さいたま市教育家会ジャーナル

Foreword

Welcome to the fifth collaborative issues between JSCE and the Yokohama chapter of JALT (YOJALT). I remember writing an article for the very first JSCE and YOJALT collaborative issue, and it is a wonderful achievement to have now completed five issues in the last five years! I want to extend a big thanks to JOHN FINUCANE, MALCOLM PRENTICE and all the issue editors who have worked tirelessly to lead each issue to publication.

Each year in December, YOJALT holds a "My Share" event at which anyone can sign up to give a short presentation on a practical topic. Afterwards, presenters are invited to contribute a short article on that presentation - for previous collections, see JSCE 2(1), 3(2), 5(3), and 6(1). For this issue, all authors acted as peer editors and proofreaders, checking at least one of the other articles and supporting their peers. In this issue, ALEXANDER MCAULAY looks at using trios as opposed to pairs for communicative activities, NEAL NEWBILL

introduces a useful activity to promote EFL student's writing fluency, TRICIA ALLAN presents the TASC model as a way to train student's creativity, collaborative and communicative skills, GOTA HAYASHI considers the value of students and teachers creating six-word stories, KISHIKO NASHIMOTO introduces slash translation as a worthwhile approach for improving Japanese EFL student's reading speed, MARGALIT FADEN discusses use of the socratic method in ESP settings, SCOTT SMITH (Bill) looks at raising Japanese students' awareness of conversation fillers, SARANYARAJA MUTHUMANIRAJA shows how students' mobile devices can be used to promote reading comprehension, and lastly, SAMUEL GILDART talks about raising awareness among students with regards to the advertising that they are exposed to.

We hope you will enjoy reading this issue as much as we did in putting it together.

Contents

ABSTRACT

Pair and group work is often used to improve speaking fluency in EFL classrooms. Research suggests that teachers need to pay attention to the organization of the task in order to maximize its effectiveness. This article describes how I overcome some of the limitations of pair work by having students work in trios rather than pairs. Other key aspects include the use of peer assessment, regular change of interlocutors, and explaining real-world relevance.

要約

EFLクラスではスピーキング力向上を目的にペアワークやグループワークが導入されている。先行研究によると、その効果を最大限に高めるにはタスクの設xxxx 計が重要である。本稿ではペアワークの限界（欠点）を解消するためにトリオワーク（3人グループ）の導入した成果を提案する。また, 学習者間評価, 対話グループメンバー変更の規則的な方, タスクの実社会における妥当性についても言及する。

ABOUT

Alexander McAulay teaches EFL and Screenwriting at Yokohama National University. His research interests include issues in language, communication and identity, and representations of Japan in screenwriting. He is also Director of Study Abroad at YNU and an officer in JALT's Study Abroad SIG.

INTRODUCTION

Pair and small group work is widely used in EFL classrooms in the belief that it is effective in developing proficiency (Chen & Hird, 2006; Moodie, 2008). However, close attention to the dynamics of pair and group interaction is required in order to maximize the learning opportunities it provides. For example, Storch (2001), focusing on collaboration, suggests that task performance is enhanced when collaboration takes place, but collaboration cannot be taken for granted. One variable may be the perceptions the learner holds of their interlocutor (Watanabe & Swain, 2008), and a finding of Moodie (2008) is that student performance can dip when paired with an unfamiliar partner. In short, the quality of learning in pairs and groups can vary. Storch (2008) posits a continuum of engagement in pair work that stretches from 'elaborate' to 'limited', and argues that elaborate engagement is more facilitative of learning.

To facilitate elaborate engagement, teachers need to structure tasks appropriately (Long & Porter, 1985). Sivan (2000) suggests peer assessment tasks should help develop self-direction and critical thinking, be used consistently in the classroom, and be designed in a way that shows students the relevance to their language learning.

TRIOS IN THE EFL CLASSROOM

Against this background, I developed a peer assessment task for the classroom called *mini-test*. McAulay (2002) outlines an early version of the materials and implementation. Here, I focus on the advantages of having students work in trios rather than pairs. Student 1 is the Interviewer, Student 2 the Interviewee, and Student 3 the Marker. This mirrors a format often found in private sector tests such as STEP and IELTS (Sellick, 2018), which affords authentic opportunities for enhanced English language performance, because "the inclusion of the peer assessment component gives students the opportunity to closely scrutinize their classmates' performance, guided by criteria and standards of performance" (Sellick, 2018, p. 16). Exactly how this activity operates in class is detailed below.

ACTIVITY

The mini-test takes around 20 minutes. Students work in groups of three. Each week the students are in different groups, so during the course they get to carry out this activity with every member of the class. Student 1 (Interviewer) asks questions, Student 2 (Interviewee) answers the questions, and Student 3 (Marker) assigns a score to the Interviewee at the end of the test. The test lasts 3-5 minutes.

PREPARATION

Each student prepares three questions to ask as Interviewer. For example, in a class on the topic of mobile phones, a student might prepare questions such as:

1. How often do you use your mobile phone?
2. Have you ever lost your phone?
3. Should children under 10 be allowed to have mobile phones?

MATERIALS

In my class students are given a list of names with numbers assigned, a chart showing their group each week, and a Score Sheet (Appendix 1) that contains short criteria band descriptors for scores 1 (non-speaker) to 9 (near-native speaker). In the first class, I introduce the rubric and point out that Markers should pay attention to not only grammar, vocabulary and pronunciation, but also body language and paralinguistic features. The Score Sheet is not intended to provide an empirical record of the student's performance each week; rather, it makes students reflect on speaking English as a performance, requiring utilization of the full range of English communication skills that they possess.

PROCEEDURE

Once students are in their groups, the teacher acts as time-keeper. The teacher should write on the board the time of the test (e.g. "4 minutes"). The first test starts when the teacher says "Begin." During the test, the Interviewer asks the questions she prepared. The Interviewee answers the questions, talking as much as possible to achieve a high score. The Interviewer is told to ask follow-up questions based on the Interviewee's responses, so the test should last the whole four minutes. When the teacher says "Time up," the Marker assesses the Interviewee's performance and writes a numerical score on their Score Sheet. These scores are plotted as a graph, allowing learners to see the variation in their performance week-to-week as the course progresses. Next, the students rotate into new roles, and a second test begins. The procedure is carried out three times, so that each student performs each role over the 20-minute session.

CONCLUSION

This activity has various benefits. First, the assessment component, and the need to write three questions incentivizes students to review the coursework and prepare for the mini-test. Second, by working in different groups each week, students meet and interact with everyone in the class, a feature that is always remarked upon favorably in course evaluations. Working in trios rather than pairs means the Marker can be a 'safety valve' in the event of communication breakdown in the Interviewer-Interviewee dyad. Also, the mirroring of private sector test formats and the descriptions on the Score Sheet allow students to become critically aware of the criteria for a high scoring performance. Positive feedback in the form of good scores can lead to greater language learning success (Reigel, 2008). One aspect of this is that although, on paper, the Marker assigns a score, in reality, the score is often negotiated between the Interviewee and Marker, meaning that the Interviewee has to critically reflect on their own performance in order to justify their claim for a higher score. One final benefit is that all students are required to prepare questions and perform each week, and so a failure to do the homework will result in letting the group down, a loss of face that most Japanese learners will seek to avoid.

