ I lowered the plate.

2nd attempt: 私はお皿を片付けました。
→ I put away the dishes.

3. Have overt subjects

1st attempt: 父は買い物に行きました。でも何も買いませんでした。

→ My father went shopping. But I didn't buy anything.

2nd attempt: 父は買い物に行きました。でも彼は何も買いませんでした。

→ My father went shopping. But he didn't buy anything.

All the translations in the 1st attempt are odd, whereas the ones in the 2nd attempt are precise. These three tips are just some of many. Students may figure out more by themselves as they get used to MT.

The next step is very important: I suggest teachers let students follow what I call the *Golden Rules*, as given below.

The Golden Rules

Adopt a translation result if and only if:

1. You understand it.

When you do not understand a translation result, it might be wrong or too difficult for you.

2. You can memorize it (or, at least, read it smoothly) for your speech.

Unlike teachers, MT systems do not know anything about you. You need to choose English that is appropriate for your proficiency level. If you cannot memorize a translation result or, at least, read it smoothly, it is not for you.

3. You bear responsibility for what you say.

Do not speak incomprehensible English and make excuses for it by blaming MT. You are responsible for choosing the expressions in your speech.

As you can see, speech-writing activities help students choose appropriate English for their proficiency level. When students are required to submit written work only and do not have to make speeches, they may end up choosing translation results that are beyond their proficiency level. In other words, speech-writing activities help minimize this negative effect of MT.

Finally, I would like to point out that MT can sometimes be more useful for novice–intermediate students than regular dictionaries. Three examples are given below. First, Japanese speakers find it difficult to follow the rules of gender and number agreement, even though they learn these things in middle school (Shirai, 2004, p 89). MT can provide a concrete verb form for a particular subject. Second, students find it difficult to obtain appropriate verb and object combinations. For example, for 夢を見る, Japanese-English dictionaries have numerous options where見るincludes *see, watch*, *look*, and *stare*, and it may be hard for novice–intermediate students to come up with good combinations, such as *have a dream*. Third, MT is useful in translating numbers. The population of Japan is about 一億三千万 (130,000,000). As Japanese uses a different number system than English, it is not an easy task to come up with *one hundred and thirty million*.

Advantages of MT

1. Subject-verb agreement

誰もその人を知りません。
→No one knows that person.

2. Verb and object combination

私は昨日の夜変な夢を見ました。
→ I had a strange dream last night.

3. Numbers

日本の人口は約一億三千万人です。
→ Japan has a population of about 130 million.

Conclusion

I have presented some tips on how to extract better translation results using MT, suggested that some drawbacks of MT are likely to be reduced if students follow the *Golden Rules*, and explained how MT can sometimes be more useful for novice–intermediate students than regular dictionaries. Despite these strategies, there is no doubt that students still need support from teachers to help frame the topic and improve the structure and delivery of their speech. "Nothing will be able to replace the help and guidance provided by human teachers" (Lynn, 2016), but MT can be a useful assistant.

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[JALT PRAXIS] YOUNGER LEARNERS

Mari Nakamura & Marian Hara

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

Email: younger-learners@jalt-publications.org

"Our World" Project-Based Learning for Mixed Levels

Diane C. Obara

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In 2014, after eight years of teaching at universities in Japan, I took on a position at an institution well known for its high percentage of international students and those who had studied overseas. Realizing I needed some new approaches, I recalled my past challenges working with mixed-level students in Ohio. One method that I quickly pulled out of my "teaching toolbox" was project-based learning (PBL). The Buck Institute for Education (2018) defines PBL as "a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge." Students work on the project from a week up to a semester, and then demonstrate their knowledge and skills by creating a public product or presentation for a real audience. As a result, they develop deep content knowledge, as well as the 4Cs: critical thinking, collaboration, creativity, and communication.

Around that same time, I was also growing tired of traveling long distances to take my own children to English literacy classes held at international schools on the weekends. Starting local community classes is always a popular option for NES parents, but since my main motivation was for my own bilingual children to be learning, I had to make sure that I did not get pulled into the *eigo asobi* content that the mainstream market often demands, and could instead stick to my intended curriculum design and objectives.

Just as I had applied PBL to my mixed-level college classes, it seemed like it would be an efficient methodology within this context, too. Students can take on different roles and responsibilities, such as managing, writing, or video-editing, that require varying levels of linguistic ability. Those with more vocabulary and fluency can handle more communicative tasks, while students at lower levels can do work that requires less language but is still valuable for the project to be a success.

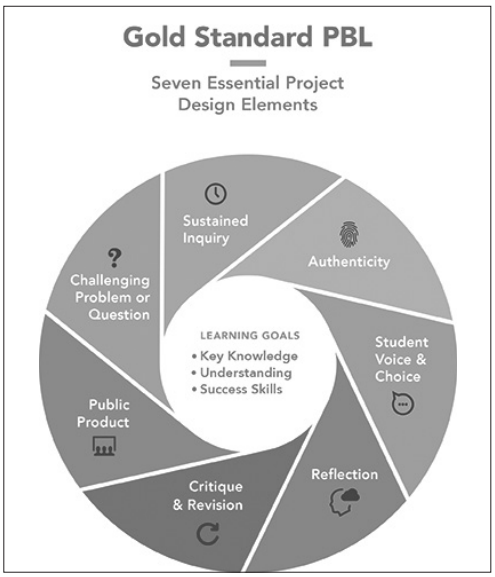

Figure 1. Seven Essential Project Design Elements (2018, Buck Institute for Education).

The following are four of the projects that students worked on at my school (Lambchop's Project English) in 2018. With each project, we considered the above model and elements for design. We were using the National Geographic Learning series *Our World* (2014) textbooks in the class, so the projects were mainly extension activities related to those chapters. We selected these projects based on their authenticity and application to our "local" world, as well as the flexibility for all students to be able to participate easily and equally. At the beginning of each project, we talked about a scenario, either imagined or real, and created a driving question.

Project #1: A Local "Child's View" Map (with video restaurant reviews and park descriptions)

Scenario: A new child has moved into the neighborhood. Their family wants to know some favorite local spots to play and eat out.

Driving Question: How can we help this child and their family get to know our local neighborhood?

Idea and Authenticity: The students decided to make a local map, from their perspective of being local children. They liked the idea that the map would be focused on only their ideas, without a lot of extra unnecessary information.

Process: The entire process took about four ninety-minute lessons. Students brainstormed their favorite places to eat and play, including two noodle shops, two family restaurants, two small local parks with distinguishable features (a swan-shaped slide, monkey bars), the local library, a shrine, and a gym with a climbing wall. After brainstorming, the students created their map. In the second lesson, they wrote descriptions for each location using vocabulary from the nature and food chapters (two and eight) of *Our World*, student book 1 (2014). This writing activity was in the form of a cloze exercise on custom-made worksheets in storyboard form of the shots we planned to film. Students drew stick-figures of themselves and caption bubbles saying their lines, such as: "This is my favorite restaurant in my neighborhood, *Big Boy*. My favorite item on the menu is the cheese hamburger. These hamburgers are so juicy.... The best part of this restaurant is the salad bar. It has...." For homework, students practiced reading their descriptions. As expected, during this lesson, the ELLs brainstormed out loud in Japanese while coming up with ideas; however, with the teacher and the bilingual children modeling in English alongside them, they could hear helpful examples and finish their individual writing more quickly. The guided worksheets helped to focus and control the output for everyone. Finally, in the last two lessons, the class walked around the neighborhood and filmed short videos at each site on the map. The students acted as mini-reporters, giving descriptions such as locations and directions from the station, menu items, costs, services, and uniqueness. For the parks, they spoke about the route from the station, types of playground equipment, feelings, and advice. Filming works particularly well with mixed levels because it allows for multiple attempts to record. Advanced students can walk around and speak fluently on camera without using the worksheets as a guide. However, for lower level students, the teacher can practice with the worksheets on the spot a few times, and then record. In the end, the video makes it appear that everyone has spoken for about an equal amount of time.

Project #2: A Local Newspaper

This second project was an extension of the work in the first project; however, the driving question was about how to get to know the local people better, not only the places. Since our school was in the same building with some small businesses, and the students had become friendly with those people, we decided to make a local newspaper. Students interviewed a professional potter, a physical therapist, a hairdresser, the owner of the building (who also ran the corner store), and myself (teacher and school owner). Since the focus of this lesson was mainly WH questions and how to conduct interviews, it was ideal for working with bilinguals and ELLs because the vocabulary was limited. In addition, the interviewees all answered with short answers in Japanese, so when it was time to translate, it was easy and natural for everyone. The other benefit of this project was that it involved many other skills, such as typing, layout design, and editing.

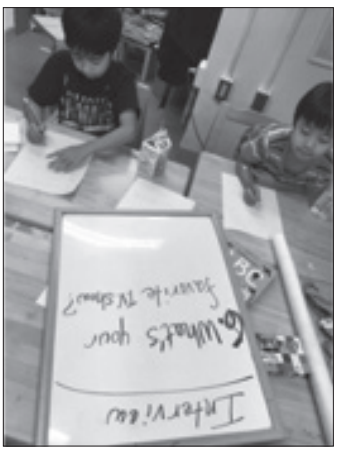

Figure 2. Students brainstorming for an interview.

Project #3: A Tourism Video (Nature Guide)

Driving Question: How can we teach our international pen pals more about our natural world in Chiba?

Idea and Authenticity: The third project followed on from the second chapter (nature) of *Our World*, student book 1 (2014). We wanted a project that applied those concepts and used that vocabulary. Over the years, we had also developed pen pal relationships with children in the U.S., Australia, and Vietnam, so we created a project to share our natural environment with them.

Process: This project took three lessons, but it could have been expanded. On the first day, the students brainstormed and decided to make a "Nature Tour" video of the neighborhood. Surprisingly, within a ten-minute walk from our school, mixed in among the houses, there are several farms, greenhouses, and community gardens. Being July, many of the vegetables and flowers were in full bloom. It was a great opportunity to apply the vocabulary from the textbook to describe our local environment. In that first lesson, the students made a storyboard, which included blocking out shots, such as close-ups of the different vegetables (eggplants, tomatoes, corn) and flowers (roses, cosmos, etc.). They also imagined a few of the descriptions for those scenes. Being short on time, we did not write everything down. We also had a lot of recording to do. On the second day, we filmed. Students took turns interviewing and recording. For many shots, we came up with the English on the spot. As the teacher, I controlled the language, such as the vocabulary and length of speaking, based on each student's ability. We practiced the lines several times and then recorded short segments one by one. In the final lesson, the students created the project in iMovie, adding titles and captions. Since they had also created "time warp" shots in between some scenes, they added special spinning effects to look like they were being transported through time and space.

Project #4: A Lemonade Stand

Scenario: The students are always hungry during the after-school lessons. They also needed new art supplies to complete their projects.

Driving Question: How can we help raise money for the school to buy supplies?

Idea and Authenticity: The final project idea came after the chapters dealing with food and money. Students brainstormed fundraising ideas such as a bake sale and garage sale, but decided on a lemonade stand for this entrepreneurship lesson.

Process: This project took two classes and one three-hour Saturday afternoon activity. In the first lesson, students created advertising signs, read the recipe, made the lemonade, and practiced counting money. They discussed the different roles for the day, such as cashier, salesperson, juice presser, mixer, server, cleaner, and shoppers. With this project, English was used mostly in the planning stages, with guided worksheets for reading the lemonade recipe and talking about money. On the day of the sale, there was actually little speaking, other than shouting, "Lemonade. Fresh-squeezed lemonade for sale. One hundred yen per cup!" Finally, they raised about 4,000 yen from this small event, and they decided to spend the money on snacks for their lessons.

Figure 3. Students setting up the lemonade stand.

For mixed levels, projects that creatively apply the content from their textbook are a great way for students to work together. The integration of content and language applied in this way allows them to create something greater than they would have been able to do alone. After each one, we reflected on what was done well and what to improve for the next time, be it making stronger questions (e.g., asking teachers, "What's your favorite lesson to teach?" rather than "What's your favorite color?") or writing longer scripts. With projects like these, the children learn so much more than language. They learn teamwork, planning, how to use video cameras, word processing, and video-editing. They also learn basic communication skills and how to conduct interviews. Ultimately, the use of these skills, the creation of meaningful projects, and the attention to the essential elements of project design result in tangible memories for students at all levels.

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The Buck Institute for Education. (2018). What is PBL? Retrieved from https://www.pblworks.org/what-is-pbl

Currently an adjunct lecturer at Rikkyo University, **Diane C. Obara** has spent the past sixteen years working in higher education with students from around the world, both here in Japan and in the US. Some of her proudest teaching moments have been applying the theory and lessons from the classroom to a local context through project-based learning and watching the children's minds grow.

[JALT PRAXIS] BOOK REVIEWS

Robert Taferner & Stephen Case

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

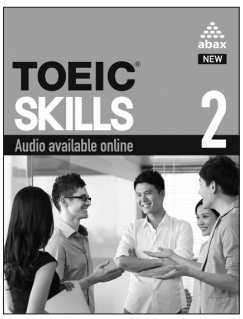
Email: reviews@jalt-publications.org
Web: http://jalt-publications.org/tlt/departments/book-reviews

This month's column features Philip Steven Olson's review of NEW TOEIC Skills 2.

NEW TOEIC Skills 2

[Anderson, J., Graham-Marr, A., Howser, R., & Sato, A. Tokyo: ABAX ELT Publishers, 2016. ¥2,450. ISBN: 9781896942919.]

Reviewed by Philip Steven Olson, Seikei University



NEW TOEIC Skills is a three-level TOEIC test textbook series developed to guide students through the new TOEIC test, revised in May 2016. Level 1 of the series is targeted at a TOEIC score of 300 to 450, level 2 at 450 to 600, and level 3 at 600-750. The aim of the textbook series is to help EFL students in university or business contexts improve their TOEIC scores, ideally, in the EFL classroom setting in Asian countries in which simple English structures are used for instruction (Anderson, 2016).

Each textbook in this series has ten units, which are divided into *Section A* and *Section B*, and each of these ten units focuses on a topic that matches topics found on the TOEIC test. Each section is further divided in two parts: *Focus on the Test* and *Focus on Language*. The *Focus on the Test* parts are TOEIC style questions, and *Focus on Language* focuses on vocabulary, listening phonology, and grammar instruction. It includes speaking activities in the sections *Pairwork* and *Let's Talk*.

All student listening material is online, accessible via a password provided. The students have access to the audio scripts in the back of the textbook. The website for student access provides no extra material for practice. Teacher support is available on the same website also with a password. There is no separate Teacher's Book. As with the student materials, the extra support for the teacher is also lacking, merely containing the textbook audio tracks, mini TOEIC tests, and answer keys. The website in English for teacher support could also

use some editing, specifically with the quiz material inaccurately being labelled as *Teacher's Notes*.

What distinguishes this textbook from other TOEIC textbooks I have used, is that it provides a lot of test-taking practice. Each unit has a mini simulated TOEIC test, so students will get a lot of TOEIC test-taking experience. On the other hand, some teachers may not like the fact that no TOEIC test-taking strategies are provided in this series except what is covered in the *About the TOEIC test* section.

I like the speaking practice provided in this textbook series. In *Pairwork 1*, students take turns dictating sentences to each other as a simulation activity for *part 2* on the TOEIC test. After they write sentences, they put them in the correct order to make a conversation. This conversation matches the unit theme, and also includes the unit vocabulary. The teacher can use this conversation in different ways, like in speaking games or oral speaking performances. In *Pairwork 2*, students read a paragraph to each other and answer questions about the paragraph. This is a simulation activity for *part 4* of the TOEIC test. The *Let's Talk* activities simulate the *speaking interview* part of the TOEIC test in which test takers are required to answer questions about their opinions or explain how they would handle a problem or conflict in a business situation.