In my own classes, I have observed how the careful organization of this activity means students are more motivated and organized than they would be simply carrying out oral fluency practice in pairs. Three aspects of the activity - peer assessment, rotating roles, and working with different people each week – reduce anxiety and provide real-world relevance.

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Appendix

Name: _____ Student number: _____

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15
9															
8															
7															
6															
5															
4															
3															
2															
1															

9	Near native fluency. Very confident. No hesitation or errors.	8	Excellent. Large vocabulary and varied grammatical forms. Holds eye contact.	7	Very good. Very little hesitation. Uses eye contact. Various gestures used.
6	Good. Clear pronunciation. Expands on topic. No silences.	5	Fair. Explains with the vocabulary they have, manages to communicate.	4	Limited. Some silences, little eye contact. Basic grammar only.
3	Poor. Long silences. Simple grammar errors. Struggles when listening.	2	Very poor. Only words, no sentences. Pronunciation is unclear.	1	Non speaker. Does not provide enough output for assessment.

Interviewee: Answer the questions fully, to the best of your ability. It is *your* test. The Interviewer will help you.
Interviewer: Ask the questions in any order. Speak slowly and clearly. Ask follow-up questions. Do not finish early.
Marker: Listen to and observe the Interviewee. Assess their performance. Consider all the factors in the rubric.

ABSTRACT

10-minute writing is a great way to increase students' confidence in writing in English and can increase their writing speed and fluency no matter what level the students. This article will briefly explain the activity and its effectiveness in my classes at a Japanese university.

要約

10分間英作文アクティビティでは、初級から上級までの生徒でも英作文の自信と流暢性を向上することができます。この論文では、そのアクティビティの実説と実効性について説明をしております。

ABOUT

Neal Newbill has been an English lecturer at Obirin University for the last four years, teaching various English classes and tutoring in the university's Writing Support Center. His research interests are EFL writing and Aviation English as an ESP. You can connect with Neal by email at nealiusss@gmail.com

MATERIALS NEEDED

- Writing Logs (See Appendix 1)
- List of easy topics (See Appendix 2)
- Paper and pencil
- Timer

TIME REQUIRED

- 10 minutes for writing
- About 5 additional minutes for peer review

INTRODUCTION

After my first year of teaching reading/ writing classes, I realized that my students did not have enough opportunity to write regularly on a variety of topics. Most of their writing was centered around three graded essays per semester. To give them more opportunities to write, I looked into 10-minute writing as a fluency development activity. A fluency development activity requires four qualities: It must be easy so that the students can smoothly process or produce language, there must be pressure to complete the task at speeds close to a native speaker, the students should focus on conveying meaning instead

focusing on grammar, and the exercise must be repeated frequently (Nation, 2013). In my university classes, I have adapted Paul Nation's idea of a 10-minute writing activity and used it on a weekly basis with my low-level students.

PROCEDURE

The activity is very simple. First, students are given a choice of three topics to write about. Giving the students a choice of topics reduces the possibility of *content gaps*. A content gap occurs when one student has sufficient content to write about a topic while another student does not have enough content to write on that same topic. An example would be using *Spring Vacation* as a topic. One student may have traveled abroad while another student may have worked a part-time job. There will naturally be a gap in the quantity of content these two students can produce on the topic of Spring Vacation. Giving students options they can choose from freely can help reduce this kind of gap. Towards the end of the term, when most of the topics have been used,

the teacher can list all the topics and have the students choose a topic they have not yet written about.

After the students have chosen a topic, they will write as much as they can on that topic for 10 minutes. When the timer has finished, students exchange notebooks and writing logs with a partner. They then count and record the number of words written. In my class, they also do a light peer review by underlining the subject and circling the verb in every sentence. If every sentence has a subject and verb, they circle "Yes" in the peer review column of the writing log. If a sentence is missing a subject or a verb, they would circle "No" on the writing log. I chose this type of peer review to discourage low-level students' tendencies to write fragments that omit the subject or, more frequently, the verb. The writing logs and notebooks are then handed back to their owners, and the students can keep track of their progress by looking at their logs.

EFFECTIVENESS OF THE ACTIVITY

In one of my two classes of about 25 low-level freshmen university students, I conducted the activity 12 times over a 15-week term. These students showed a 91% improvement in writing speed from 47 words to 90 words written in 10 minutes, with one student accomplishing a 256% improvement from 39 words to 139 words. While no students showed a decline in writing speed, some students did show stagnation or plateauing. Although the quality of the students' writing was not directly assessed due to the large volume of writing, I did see a reduction of fragments in their graded essays, as well as an increase in the content and length of their essays, ranging from between 300 to 450 words by the end of the school year after continuing the 10-minute writing activities for a second term.

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CONCLUSION

A 10-minute writing activity with writing logs is a great way to develop even low-level students' writing fluency and their confidence in writing English. The students in my classes were relatively low, having TOEIC scores around 250. This activity has shown success in my university classes and seems to be popular among my students, some of whom have told me that they feel they have become more used to writing in English because of this activity. The activity can also be easily adapted to any level of students by modifying the topics or even by scaffolding the activity itself with brainstorming sessions prior to writing for extremely low-level students. For advanced students, more difficult topics could be used, and focus on writing mechanics or organization can be incorporated into the task, for example requiring an introduction, body, and conclusion.

Appendix 1: sample writing log

DATE	TOPIC	WORDS	SUBJECT/VERB IN EVERY SENTENCE?
/			YES / NO
/			YES / NO
/			YES / NO
/			YES / NO
/			YES / NO
/			YES / NO
/			YES / NO
/			YES / NO
/			YES / NO
/			YES / NO
/			YES / NO
/			YES / NO
/			YES / NO
/			YES / NO

Write as much as you can in 10 minutes. Write the date and the topic in this Writing Log. Exchange notebooks and this Writing Log with a classmate. Record the number of words. Underline the subject and circle the verb in every sentence. If every sentence has a subject and a verb, circle "Yes." If a sentence is missing a subject or a verb, circle "No."

Appendix 2

1.	Spring vacation		28.	My birthday
2.	Summer vacation		29.	Foods I don't like
3.	My favorite season		30.	Shopping
4.	My favorite festival		31.	Museums
5.	My favorite foods		32.	Parks
6.	Cooking		33.	My parents
7.	My family		34.	Keepsakes
8.	My favorite music		35.	Happiest memory
9.	My favorite movie		36.	Saddest memory
10.	Sports		37.	Winter vacation
11.	Traveling		38.	Living in the city
12.	Countries I want to visit		39.	Living in the country
13.	The beach/ocean		40.	Learning English
14.	1Hanami		41.	Japan
15.	My hobbies		42.	Future dreams
16.	Golden Week		43.	Christmas
17.	Fireworks		44.	Ocean or mountains?
18.	Video games		45.	University
19.	Theme parks		46.	High school
20.	School uniforms		47.	Playing musical instruments
21.	Rainy season		48.	Favorite band
22.	High school clubs		49.	Dream job
23.	Part-time job		50.	Halloween
24.	Pets		51.	New Years
25.	Exercise		52.	Autumn sightseeing
26.	Favorite place		53.	Living alone
27.	Favorite character		54.	Learning foreign languages

TRICIA ALLAN: TASC: Thinking Actively in a Social Context
Using a problem-solving process to support academic reading and writing classes

ABSTRACT

Belle Wallace developed the TASC wheel during the 1980's. She traveled the world looking for a way to support a whole curriculum that developed problem-solving and thinking skills.

In Nottinghamshire, UK, I was fortunate to work with Belle to introduce TASC to groups of state schools including elementary and high schools. I now use TASC to support academic reading and writing courses where students are encouraged to think creatively and critically, collaborate and communicate their ideas.

要約

TASC：社会生活における積極的な学習法
問題解決のプロセスを使って学問的な読み書きの授業をサポートする。

ベル・ウォラスは、1980年代にTASCのホィールを開発しました。彼女は世界各国を巡り、問題解決と思考能力を身につけさせるための全カリキュラムをサポートする方法を見つけ出しました。イギリスのノッティンガム州において、私は幸いにもベルと共に仕事をすることができました。現地では小、中学校を含む全ての公立学校にこのTASCを紹介したのです。

私は、現在、学問的な読み書きのコースをサポートするためにTASCを使っています。そこでは、生徒達が創造的、または批評的に考えたり、共同制作したり、お互いの考えをコミュニケートする場合に大いに役立っています。
以下サイトご参照下さい。

ABOUT

I first taught varieties of writing at American universities as a graduate assistant. In the UK I taught EFL and ESL and went on to work with schools to support wider, learner engagement and achievement. I currently teach critical thinking skills for academic reading and writing at ICU.

Figure 1. TASC Wheel

The TASC wheel as above is self-explanatory at its most basic level. Students use the wedges to organize their thinking as they work their way back and forwards in a given assignment or project. However, its simplicity is built on research into how expert thinkers solve problems, supported by the latest neuroscience about how our brains work and has been trialed, revised and tested in classrooms by teachers and learners.

To start using TASC you need the wheel itself for everyone to refer to and an open mind as to where your students might be taken when they start thinking.

There is not a single, prescribed route; sometimes students jump across from one piece to another, others go back to review or revise. However, explaining and reminding that all stages are important is useful and helpful for thoughtful work.

In writing classes, I am explicit that the process is central. A paper written in one sitting with little planning, hasty research and no time to review is unlikely to be successful. Using the TASC wheel helps to make the thinking central at each stage and demonstrates that the actual writing is only a small part of the work.

Taking the TASC pieces one at a time as below shows the kinds of thinking at each stage for university students in academic, reading and writing classes:

GATHER/ORGANIZE: What do I (and my classmates) already know about this topic? In this way, the task is relevant to students.

They start with their own ideas. This is usually in the context of small group discussions, brainstorming, and mind-mapping, looking for connections, experience, and information from the wider world. There is input from readings, stimulus from short web-based sources and clarification of vocabulary and meaning. The central point for this part is- what do we already know?

IDENTIFY: When the assignment is presented, students are asked to identify the task. This includes the specific subject they are being asked to explore and how are they being asked to approach it. 'What's the task?' incorporates how the paper is to be presented in style and format as well as content.

GENERATE: Here the focus is on many ideas and being open-minded about what kinds of topics could be pursued. It helps students to think creatively and consider widely before choosing what to research and write about.

DECIDE: Deciding the best idea with care and thought. Here students are encouraged to take ownership of their learning by thinking more deeply. Toyota's five Whys technique is often helpful. Students work collaboratively to drill down into an idea by writing a draft statement and asking why multiple times. The group offers suggestions for the statement owner to think about and take away from research questions.

Implement: This takes us into research and on to writing stages. Good research often takes students back to what they knew at the start and causes them to reflect critically on what they have learned and how that has changed their thinking. Going back to earlier segments helps to shape this process. Students are signposted by the TASC wheel to ask: Does this article support my ideas or give pause to reconsider?

Decide and Implement are when students draft a thesis statement to clearly show the claim they are making or the idea they are seeking to communicate. Implement is also the start of writing stages and asks students to consider what has happened before. We can "just do it" so much better with a thought-out plan to follow where some of the revisions in logic, order and supporting evidence have been sketched out and shared. So "let's do it" includes students' plans and asking for feedback on whether ideas are clear and supported with examples and evidence before they write the first draft.

Evaluate brings in a number of different ways to find out "How well did I do?" or "How am I doing so far?" At the first draft stage, students work in groups of three to give peer feedback. The first partner looks at and offers suggestions on ideas, supporting evidence, the logic of arguments and how clearly the thinking translates to the page. Before the final draft,

a second partner should check and point to things that could be better. As a teacher, I am available to be consulted and share feedback on earlier, electronic versions of the paper.

COMMUNICATE: This section is central to the final written paper. It is the vehicle to share our ideas and thinking in academic settings. In class, it is often supported before submission with a short presentation and discussion of the student's work. What's the subject of the paper? Why is the student interested and what do they think based on their research? The short discussion that follows can fine tune the conclusion and help to answer the "so what?" question at the end of a paper.

What have I learned? – shapes the discussion when final papers are returned. What could students work on next time, which parts were easier or more difficult? What have they learned from research and content? This stage works well as a

class activity with each pair or group sharing something they have learned through the process. It is a good way to recap and as a teacher allows insight into what the students have taken away from a piece of work and areas that may need further class time.

In these ways, the TASC Wheel gives teacher and learners a realizable and visible route to follow. It is not a linear process and goes around as our thinking does, collecting ideas, looking for connections, trying out a thesis, measuring the evidence, explaining to others and revisiting stages. It is helpful to make the process central rather than the end product as it is in the process that we do the best thinking.

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ABSTRACT

Asking students to express themselves in six words or less is a great way to understand who they are, and having the teacher do the same is a great way to understand themselves, shedding light on why everyone in class does what he or she does (Deci, 1995). This article will explain the activity and its effectiveness in two classes of a course called Self-Directed Learning, in which the writer who taught the course asked students to plan, conduct, and organize their learning, and give readers an idea of how to adapt this activity to their own courses (Knowles, 1975).