The students in my university classes like the speaking activities. As the writers of *NEW TOEIC Skills 2* and most EFL language teachers today would agree, learning a language by only input is very difficult. Output is necessary for language development (Anderson, 2016). And also, as Omaggio (2001) stated, students need to know how to use the language they have learned in authentic communication situations.

In summary, this textbook series is a very user-friendly TOEIC test textbook, providing the student with plenty of practice taking the TOEIC test in classroom situations. Although TOEIC test taking strategies are not included, the grammar and vocabulary exercises are tied in well with the speaking activities. Other than the addition of some extra-curricular website study materials for the student, and some minor changes to the teacher's website in English being required, this is an excellent recommendation for any EFL classroom teacher in Asia.

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Omaggio, H. (2001). *Teaching language in context (3rd Edition)*. Boston: Heinle & Heinle.

Recently Received

Julie Kimura & Ryan Barnes

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 Julie Kimura 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 on February 29. Please make queries by email to the appropriate JALT Publications contact.

Books for Students (reviews published in *TLT*)

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

** Flash on English for banking & finance* — Smith, A. Recanati, Italy: Eli, 2018. [This coursebook presents finance and banking related vocabulary in realistic situations. It is suitable for all learners of English who are preparing to enter professions related to banking and finance as well as professionals who want to improve their language competence. Downloadable MP3 files are available.]

** Flash on English for marketing & advertising* — Smith, A. Recanati, Italy: Eli, 2018. [This coursebook is designed for students studying for a career in business with a focus on marketing and advertising as well as professionals who need to improve their language skills. Downloadable MP3 files are available.]

Go global: English for global business — Pearson, G., Skerritt, G., & Yoshizuka, H. Tokyo: Seibido, 2019. [This coursebook is based on common business scenarios. Students listen to conversations and then practice speaking and reading. Students will learn the differences between formal, semi-formal, and casual styles of writing and practice selecting the appropriate form based on the recipient.]

Life 1 (2nd ed.) — Stephenson, H., Hughes, J., & Dummett, P. Boston, MA: National Geographic Learning, 2019. [This second edition includes new and updated features including updated content, including video, an extended critical thinking syllabus, and new "Memory Booster" activities, which improve students' abilities to retain what they have learned.]

Prism reading — Adams, K., Baker, L., Kennedy, A. S., Lewis, M., O'Neill, R., Ostrowska, S., Sowton, C., Westbrook, C., & Williams, J. Cambridge, UK: Cambridge University Press, 2018. [Captivating reading, videos, academic reading and

critical thinking skills help students to become well-rounded thinkers and build confidence to succeed both in and outside of the classroom. There are five levels that correspond to CEFR A1 to C1.]

* ***The pros and cons: 25 engaging topics for adult ESL students*** — Wilkes, A. S. Publisher: Author, 2019. [This fluency building workbook for adult learners of English was designed to help teachers create engaging and fun classes, covering a wide range of topics, and to help students to build fluency by providing activities that guide them to be creative and speak out. Suitable for students at the CEFR B2+, IELTS 5.0+, or TOEFL 87+ levels.]

Unlock (2nd ed.) — Adams, K., Baker, L., Brinks Lockwood., R., Dimond-Bayir, S., Jordan, N., Kennedy, A. S., Lansford, L., Lewis, M., O'Neill, R., Ostrowska, S., Peterson, S., Russell, K., Sowton, C., Westbook, C., White, N. M., & Williams, J. Cambridge, UK: Cambridge University Press, 2019. [This academic-light English course builds the skills students need for their studies. Students learn to think critically in an academic context right from the start of their language learning. There are five levels which correspond to CEFR Pre-A1 to C1.]

! ***Wide angle*** — Carlson, J., Jordan, N., Craven, M., Pathare, G., Donnalley, Sherman, K., Scanlon, J., Watkins, F., Adams, K., Vargo, M., Santamaria, J., Sadownick, J., Koyadinovich, L., Gordon, D., Santamaria, J., & Blundell, R. Oxford, UK: Oxford University Press, 2019. [6 levels of American English coursebooks that empower adult learners to join any conversation and say the right thing at the right time. Includes online practice.]

Books for Teachers (reviews published in *JALT Journal*)

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

* ***Data collection research methods in applied linguistics*** — Rose, H., McKinley, J., & Briggs Baffoe-Djan, J. London, UK: Bloomsbury, 2019.

* ***English as a Lingua Franca in Japan: Towards multilingual practices*** — Konakahara, M., & Tsuchiya, K. (Eds.). Cham, Switzerland: Palgrave Macmillan, 2020.

* ***Innovation in language teaching and learning: The case of Japan*** — Reinders, H., Ryan, S., & Nakamura, S. (Eds.). Cham, Switzerland: Palgrave Macmillan, 2019.

Perspectives on language as action — Haneda, M., & Nassaji, H. (Eds.). Bristol, UK: Multilingual Matters, 2019.

[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

In this issue's Teaching Assistance *the authors describe the challenges of organizing and judging a haiku contest for Japanese university students and non-Japanese teaching assistants. The contest helped to generate student interest in a university language center with teachers who provide conversational guidance as well as international students who participate in classes and community events. Ian Willey is a professor of English at Kagawa University with a passion for writing poetry. His haiku have been published in the* Asahi Shimbun *and* The Heron's Nest. *Susan Antolin encountered haiku when she lived in Japan in 1988 and began composing the literary form in 2002 at a creative writing workshop. Now living in the San Francisco Bay Area, she is an accomplished haikuist, edits* Acorn: A Journal of Contemporary Haiku, *and is newsletter editor for the Haiku Poets of Northern California.*

Composing an English Haiku Contest

Ian Willey

Kagawa University

Susan Antolin

Haiku Poets of Northern California

Kagawa University holds various international events open to its community. The idea for an English haiku contest emerged in a meeting between English teachers and staff of the International Office at Kagawa University in the summer of 2019. An English essay contest was one option, but no one really enjoys writing essays (or for teachers, reading them); the prospect of an English haiku contest was raised and received with enthusiasm as something students and teachers might enjoy.

Therefore, it was decided that a contest could rally student interest in the newly named Global Café, an on-campus language center.

Background

Ian Willey agreed to teach a few orientation classes to introduce English haiku to students and to judge the contest. Susan Antolin was invited to join the project as a judge. A bilingual application page for entries was set up using Google Sheets, and once the application period opened, students could submit one or two English haiku. Winners would receive *toshoken* (book coupons) at a ceremony held after an English presentation contest. In addition, David McMurray, editor of the *Asahi Haikuist Network*, agreed to include the winners in upcoming columns. Everything was set. Next came the hard part.

Orienting Students

English haiku is markedly different from Japanese haiku. When writing in English, haikuists tend not to follow the conventions of Japanese haiku, such as the three-line, five-seven-five syllable count and the requisite *kigou*, or seasonal word. Also, the distinction between haiku and senryu (haiku-like poems that satirize human society) is less clear-cut in English (Willey, 2016). To introduce students to the style and substance of English haiku, two lunchtime orientation classes were held in the Global Café in October, one month before the submission period opened. However, attendance for these classes was sparse, partly because of the time and partly because students from certain faculties, such as medicine, had classes at different campuses on those days.

Fearing that few students would enter the contest, English haiku was added to the syllabus of several classes to announce the contest and present examples of English haiku to students. It quickly became apparent that few students were interested in haiku, neither in English nor Japanese, several indicating that haiku were things that elderly people wrote after getting together to gaze at cherry blossoms or the moon. Talking about examples of haiku on PowerPoint slides put many students to sleep. A more effective technique was giving each student a haiku journal from the teacher's own collection and having students find one or two haiku that they liked and writing about why they liked them. All students could then write their selections on the white board for class discussion. To further ready them for the contest, students were then assigned to write two English haiku for homework, and their efforts were shared in class in a similar fashion.

Figure 1. One of the English Haiku Classes Taught in the Global Café.

Student Efforts

Like anyone writing haiku for the first time, the greatest struggle for students was in finding an authentic voice. Their haiku sometimes had an artificial, often moralistic feel to them. The best haiku, we emphasized, arose spontaneously from a genuine moment of experience. Of course, this advice offered little assistance. Students were often able to set up an intriguing haiku but struggled to find an effective line to tie together their feelings (this is true for anyone who writes haiku!). Students were advised to stop struggling and let their ideas sit for a while, a common tactic for any writer but one that may not come naturally to students in today's social media-saturated world.

Upon viewing students' haiku before submission to the contest, it was necessary to help them to recognize how their haiku could be improved while not saying so directly. The poem should be the student's creation, whereas the teacher's role was to guide students towards improving their writing without direct intervention. Some students, on the other hand, wanted their work "fixed." This resulted in some frustration on both sides. However, with some encouragement—and promises of extra credit points for entering the contest—a total of 130 students submitted haiku to the contest, far more than expected (such is the power of extra credit!). The contest also generated responses from international teaching assistants, including an author of a previous article in this column. Their enthusiasm for this contest was a pleasant surprise. Overall, the quality of entries was excellent—far higher than what is typically received in haiku contests by students in North America. Difficulty with use of the English language in students' haiku was the only prominent problem.

For the most part, it was possible to overlook minor errors and focus on the content of each poem. The results were often dazzling. English haiku journals are typically filled with the writings of middle-aged English-speakers about topics of concern to the middle-aged. These students wrote about their

own youthful concerns and experiences. Themes included the difficulties of waking up early, the ups and downs of young love, a cracked iPhone, and a father's fatty liver. Some especially moving poems took something mundane and tapped into a wellspring of human emotion, as the haiku below illustrate:

Futon
Covered in sunlight
Reminds me of mother
—Sana Kawai (First year, Medicine)

Tomato soup
An autumn evening
Feels like home
—Alim Bican Çoban (International Office)

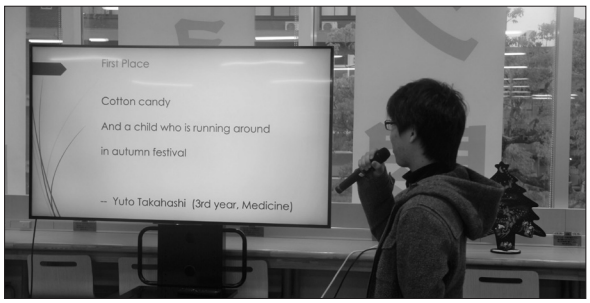

Figure 2. The Contest Winner Reads his Work.

Takeaways for Teachers

Injecting English haiku into university English classes may hold benefits for students and teachers. Study of poetry in general has been claimed to be an excellent way to boost learners' empathy (Ofri, 2013)—an essential ingredient of successful communication (Alda, 2018). The advantage of haiku is that students in Japan are familiar with it, so the teacher does not have to spend much time explaining how to write one in English. Poets cringe when people talk about finding meaning in poems. A more productive task would be to give writing and discussion assignments that ask students to probe the feelings of haiku writers and how the haiku affect the students personally. Having students write their own haiku is also a great way for teachers to see a different side of their students and to get a feel for the things bubbling beneath the surface of their classes. A little more empathy on both sides cannot hurt!

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[JALT PRAXIS] WRITERS' WORKSHOP

Jerry Talandis Jr.

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

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

How to Write Participant Consent Forms

Wendy Gough
Bunkyo Gakuin University
Caroline Handley
Asia University

Researchers who conduct studies involving human participants should always obtain informed consent beforehand to ensure ethical practices. This is typically done by creating a *participant consent form*. These forms provide sufficient background information on a study to enable an informed decision about whether or not to participate. Regarding classroom-based research, students should always be asked to provide consent for their data, even if it will be anonymised prior to analysis. If findings are not reported anonymously, additional consent will be required for naming participants in a paper or presentation, or for including any information which makes participants identifiable. Fortunately, creating an informed consent form becomes easier once their importance, key features, and relevant issues are understood.

Why Informed Consent is Important

When conducting research involving human subjects, it is imperative to ask for consent to participate in a project. Informed consent is important because it explains the research project, ensures transparency that the researcher is following ethical practices, and gives participants the option to drop out at any time. Informed consent is typically obtained by asking participants to sign a form that outlines the nature of the project, activities involved, timeframe, expectations of both the researcher and participants, data collection and storage methods, how the data will be used, and whether there will be any risk or benefit to the participants. A well-written form also lists the researchers involved in the project. Therefore, it should also help avoid issues related to data ownership.

In Western countries, universities usually have some kind of an institutional review board (IRB) or research ethics review committee (REC) that oversees all research conducted. Teachers and researchers must obtain permission from the IRB before beginning any research process. The IRB reviews and oversees the research and ensures it is being conducted in an ethical manner. Originally, the IRB was intended for scientific and medical research, but it also applies to educational and other research involving human subjects. Japanese universities, unlike their Western counterparts, often have not required such strict research oversight. However, because Japanese universities are struggling to maintain status on the world stage, the Japan Society for the Promotion of Science Editing Committee published *For the Sound Development of Science -The Attitude of a Conscientious Scientist* in 2014. This book outlines responsible research activities, methods for planning, conducting, and presenting research results, how to conduct joint research, use research funding, and contribute to quality improvement. It also provides guidelines for scientific research that are applicable to educational inquiry in the Japanese context.

Despite growing concern for stricter guidelines at Japanese universities, many still do not have an IRB process or a committee that oversees the research process. Likewise, language schools and other public or private educational institutions might also not have guidelines for conducting research. Therefore, when planning a project, it is important for you, the teacher/researcher, to first find out what kind of research protocols the institution has by asking a senior colleague or staff member. If the institution does not have any guidelines, you should still follow ethical research protocols by asking for informed consent from the participants. Informed consent can be obtained orally, but to avoid miscommunication between you and the participants, written consent is preferable. Informed consent forms should be provided in Japanese to ensure the participants understand what they are consenting to. Likewise, the forms can be in English if you anticipate that some participants will not be fluent in Japanese. If you are not proficient in Japanese, have a Japanese-speaking colleague on hand to explain the research project to the participants before they are asked to sign the informed consent form.

Components of a Participant Consent Form

Many institutions provide consent form templates which can be filled in with the details of your study. If such forms are available, it is generally preferable to use them. If there is no template, or the template does not provide sufficient information to participants, English-language templates from various universities can be found online which can be adapted to meet your needs. There are minimum elements which need to be included on any consent form. TESOL provides conditions for informed consent for their publications, which could be used as a checklist when writing your form (TESOL International Association, n.d.).

The consent form should clearly state who is conducting the research and provide contact details (email address) for the lead researcher as well as one other person of authority who is not connected to the study, such as the department head or supervisor. It should also clearly state the aims of the study or how it is expected to contribute towards knowledge within the field. This does not mean it should state the hypothesis being investigated, as such information could influence the results. Rather, participants should understand the significance of the research and general aims, as well as the intention to publish the findings. A clear description of the study should be given, including the activities participants will be asked to complete and the amount of time this will require. The consent form should also explain that participants can withdraw consent at any time while the study is being conducted. Students must understand that such withdrawal will not result in any penalties or negative consequences for their studies. The consent form should also outline how data will be stored. The original data (essays, test papers, interviews, etc.) should be stored securely for a fixed number of years, after which it will be destroyed. Digital data extracted for analysis should also be kept securely. The amount of time data is required to be stored and how to dispose of it after the storage period ends varies by institution, so it is important to check your institution's policies

in regard to data storage and disposal. You should also decide whether to store the data anonymously. If so, the consent form should be separated from the original data, and participants should only be identified by a numerical code. In such an instance, it may be impossible for participants to withdraw consent after the data has been collected, so they should be informed as such. Finally, any risks to participants should be explained.