要約

学生に6つの英単語を使って自分を表現させることは彼らを理解するのに良い方法であり、教師自身も同様に表現することにより、それぞれの行動の動機について理解を深めることが可能である (Deci, 1995)。 この論文では、著者が実際に教師として教えた2つのSelf-Directed Learning (学習者が自分自身の学習を計画、実施、整理することにより英語を自主的に学ぶこと)の授業で行った6語以内で自己表現をするアクティビティーとその効果について述べ、読者がどのようにそれぞれのクラスで応用できるかを提案する (Knowles, 1975)。

ABOUT

Gota Hayashi has been teaching for Tokyo Keizai University for the past five years, and for Gakushuin University for the past two years. He currently pursues an online doctorate with a focus on leadership and management as part of his self-directed learning. You can connect with Gota at ghayashi@tku.ac.jp

The six-word story is an activity that the teacher myself was exposed to when I was taking an online certificate program on innovation and entrepreneurship, as I was running my own business at the time and starting to teach Self-Directed Learning (Aakar, 2016). Essentially, the activity involved sharing about one's self in six words or less, and I liked the simplicity yet the sophistication of it, and how the story can help me understand about myself, and wondered if it can be applied to students in my Self-Directed Learning courses. By trying the activity with the students, I could understand what they are truly interested in, outside of the frame of learning English. Teachers can try the six-word story on themselves and their students and connect that understanding to the courses that they are responsible for teaching in ways that they think are most appropriate.

THE TEACHER'S STORY

My six-word story is: Enjoy learning and apply by teaching. I made it into a sentence so it is easy to remember. I showed my example in session three for both classes three weeks before having them start carrying out their learning plans.

THE STUDENTS' STORIES

The teacher taught two courses on Self Directed Learning at Gakushuin University, in the Faculty of International Social Sciences, both for first-year students offered as required courses, with a focus on developing students' abilities to plan, conduct, and organize their own learning. 39 students participated, with 17 students in one class, and 22 students in another. The levels of students varied, ranging from 400 to 850 points on the TOEIC. The students took fifteen minutes to work on coming up with their own stories and posted their stories on Moodle (Moodle, 2017).

Moodle was used because the students can easily refer back to their answers as well as their classmates' answers. Below are the stories that were generated in two different classes on Moodle in the order that the students hit the reply button[1]. Some stories are not grammatically accurate.

Class 03

Learn English and use in conversation.
Stop overslept and absence for credits.
Singing and laughing without any hesitation
Enjoy learning English and watching movies.
Photographs, songs, and movies inspire me.

Every day laughing, chatting, and working
Looking for stimulant and easy way
Watching English movies and swimming hard

[1]This is the unedited version of stories of each of the 39 students that participated in each class.

Enjoy dancing and communicating with friends

Reading, sleeping, and eating refresh me.

Enjoy talking and eating delicious food.

Enjoy weekends by shopping and camping.

Drama and sleep make me happy.

Enjoying this university with my friends

Playing and learning English with pleasure

Food makes me happy and laughing.

Watch comedy and keep on trying.

Class 10

Enjoy university life and trampoline.

Enjoy playing basketball and university.

My SDL teacher is so kind.

I enjoy having lunch with friends.

Enjoy looking at the sky of sunset.

Enjoy talking with my friends.

My best friend's name is Rai.

Enjoy supporting my club members.

I love every member of class.

Enjoy my school life.

Flower is one of my treasure.

Enjoy talking with my friends.

Enjoy eating, working and playing.

Enjoy university life and playing tennis.

Have a nice time with horses.

It's enjoyable to learn something new.

My life is myself the leader.

Living alone always gives me freedom

Work hard a part-time job.

Enjoy supporting students in cram school.

I am not strange but abnormal.

Enjoy learning and hanging out.

REFLECTIONS ON OUR STORIES

About a third of the students who responded in Class 03, and more than half of the students who responded in Class 10 used the same words as I, enjoy. Perhaps it is because it resonated with the students (Aakar, 2016). However, only a few students used the word learn. Although all stories are unique as a whole, the word friends comes up often in both classes, which can be related to their priorities which can be connected to their life stages and the Japanese university context that is built on a culture of encouraging students to join club activities to feel a sense of belonging (Bronfenbrenner, 2005; Brown, 2010).

PUTTING THEM ALL TOGETHER

A five-week self-directed learning plan Having understood that students are influenced by their teacher's story, the teacher also made a sample five-week self-directed learning plan. Here are the nine things I listed on my overview page:

(1) My six-word story, (2) what makes me happy, (3) my priorities, (4) my dreams, (5) which alternative I like better and why, (6) what I can do to realize one of my dreams, (7) tips for success on the five-week learning plan, (8) three lessons from two weeks of prototyping, and (9) how I will carry out the learning plan for the next five weeks.

The idea is that it all starts with the students' stories, or their identities (Erikson, 2001). Then, their stories extend to what makes them happy, with the idea of designing their lives based on what makes them happy (Burnett & Evans, 2016). The other components are related to students' long-term goals which can be adjusted as their identities evolve over time. Alternatives are there to open the students to the fact that it is acceptable to change his or her mind and acceptable even if a plan does not work out.

However, students can deliberately focus on the long-term goals that they want to accomplish while accepting the emergent opportunities in life that may arise (Christensen, 2012).

CONCLUSION

  The six-word story can be a starting point for courses that are not related to Self-Directed Learning as well. A way to integrate the six-word story is during the first class when students and teachers are doing their self-introductions. Interestingly, when this exercise was done at a presentation for teachers using a whiteboard, every story was unique. I am interested in exploring teachers' stories further. What is your story?

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ABSTRACT

Many Japanese students cannot read English passages fast enough because the word order is very different between Japanese and English. When students read English sentences, they tend to translate them backwards into Japanese. To overcome this tendency and promote reading speed, one solution may be to train students to use a slash or chunk translation method. In this paper the procedure for introducing slash translation into classroom activities will be explained.

要約

日本の学生の多くは英語の文章を読むのに時間がかかる。それは日本語と英語の語順の違いによる。英語を読むとき、逆順に読みながら日本語に訳しているからだ。この癖をなおし、読むスピードを上げるのには、スラッシュまたはチャンク訳が有効である。クラス活動としてスラッシュ訳を取り入れる方法も紹介する。

ABOUT

Kishiko Nashimoto has been adjunct lecturer at Musashino University, Tokyo since 2001. Prior to that, she taught Japanese at the University of Limerick, Ireland for ten years. She has an MA in TEFL/TESL from the University of Birmingham.

1. INTRODUCTION

Many basic and intermediate level students are slow in reading English passages which affect their academic performance. Especially in tests such as TOEIC and TOEFL, they are required to read long passages quickly in order to get high scores. There are many reasons for their slow reading. For example, they are lacking in vocabulary, grammatical knowledge, and reading experiences. Another problem hindering Japanese students from reading quickly derives from the differences in word order between Japanese and English. I would like to suggest slash translation as a way to train students to overcome their slow reading speeds.