The idea of risk is grounded in medical research and is often considered in terms of physical consequences. However, within social and behavioral research, physical risks are often not greater than those of daily life, so special consideration is not required. Nonetheless, psychological and informational risks may be greater and should be considered (National Research Council, 2014). For example, if the participants will be doing activities involving potentially sensitive cultural, political, or social topics, this should be explained in the form because the participants might feel uncomfortable with the topics or worry about being bullied if they disagree with the opinions of other participants. Explaining this potential risk on the consent form will give everyone the choice of opting out if they do not want to communicate with others about sensitive topics. Another potential risk might arise if the materials used in the study are above the participants' current English level. This might pose a psychological or informational risk if participants feel their English is inadequate. Though rare in educational research, any potential physical risks should also be explained. For example, if the participants are doing fieldwork activities outside of the classroom or school setting, physical risk might include factors related to travel, the weather, equipment used, or with people at the research site. Regarding fieldwork, remember to also enquire with your institution about the need for insurance to cover any possible physical injuries that could occur when the participants are off campus.

Issues with Obtaining Informed Consent

The main issue with obtaining informed consent is ensuring it truly is informed. In other words, participants must have a clear understanding of what they are being asked to do and why, as well as their rights not to participate. For this reason, since minors are not considered able to give informed consent, consent of their legal guardian is required[1].

In Japan, the age of adulthood is 20, although this will be lowered to 18 in 2022. Japanese universities might also have their own guidelines regarding when adulthood begins. For example, a university might deem any 2nd-year or above student to be an adult, or any student in the first year to be a minor, regardless of their age. Therefore, you need to decide whether it is ethical to treat any participants aged 18 or 19 as adults, capable of giving informed consent, or as minors, requiring consent from a guardian. Check with your institution on what is required in its specific context. In general, studies involving students under 18 should only be conducted with guardian consent.

A further consideration when conducting research involving students is power relations. Your own students may not feel able to withhold consent because they might feel as though they cannot say "no" to you, their teacher. If ethical permission is granted to conduct research with your students, it is particularly important to promote the option to decline and let everyone know there will be no negative consequences for not participating. If an activity related to the research project takes place during class time but is not part of the curriculum, alternative activities need to be provided for the students that have declined. In addition, if other students are unaware of who has declined participation, the risk of social stigmatization for not complying with the teacher's request for help decreases.

Finally, if the institution in which the study will be conducted does not provide ethical oversight, it might be useful to ask a colleague to check the consent form for any issues. Even when acting with the best possible intentions, it is not always easy to ensure all possible risks have been considered, or that the study explanation is completely comprehensible to a participant with no knowledge of the research area. Obtaining a second opinion before getting started may prevent uncorrectable problems that render the entire study unpublishable. Non-native Japanese or English speakers should also have the Japanese and English text of the consent forms checked by native-speaking colleagues to ensure the language will be understandable and that all necessary components have been included.

Conclusion

Informed consent is vital for conducting research with human participants. It ensures your research is being conducted ethically with the intention of advancing knowledge that will hopefully benefit humanity. Rather than viewing it as time-consuming paperwork, informed consent forms should be approached as powerful tools for producing higher

1 Children over the age of 16 may sometimes be treated as adults, for example, for clinical trials in the United Kingdom (Health Research Authority, n.d.). In educational settings, most European countries encourage guardian consent until age 18 (fra.europa.eu, n.d.).

quality research. It is not only ethically important—by dictating what information will be collected and how it will be handled, informed consent forms can also assist researchers in designing studies, planning data analysis, and clarifying data ownership.

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[JALT FOCUS] SIG FOCUS


Robert Morel & Satchie Haga

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

Introduction of the Other Language Educators (OLE) SIG

A Few of OLE's Achievements

In providing a network for and about languages beyond English and Japanese, OLE has been able to activate many teachers and even learners of other languages to become interested in and attend JALT events and even present and publicize their ideas, projects, and research outside of their own language teacher associations. OLE has so far produced 88 newsletters and sponsored many internationally renowned researchers, such as Profs. Kasper (Hawaii), Ushiyama (Tsukuba) and Nishiyama (Kyoto). It also serves as an important access point to other foreign language institutions in Japan.

At the annual conference, OLE has initiated various individual language workshops, the multilingualism forum and the Embassy panel for cultural departments of official missions. Also, it has offered full two/three-day programs, resulting in close to 200 events since 1995—with 3 presenters on average totaling up to about 600 presentations (it stands to reason that few SIGs of such a small size have more!). OLE launched a yearly conference in 2012. In 2019, on October 5th and 6th, the 7th OLE conference "OLE7" took place in Kurume with Stephanie Houghton as Invited Speaker and two days of presentations.

OLE has provided opportunities for publications, often in OLE conference contribution compendiums and helped many teachers and researchers to find job positions. (Please look at the archives of our publications on the website listed at the end of this article.)

A Very Brief History

OLE started out after JALT 1993 in Omiya when Rudolf Reinelt was asked to form an official group in order to adequately represent languages beyond English and Japanese within JALT. Rudolf Reinelt served as coordinator for more than two decades and his dedication to the task was remarkable and is appreciated by his younger colleagues and the officers who stepped into his shoes

Preparations, first under the name "LingX" and from 1997 on as OLE, included the first newsletters and attendance at all EBMs. Despite its always small membership (below 30) due to simultaneous double membership in other language teacher associations, it has set up an extensive program of presentations at each annual conference. OLE became a forming SIG with the acceptance of its constitution in 1997 and attained voting member status in 2018.

Plans for the Future of the OLE-SIG

In the future, OLE wants to increase its service as a networking point for teachers of languages beyond English and Japanese. Its workshops with presentations in German, French, Spanish and sometimes in and about Chinese, Malay, Russian, Persian, Thai and other languages have attracted widely varied audiences. The Multilingualism Forum at JALT National is open to teachers of languages which are not as widely taught as European languages.

One future OLE research focus will be on teaching L3 and how this influences the proficiency in L2 or even L1. Future goals include increasing the visibility of other languages within JALT and providing for other language learning incentives and a wider world view beyond English in Japan. On the job market this will include the advantage of an additional language with its wider variety of thinking and cultural values. Additionally, the 8th OLE-SIG-Conference is planned for 2021 in Muroran, Hokkaido, so, please stay tuned.

Despite its small size, OLE and its energetic officers strive to provide attractive forums and fruitful discussions on further language teaching in the future.

Website: https://jalt.org/groups/sigs/other-language-educators

Editorial Note:

Until now, the SIG Focus column provided an in-depth view of one different SIG each month and since July 2015 we have been able to showcase almost all JALT SIGs. Starting from the next issue in May, the SIG Focus column will begin a series of articles that will develop our understanding of the role of SIGs and the benefits of becoming more involved with them.

Meet Our New Coeditor Satchie Haga!

Hello! I'm the membership chair for the JALTCALL SIG. I'm excited to join the SIG Focus column and look forward to helping TLT *readers learn more about the SIGs!*

Call for Testimonials!

Have you had a great experience in a SIG that you would like to share? We'd love to hear from you! We are looking for short testimonials for the column of about 200-300 words. Your contribution will help other members understand more about how and why they should get more involved in SIGs! Simply go to this form https://tinyurl.com/yf2ybcaq or scan this QR code and tell us how we can contact you!

[JALT FOCUS] NOTICES

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

Conference Reports

From this issue on, we will be publishing reports about conferences attended by JALT members on JALT's behalf. These conference reports are being collated by Andrew Tweed, Chair of JALT's International Affairs Committee. In this issue, we report on ETA-ROC 2019 in Taipei and KOTESOL 2019 in Seoul

JALT2020

Communities of Teachers and Learners

46th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

Tsukuba International Congress Center (Epochal Tsukuba), Tsukuba, Ibaraki, Japan

November 20–23, 2020

William Pellowe Represents JALT at ETA-ROC 2019 in Taipei

Andrew D. Tweed

Chair of International Affairs Committee

William (Bill) Pellowe, JALT Director of Public Relations, attended the English Teachers' Association of the Republic of China (ETA-ROC) Conference, which was held in Taipei on 10 and 11 November 2019. The theme of the conference was *Collaboration and Communication in Language Learning and Teaching*. There were about 300 attendees at the event.

During the opening ceremony, all of the invited speakers and the representatives of other organizations were introduced. There was a meeting

... continued on page 45

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—Pan-Asian Consortium of Language Teaching Societies
- TESOL—Teachers of English to Speakers of Other Languages

Membership Categories

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

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

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.

... continued from page 43

on Saturday for Pan-Asian Consortium (PAC), a conference dinner on site for invited speakers and representatives on Saturday, and a smaller dinner on Sunday.

At the conference, Bill gave a presentation entitled *Teach Paragraph Organization with Google Quizzes.* He also promoted JALT in the exhibition area. A few dozen people came by the booth. The main questions were about where the JALT 2020 conference would be held, and when the call for papers would be open. A few people said that they had attended JALT 2019 the previous weekend.

Bill was able to share information about JALT, learn more about ETA-ROC, and, more generally, exchange ideas related to language education and research with other professionals from around Asia. Bill recommends this conference to anyone interested in a wider view of language education outside of Japan but still within the Asian context.

Kenneth Gale Represents JALT at KOTESOL 2019 in Seoul

Andrew D. Tweed

Chair of International Affairs Committee

Kenneth (Kenn) Gale, JALT Director of Records, attended the Korea TESOL (KOTESOL) International Conference. The event was held in Seoul on 12 and 13 October 2019 and the theme of the conference was *Advancing ELT: Blending Disciplines, Approaches, and Technologies.*

Kenn reports that it was an amazing and well-organized event. There were 760 attendees and over 200 presenters. The conference, although much smaller than JALT, still offered a wide spectrum of impressive presentations. The hosts were very gracious and the attendees walked away happy and impressed with the information-packed weekend.

During the conference, Kenn represented JALT by staffing the booth. Several JALT journals as well as conference flyers were made available for participants. There were many comments by individuals who were very impressed with the quality of our publications. The booth was probably attended about 75% of the time, which allowed Kenn to network, answer questions, and share information about JALT.

Representing JALT allows for a limited time to attend presentations. However, Kenn was able to attend a few, including three presentations by JALT members. He says that they were awesome and well attended. Kenn also gave a presentation which was entitled *Motivating Teachers and Developing Leaders*.

JALT is very proud of its long-standing relationship with KOTESOL. Kenn enjoyed a good working lunch on Saturday and discussed the upcoming Pan-Asia Consortium meeting as well as further ways to improve our relationship and work together. He recommends other JALT members to attend KOTESOL if they have a chance.

www.jalt-tesol.org
Presentations deadline: April 20

2020 TESOL – JALT International Mind, Brain, and Language Education Symposium

June 20-21, 2020 Kyoto Sangyo University

Fostering Classroom Engagement

When the Brain Studies Abroad

Haptic Vocabulary Learning

Neuroscience of Language Learning

tesol international association

JALT

MIND, BRAIN, AND EDUCATION

JALT 京都

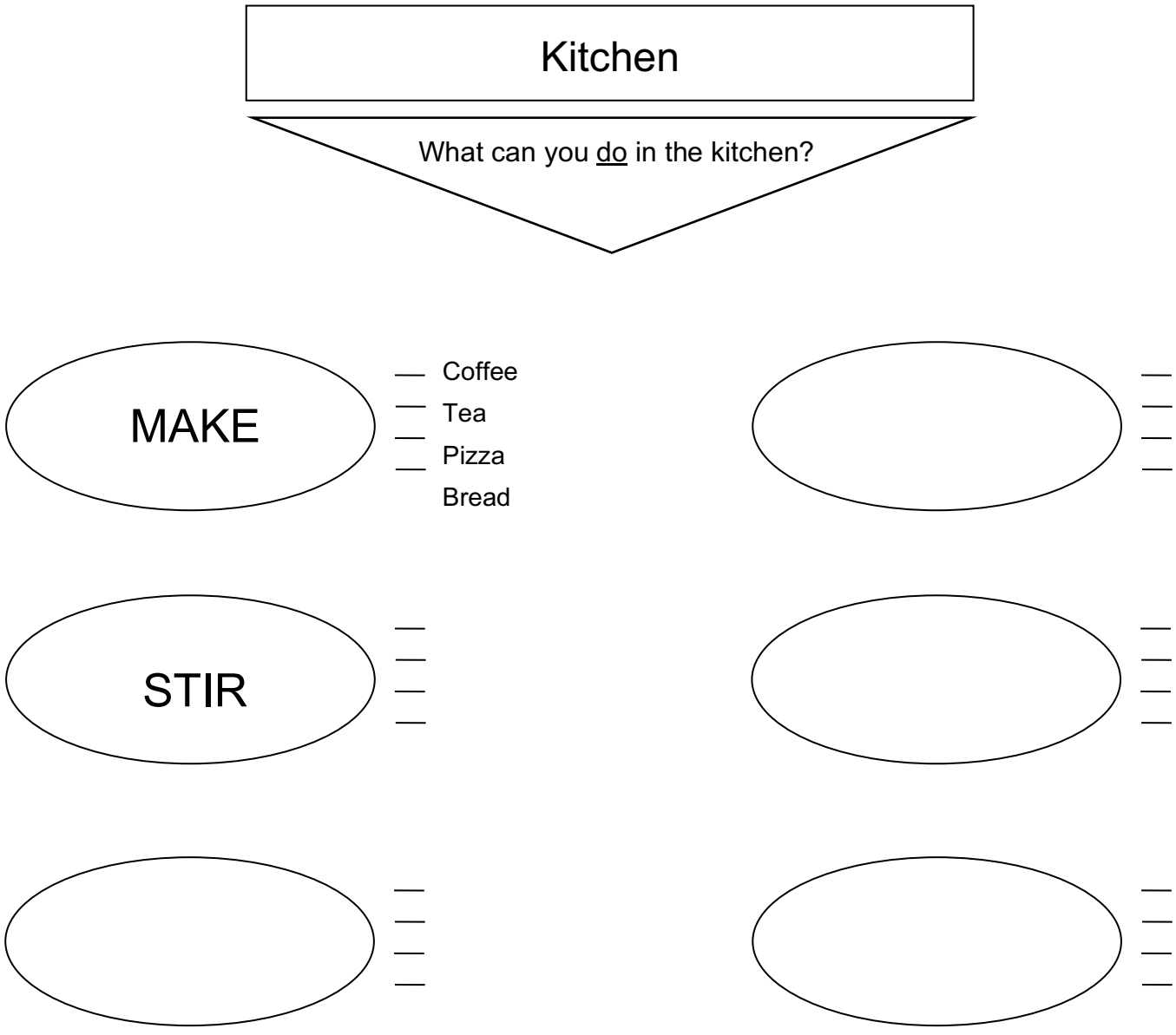
Appendix

I. Extensions

a. For extra fun, add step 8: Erase the structure part by part, and repeat the questions.

b. Use “in the hospital” to help learners with health terms or “at the airport” for those who plan to travel.

II. Example graphic organizer structure



Handout A

Target: Giving someone a different and positive perspective.

What you have to do: Write positive points of view for each of the 8 situations.

1	If this date isn't successful, I'll be single forever.
2	I got an 'F' on the test. I'm no good at anything.
3	I'm late again for class. It's all my fault for having fun.
4	Everyone thinks I'm stupid because I made a mistake.
5	The teacher looks angry. They must be about to tell me I failed.
6	Today is going be bad. Really bad.
7	My friends say nice things to me, but I don't think they mean them.
8	I should've studied harder.