2. SYNTACTICAL DIFFERENCES AND STUDENTS' TRANSLATION HABITS

In English, verbs come after subjects, but in Japanese, verbs come at the end of the sentence. In complex sentence "The President chose people who would help him make good decisions."

can be translated into Japanese as 「大統領は彼が良い決定をするのを助ける人を選ぶ」If you re-arrange the English words according to the Japanese word order, it becomes "The president him good decision make help people chose." Therefore, when you translate English to Japanese, you need to read sentences from the end to the start. As a result, this process of translation slows down students' reading speeds. It is easy to simply tell students to stop translating while reading, but the habit they have acquired through years of schooling is hard to eliminate.

3. SLASH READING TO PREVENT READING BACKWARDS

  To improve reading speed, students have to stop reading sentences backwards and acquire the habit of reading and understanding sentences in the same order as in English. If students find it difficult to stop translating in their heads while reading, what can teachers do to help them? A solution can be

found in one of the training methods for interpreters. It is called slash reading or chunk reading. With slash reading, first you ask students to insert slashes at the end of meaningful chunks in a sentence. Then students read aloud each chunk divided by a slash. Then, the teacher orally shares a Japanese translation of each chunk and this process is repeated until the end of the passage.

When sentences are divided into chunks and translated chunk by chunk, students stop reading backwards. Hiyama (2007) argues that slash reading has further advantages. Students who have trouble in reading long passages can handle short chunks taken individually. In addition, students can maintain their concentration because they focus on smaller units. These advantages can also contribute to improving reading speed.

4. SLASH TRANSLATION AS A CLASSROOM ACTIVITY

Since slash reading is a training method for interpreters, some alterations have to be made to apply it in reading classes. Instead of orally giving Japanese translations to students, you can make students translate chunks by themselves and write them on a sheet. This writing-down activity is more suitable for larger groups and easier for teachers to check their understanding. The procedure is as follows.

First, print a passage leaving sufficient space between the lines where students can write slashes and translations. Next, divide students into groups of two to five. Then assign one of the paragraphs to each group. Give a worksheet to each group and tell them to insert slashes and write a translation on each chunk within ten to twenty minutes. When the time is up, collect the sheets and check the slashes and translations with the whole class using a document camera. An example of slash translation is shown below.

アメリカへ旅行した人は誰でも
Anyone who has traveled to America/
驚かざるを得ない
can't help but be astounded/

その太りすぎの人の数に
at the number of overweight people there.
それは見える
/ It seemed /

会った人はみんなダイエットをしているか
that everyone I met was on a diet/
何らかの運動をしているように
or doing some sort of exercise,

しかし痩せられた人はほとんどいなかった。
and yet very few people were getting any thinner.

Some textbooks and reference books adopt slash translation. Matsuoka & Sobajima (2016) call it 'chunk yaku' and include slash translation exercises in their textbook. Matsumoto (1999) calls it 'yomikudashi yaku'. As the book shows both a slash translation and a normal translation of the same passage, students can study the difference.

Slash translation activities can be done individually, but in groups students appear to benefit more from the discussion and helping one another. One thing to remember is Japanese of slash translation is neither accurate nor natural. Teachers should tell students not to worry about the correctness of their Japanese. The important thing is that they read and understand the English quickly, processing language from the beginning of the sentence.

5. STUDENTS' FEEDBACK

I have been doing chunk translations in class for more than five years and found them quite effective, although some students still prefer to do straightforward translation exercises as most students find them effective and easy to follow. At the end of one semester of training students to use the slash translation method, students reflected on this component in an end-of-semester questionnaire. When asked to comment on the slash translation method directly, some students' comments included:

"It is easy to grasp meanings by dividing long sentences into chunks."

"I can read faster than I used to with slash translation."

"I can understand sentence structures by inserting slashes."

6. CONCLUSION

In summary, slash translation not only helps students read faster but also enables them to understand the grammatical structure of sentences. Furthermore, as reading comprehension classes tend to become quiet and dull, introducing chunk translation as a group activity can make classes more dynamic.

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ABSTRACT

Although the Socratic method continues to enjoy widespread use in classrooms around the world, use of the method in English for Specific Purposes (ESP) classrooms is rarely discussed. This article will provide an explanation of the Socratic method and practical tips on how to use the method in ESP settings.

要約

ソクラテス式問答法は世界各地のクラスロームで広く活用されているが、ESPのクラスルームにおける活用に関する議論はほとんどされてきたことがなかった。本論文はソクラテス式問答法を解説すると共に、特定の目的のための英語（ESP: English for specific purposes）における英語でのその活用方法に関する実践的な情報を提供する。

ABOUT

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WHAT IS THE SOCRATIC METHOD?

The Socratic method requires four components: a leader, participants, a text, and questions (Çelik, 2007). Employing Socratic questions, the leader conducts a question-and-answer session based on a particular text. The objectives of the method are to cultivate critical thinking skills, explore definitions of concepts, and question assumptions.

Although the method is attributed to Socrates, it is now most often used in a modified form that diverges from the quintessential Socratic dialogue format. The popularity of the method is perhaps most evident through its widespread use in law school classrooms in the United States (Kalt, 2012). This article will provide tips on application of the Socratic method to intermediate and advanced English for Specific Purposes (ESP) settings.

TIP #1: SELECTION AND USE OF TEXTS

Choose a text that is written simply and naturally. For intermediate and advanced learners, try to maintain the integrity of the text and the author's style to provide exposure to real syntax. Next, formulate a written list of questions that can be easily answered by skimming through the text. When composing questions, use direct quotations from the text to promote intensive reading (scanning) skills and to prompt readers to find the correct answer quickly. The final few questions should be open-ended and ask for learners' ideas and analysis. In class, ask learners to write all answers in full sentences. Over the term or year, use texts and questions that increasingly require learners to use inductive and deductive reasoning skills.

TIP #2: CLASSROOM LOGISTICS AND ANSWER ELICITATION

Although the Socratic method is frequently used together with cold calling in courses of 70+ learners in U.S. law schools, the Socratic method is more beneficial as an ESP technique in smaller courses. In particular, the method is most beneficial in courses in which learners know each other well (e.g., seminars or year-long required courses).

To facilitate use of the Socratic method in ESP settings, instructors can encourage active participation by using learners' names regularly. To develop learners' confidence and avoid embarrassment, learners should be given adequate preparation time in class before questioning begins. It is helpful to encourage learners to read the text and answer questions in pairs or groups and to change learners' seating arrangements every class (sometimes even during class) so as to promote a learning environment in which learners

feel comfortable answering questions in front of their peers. If instructors wish to use cold calling, it is useful to demonstrate fairness by calling on learners randomly and equally. When cold calling in larger classes, it is helpful to record when learners are called upon so as to equally distribute questions.

For ESP instructors, one of the most challenging aspects of the Socratic method is the elicitation of answers. One technique for encouraging learners to respond is to use exaggerated pauses and intonation. Another technique is to start with an obviously wrong answer. For example, when asking for a definition, an instructor might engage a learner in the following exchange.

Instructor: Is wind a nonrenewable energy source?
Learner: No.
Instructor: No? Why not?
Learner: (Answer requires some part of a definition of nonrenewable and/or renewable energy sources.)

These techniques, together with warm-up and Socratic questions, can be used to facilitate active exchange during use of the Socratic method.

TIP #3: QUESTIONS

Warm-Up Questions

To acquaint learners with the Socratic method, begin by asking questions that can be easily answered by reviewing the text, or questions that require one-step expansion upon the content in the text. Examples of such questions can be found below.

[Reasons] Why do you think/say that?

[Relevance] How is that related to trade barriers?

[Clarification] So, you are saying that real instead of nominal GDP should be used?

[Example] What is an example of a supplementary good?

[Cause] What do you think causes income inequality?

[Effect] How do cheaper supplementary goods affect a supply curve?

[Advantages] What are three advantages/disadvantages of a capitalist economic system?

[Arguments] What are three arguments/counterarguments that support your side?

The above-listed questions encourage learners to grasp meaning and develop ideas about the content of the text. Once learners have become comfortable answering the above-listed questions, they can infer information from the text by answering Socratic questions.

SOCRATIC QUESTIONS

After learners have become accustomed to answering warm-up questions about the text, the instructor can move on to questions designed to encourage inference. For example, in conjunction with a news article by Sam Jones in The Guardian titled "Spanish court to investigate Syrian 'state terrorism' by Assad regime," an instructor might ask the following questions to expand upon implied information. Questions are preceded by bolded article text, which can be used by learners to deduce an answer.

"Syria is not a signatory to the [International Criminal Court], and China and Russia have vetoed a resolution referring Syria to the court."

Q1: When can alleged international crimes be prosecuted at the International Criminal Court?

"The landmark case – the first criminal complaint accepted against President Bashar as-Assad's security forces by a European court – has been brought on behalf of the victim's sister, a Spanish citizen who lives in Madrid."

Q2: What if Mrs. AH were the cousin of the victim? Would she be able to bring this case to the Spanish court?

Q3: What if Mrs. AH were not a citizen of Spain? To which court could she bring this case?

The objective of the above-listed questions is to encourage learners to think beyond the text to imagine and address hypothetical situations. With this exercise, learners cultivate the skill of re ferring to the past, distilling relevant information, and applying that information to present and future scenarios.

CONCLUSION

This article has explained implementation of the Socratic method in ESP settings. Specifically, it has provided tips on selection and use of texts, classroom logistics, warm-up questions, Socratic questions, and the elicitation of answers. Although the Socratic method is not applicable to every classroom setting, it is a useful technique for ESP instructors wishing to encourage active learning and the development of critical thinking skills among intermediate and advanced learners.

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SCOTT SMITH: **Raising Consciousness Concerning Hesitation Fillers in Japanese Students of English**

ABSTRACT

Hesitation fillers are an important tool in learning to speak a foreign language. They enable a speaker to stay in the foreign language whilst attempting to communicate verbally. By learning to use them, students' language may sound more natural as there will be less to confuse listeners. Language teachers should raise their students' awareness of this issue and help them to practice the use of hesitation fillers. In Japan, this training is somewhat problematic due to first language interference and attitudes towards hesitation fillers from teachers and students.

要約

外国語を勉強する時にフィラーは重要な仕組です。駆使することによって、相手とコミュニケーションをとる時に、よりスムーズに会話が出来るようになります。フィラーを習得することにより、学生の話し方はよりナチュラルに聞こえます。英語の先生達にフィラーの重要性を理解して頂き、それを生徒達に実践 して欲しいと考えます。日本ではあまり評価されず認められていないフィラーの重要性を理解してもらうことは難しいことです。

ABOUT

Scott Smith has taught English in Japan for more than thirty years. He currently teaches at Ferris University, Yokohama. He also ran his own English language institute before moving into teaching at the university level. His research interests include spoken fluency and vocabulary acquisition.

How do people perform the act of human speech? What sorts of things do they say and how do they negotiate their way from thought to utterance? It is often a very messy affair, with lots of repetition, self-correction, restarts, and hesitations, making it a jumpy, stop-start operation. However, if that is the way that people really speak, shouldn't we, as language teachers, give our students the tools that they need to perform language as they really need to speak it, in ordinary, unrehearsed situations, with errors and thinking time and all the other normal oddities of actual speech? Within that context, this paper deals with the specific area of hesitation fillers. These are utterances that are used in speech to allow gaps in discourse that facilitate thinking time, whilst keeping one's 'turn' in an interaction. This is a common feature of speech in all languages and language students al ways need to utter something when they hesitate mid-speech, but without a

clear understanding of how to use correct English hesitation fillers, they often revert back to mother tongue strategies. This can mean that students' English is punctuated with non-English utterances that make their speech seem 'foreign' and may interfere with understanding.

MOTHER TONGUE LANGUAGE INTERFERENCE

In the case of Japanese students of English, this is a problem that English teachers are well aware of. The Japanese language has many hesitation fillers and unfortunately, these often creep into students' English. The most common hesitation fillers in Japanese are 'eetone', 'eeto', 'ee', 'to', 'anoo', 'anoone', 'untoo' and 'untoone'. It may be true that once a native English speaker is prepared for these very un-English-like sounds to appear in speech when listening to a Japanese person speaking English, then understanding is not affected.

However, if the listener does not have this background knowledge, understanding can be adversely affected. In combination with poor pronunciation, it can indeed render utterances difficult if not impossible to understand.

ENGLISH HESITATION FILLERS

The equivalent English hesitation fillers are 'um' and 'er' in British English and 'um' and 'ah' in American English. Others such as 'you know' and 'like' can also be used in similar ways but may be best limited to receptive knowledge for students, as they can also be used in different situations with other meanings and as such may interfere with under standing when used in the wrong way. 'Um' and 'er' (ah) however, pose no such risks and can, therefore, be taught as useful tools to the language student.

RAISING AWARENESS

Within the English language classroom in Japan, the English teacher attempting to introduce this subject may be met with some resistance from students due to a belief that these utterances are in fact not language items per se and that people should be free to use whatever hesitation fillers they prefer. Textbooks that rarely, if ever, treat hesitation fillers as worthy of inclusion can reinforce this conception. Many English teachers themselves seem to regard them as something intangible that students will pick up naturally as they progress in their overall language skills. However, if students are exposed to natural spoken English in the classroom, then they can begin to understand how often native speakers use them in English, and how useful it is to employ them correctly in order to achieve natural-sounding English.