*single = not married

Handout B

Phrases you can use to offer different and positive perspectives

“Don’t let things get the better of you…”

“Be positive…”

“Be optimistic…”

“Make the best of a bad job…”

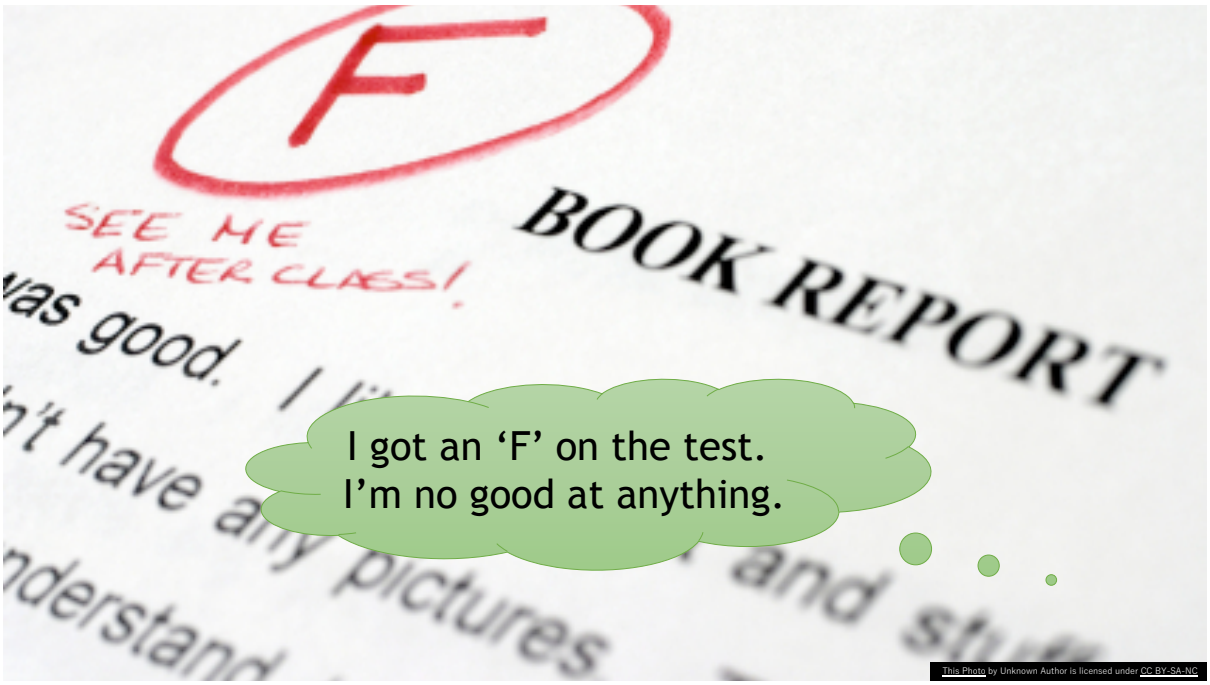
“Take the rough with the smooth…”

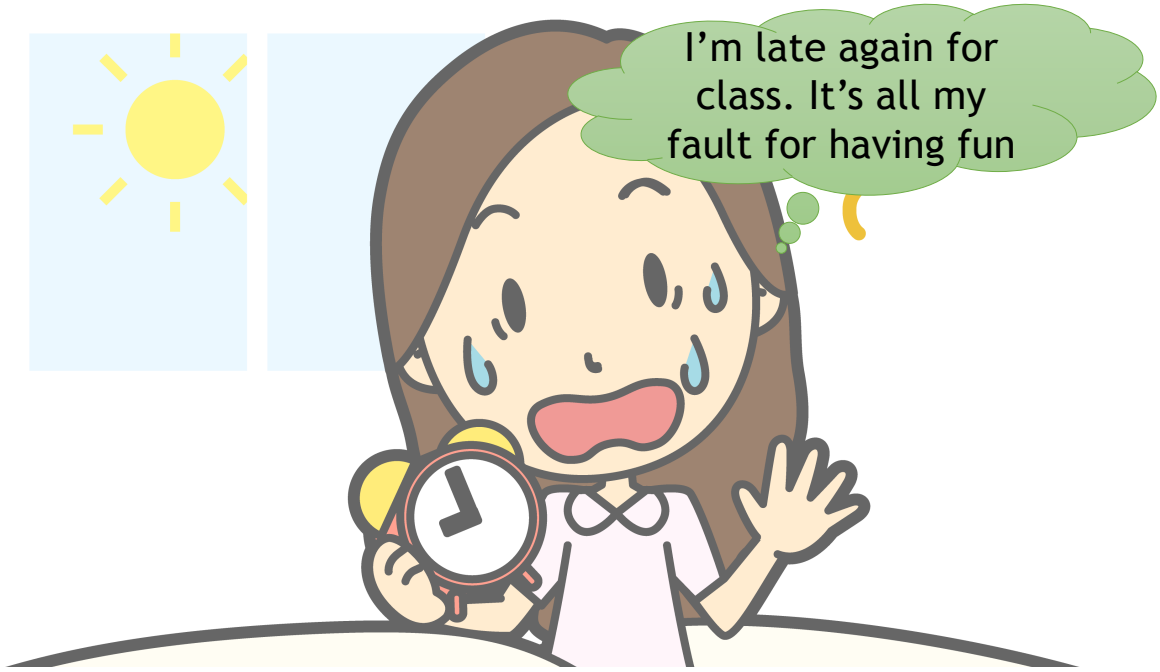
“Look on the bright side…”

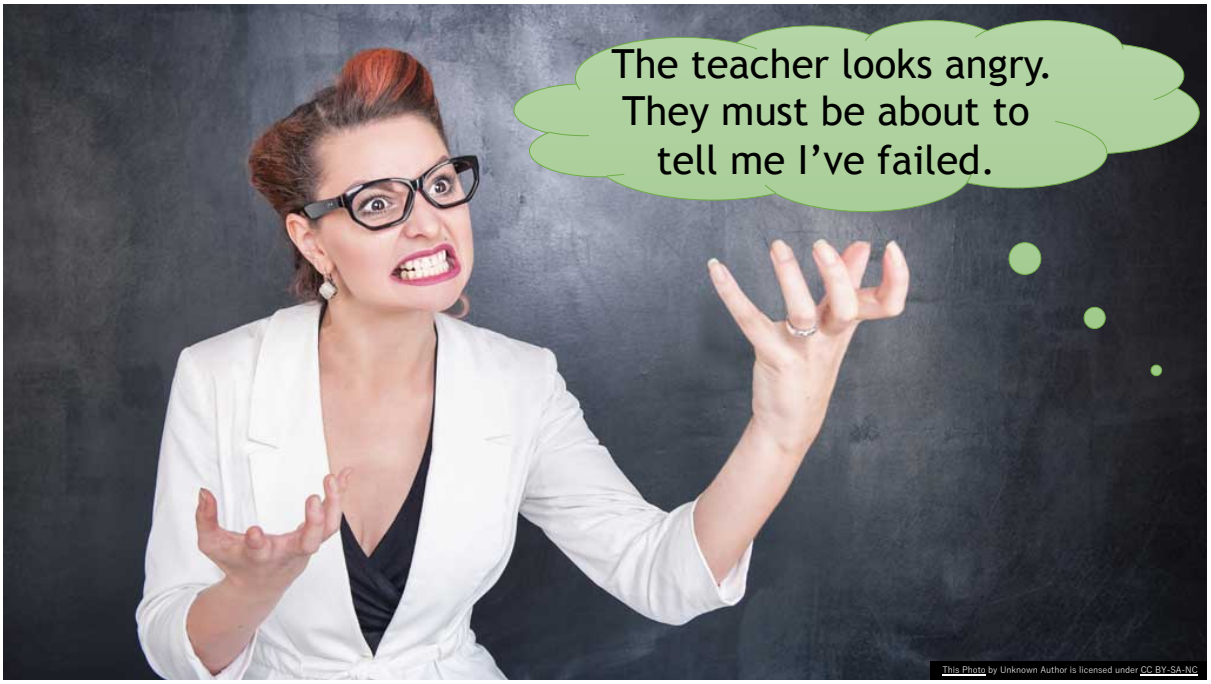
“Keep your chin up…”