Thus, to a large extent, it is an issue of raising awareness and convincing students of the value of making the transition into a commitment to staying in English throughout an utterance even when, or perhaps especially when, a breakdown occurs, as it so often does when speaking a different language. In addition, if you can persuade your students to make the effort with hesitation fillers, then they are already halfway down the road to those other important and related issues of negotiation of meaning, self-correction and other metalinguistic skills that are essential in the art of learning to speak a foreign language well.

BRAIN FUNCTION

One obstacle to success for the language student attempting to do this, however, seems to lie in the wiring system of the brain. During speech, the apparatus within the brain that determines language output is busy processing grammatical, lexical, pragmatic and other features and when the need for a hesitation marker presents itself, the speaker often feels an increase in stress and tension because it usually means that something is breaking down in the thought-to-utterance process. Just at that moment, when the brain needs to stay calm and remind itself to use the foreign hesitation filler, it seems to be particularly difficult to retrieve it, (perhaps because the brain is simultaneously performing so many functions), and the pathway to the mother-tongue hesitation filler is automatically triggered and the result is a native-tongue utterance. This makes the learning of non-native hesitation fillers an endurance exercise of failure, correction and repetition whilst the brain builds a new network before success can eventually be achieved and natural-sounding hesitation fillers become automatic.

CONCLUSION

In conclusion, the use of second-language hesitation fillers not only increases the natural feel and sound of a non-native speaker, it can also make an important difference in the intelligibility of an utterance. In addition, for a native English interlocutor, a non-native speaker correctly using English hesitation markers can lend to the speaker an impression of ability and fluency that makes communication a more comfortable and natural experience. For these reasons alone it is the suggestion of this author that language teachers make use of this valuable tool and help their students persevere through the process of gaining the ability to use English hesitation fillers, when things don't go smoothly.

ABSTRACT

This paper shows how to incorporate mobile assisted language use into a reading class efficiently. Students spend most of their time with their mobile phones, and recently mobile assisted language learning has begun to play a significant role in the language learning process. Instead of discussing the topic straight away, in this paper the author presents an activity where searching for a subject on one's mobile phone can be used to create deeper interest and discussion on that subject. This activity also indirectly leads students to intensive reading outside of the textbook.

要旨

この記事の目的は読解レッスンにモバイル支援言語を効率的に使う方法の説明です。学生はほとんどの時間を携帯電話で過ごしますし最近、モバイルアシスト言語の学習は、言語学習プロセスで重要な役割を果たし始めています。トピックを直接に議論する代わりに、著者は自分の携帯電話で被写体を検索することで、そのテーマに関するより深い興味と討論を行うことができる活動を紹介します。この活動はまた、間接的に教科書の外で集中的な読書に学生を導く。

ABOUT

Muthumaniraja Saranyaraja is from India. She is a lecturer at Tama University of Global studies, Shonandai, Japan. She started teaching as a volunteer teacher at the community center. After completing her Trinity CERT Tesol, she has been teaching English in Japan for five years. She also possesses an MBA. CALL and MALL are her primary interests.

INTRODUCTION

Mobile assisted language use has evolved to support student's language learning with the increased use of mobile technologies such as mobile phones and Personal Digital Assistants (PDA) like the iPhone, iPad and Android devices. The emergence of the 4th generation mobile services (4G) has become a potential learning tool and is making M-learning the next generation of learning (Pegrum, 2014). With the inevitable integration of mobile technology into our lives, we can tell that it has already made a significant change in our life. Data from Mobile Marketing Lab shows that between April 2014 and April 2016, the share of Japanese mobile phone users owning smartphone significantly increased (Labo, MMD, 2016), especially among teenagers and this has impacted upon smartphone usage in classrooms. As the price of smartphones continues to fall, they are now readily available to people from all classes. Wang and Smith (2013) state that Japan has one of the world's most advanced cellular networks,

and most of the student population there possesses a mobile phone; therefore, the gap between operational functionalities of a mobile phone and PC has narrowed, providing educators greater freedom for extending learning outside of traditional learning environments.

Smartphone users, especially university students have ample opportunities to use this technology. Three reasons are validating it. Firstly, personal digital assistants like tablets and laptops are provided by the universities to their students. Secondly, Free WIFI access throughout university campuses encourages their use. Thirdly, as the prices of smartphones continue to fall, these products are now readily available to both the elites and minority groups.

The author has been teaching reading in the Academic English Program at Tama University for two years. Each reading lesson plan has followed the following stages: (1) Focus on the topic, (2) Pre-teaching the vocabulary, (3) Setting a gist task, (4) Students read the text, (5) Teacher gives feedback, (6) Set a task for intensive reading, (7) Reading the text, and (8) Further teacher feedback followed by an extension task. Based on the textbook, the following activities were designed. We focus on the topic through an activity or discussion. Each time while preparing and executing this stage the author faced the following difficulties:(1) limited student participation in the activity or discussion as they lacked prior knowledge about the topic, and (2) building interest in the subject was always a challenge. The next section will introduce a mobile assisted research worksheet activity which helped to overcome these difficulties. Indirectly, this activity also led to improvement in student's reading skills for texts outside of their reading textbooks and ESL storybooks.

The following mobile assisted research worksheet activity was about the topic "pirates." The worksheets have no specific format; instead they are tailored to the needs of the topic and students in a way that promotes engagement and interest in the topic.

ACTIVITY

First step

There were two rules before starting the activity. First, strictly reading in English as students tended to switch to Japanese.

Second, to only search using the hyperlink provided. An email was used to send out a link. One example would be this link to a Wikipedia page talking about pirates.

"https://en.wikipedia.org/wiki/List_of_pirates"

Second step

The students need to skim and scan the page to complete the worksheet (Figure 1 below).

Use the internet and fill in the table about pirates.

NAME OF THE PIRATE	THE YEAR OF THEIR EXISTENCE	THE PLACE THEY WERE BORN	DRAW THE FLAGS THEY HAD
BLACKBEARD			
THOMAS TEW			
HENERY EVERY			
RICHARD WORLEY			
STEDE BONNET			
JACK RACKAM			
(MODERN AGE PIRATE)			

FIGURE 1. EXAMPLE OF A MOBILE ASSISTED RESEARCH ACTIVITY WORKSHEET

After handing out the worksheet, give students 20 minutes to complete it. Then, the teacher ought to remind students to use their mobile phones for searching the answers. After completion, students check their answers in pairs followed by a review of the answers with the teacher.

The first column "Name of the pirates" has closed-ended questions except for the last one "modern age pirate" which is partially open-ended. The students have to skim and scan the web page with their mobile phones. While preparing the worksheet, it is necessary to keep in mind, the topics or concepts that students would be interested in. In the last column, they had to research and draw flags of the pirates that are mentioned in the first column which they would be interested in. This task serves to keep the students more engaged in the research process.

Third step

After completing the mobile assisted research activity worksheet the students check their answers with their partners followed by a review with the teacher. Students will then work on discussion questions in pairs (Figure 2 below). During the discussion, the teacher goes around the class to check the work.