“Keep smiling…”

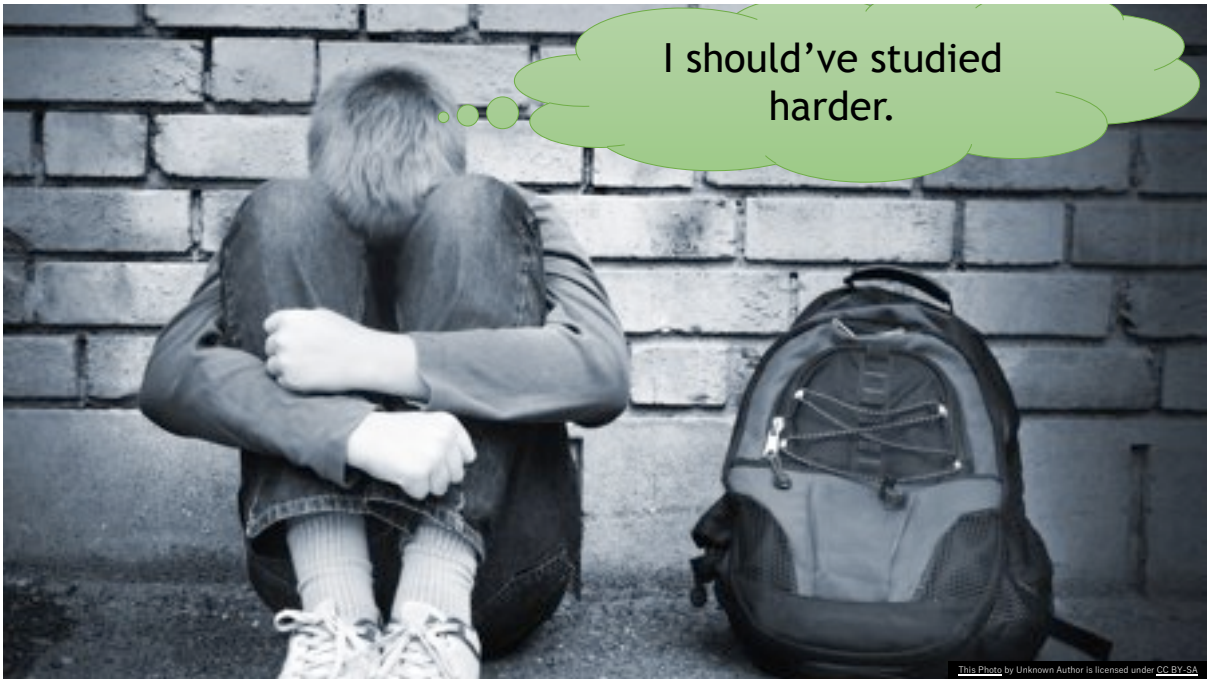
“Go with the flow…”








My friends say nice things to me, but I don't think they mean them.


I should've studied harder.
This Photo by Unknown Author is licensed under CC BY-SA

Appendix 1

1. What kind of person do you think created this meme?

Someone who is very busy, someone who doesn't like to go out often, someone in a bad mood, etc.

2. What are they trying to communicate?

They don't really want to go out, they want to stay in, they want to be alone, they are the pink person, etc.

3. What is their opinion or stance on the topic?

Same as #2, also maybe they low-key appreciate their friends, etc.

4. Why do you think they created this meme? In other words, what do they want the reader to do or feel?

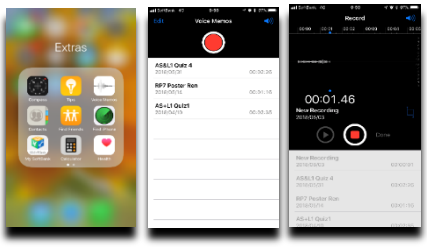
Make a joke, connect with audience that feels the same way, connect with audience that makes their friend go out

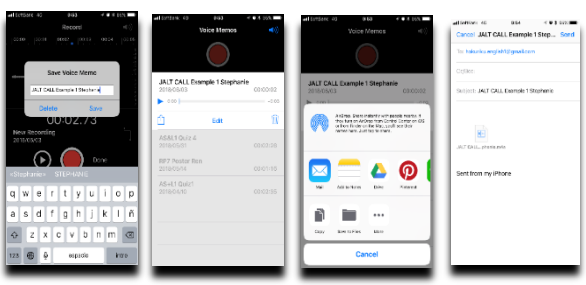
Talking Poster Presentations Student Worksheet

Assignment: Create a 90 second speech and poster about one of the following topics.
Record your speech and send the file to xxxxxxxx@email.com

My hometown's history	My favorite school memory	My summer vacation
My childhood hero	An important event in history	An amazing experience

How to record and submit your speaking file:





Step 1:
Use your smartphone to record and submit recordings. Most Android and iOS phones come with a voice recording app built in. Other apps are also available for free.

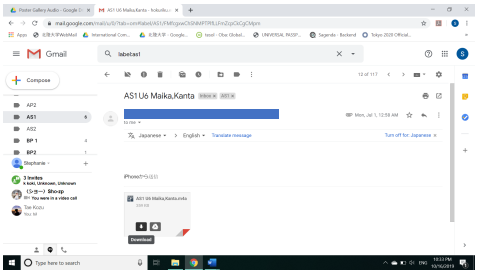
Step 2:
Save your file with your name.

Step 3:
Email the file to xxxxxxxx@email.com

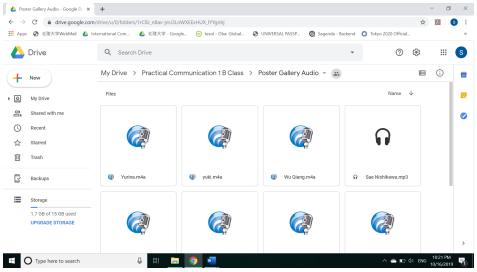
Talking Poster Presentations Teacher's Guide

*Higher level students with their own Google accounts can also follow this tutorial from Step 3.

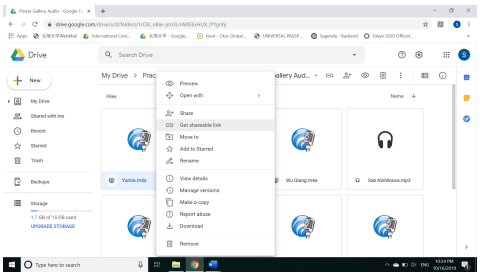
1. After students have emailed their recorded audio files the teacher can download the files.



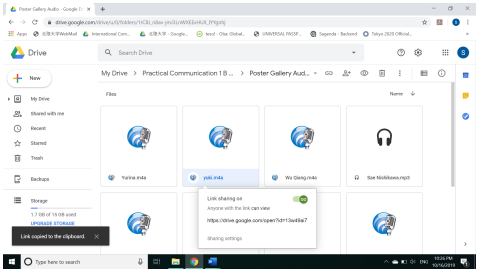
2. The next step is to collect the files in a Google Drive folder. Select and drop the files from your PC into the folder you create in Google Drive.



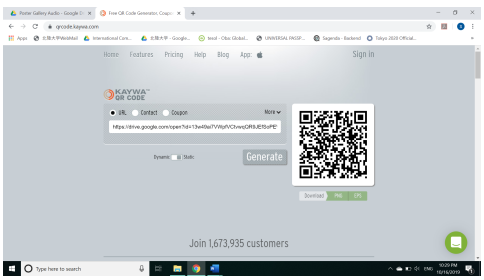
3. Right-click on the file icon and select **Get shareable link**.



4. Confirm that link sharing is **ON**, and copy the link using the Ctrl+C keys.



5. Copy the link into any free QR code generator to produce a unique code.



6. Copy and paste the QR codes into a document and print. Tip: Remember to label each code to easily match the audio file with each student's poster.