1. Who is a pirate and what do they do everyday?
2. What is the difference between historical pirates and modern day pirates?
3. How do you think a pirate looks?
4. Did the pirates rob from the rich and give to the poor?
5. If you see a pirate what will you ask him/her?
6. Have you seen a pirate movie? Did you enjoy it? Describe one character in that film?
7. Did you know that each pirate had a special flag?

FIGURE 2. EXAMPLE OF DISCUSSION QUESTIONS

There was a more significant difference before and after the worksheet activity. As students were exposed to vocabulary and content related to the topic in the smartphone research stage, it motivated them to answer the questions. It also led to more engaged participation in the discussion activity. Eventually, this approach helped the class to glide through the reading chapter more smoothly.

RESULTS

To gauge adoption of this mobile assisted activity, the author surveyed a class of 17 students using Google Forms. The survey was written both in English and Japanese to prevent any misunderstandings and took approximately five minutes of class time. Figures 3 to 6 (below) provide a summary of student responses.
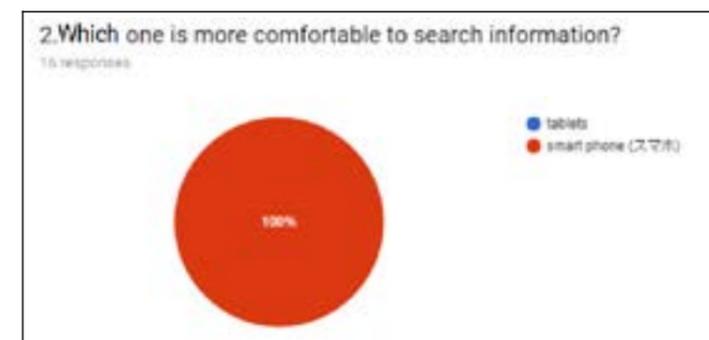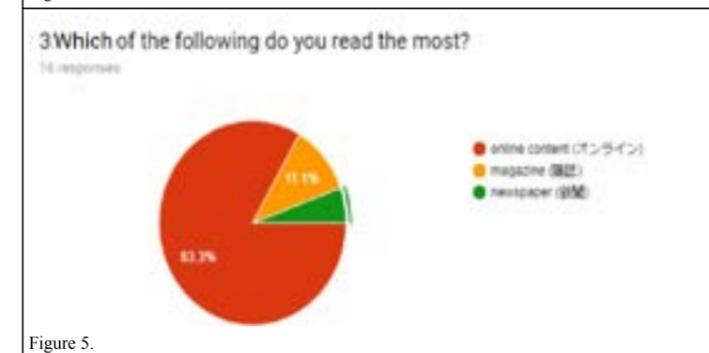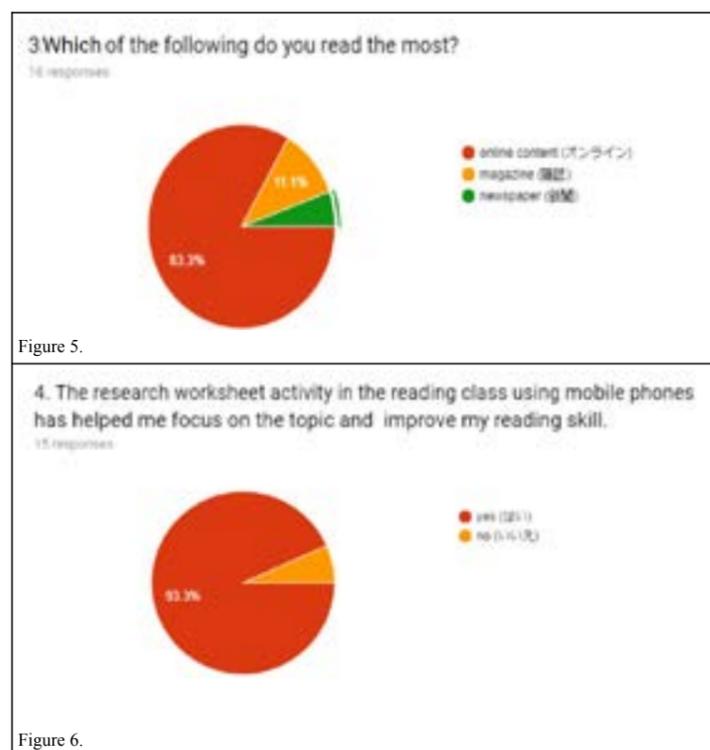

Figure 4.

Figure 5.

Figure 5.

Figure 6.

As displayed in Figure 3 above, 100% of students had smartphones in this class. Though students were given tablets by the university, it was astounding when 100% of the students answered that they were more comfortable searching for information on their smartphones (Figure 4). A further 83% of the students read online content while only 11% and 5% read magazines and newspapers respectively. It shows that this group of students are more interested in reading online content rather than print-based media (Figure 5). Almost all students (93%) indicated that the smart phone-based research activity helped them to focus on the topic and improve their reading skills (Figure 6).

CONCLUSION

In the modern world, one needs to accept change while being firm on purpose. As teachers, we too need to adapt to using powerful technological tools like smartphones in our classrooms. This research worksheet activity is an example of how smartphone technology can be effectively incorporated. Reading is not limited to textbooks and ESL storybooks. Research activity worksheets enabled the author's EFL students to explore and read content outside of the textbook, and it has served to enhance focus and interest in the topic. Thereby, much deeper connections are being made with the reading passage.

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ABSTRACT

This paper focuses on teaching about marketing theory with a focus on advertising in the English language classroom. The goal of this course is to create awareness among students with regards to the advertising that they are exposed to. This is done with a particular emphasis on the English advertising slogans that Japanese companies often use to communicate their product or service to final consumers.

要約

本論文では、EFLの授業において、広告を中心としたマーケティング理論を教えることに焦点を当てる。本講義の目的は、学生たちが、日常的に晒されている一般的に周りの触れている広告を認識できるようにすることである。これをするため授業においては、日本企業が製品とサービスを最終的な消費者にまで宣伝するため、しばしば利用している英語による宣伝広告などについての講義を中心に行い、マーケティング理論を明らかにすることを目指している。

ABOUT

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WHAT IS MARKETING AND THE MARKETING MIX?

We define marketing as the process by which companies create value for customers and build strong customer value from customers in return.

What is the Marketing Mix? The marketing mix is the set of controllable, tactical marketing tools that a firm blends to produce the response it wants from the target market. The Four Ps of the Marketing Mix are Product, Price, Place and Promotion, and form the foundation of marketing theory. Promotion consists of advertising, personal selling, sales promotion and public relations. Part of marketing theory consists of the 4Cs, Customer solution, Customer cost, Convenience and Communication. The four Ps take the sellers view of the market while the four Cs are from the buyer's viewpoint. In this class, we focus on the promotion aspect of the Marketing Mix and the Communication part of the 4Cs in the form of advertising.

DEFINING ADVERTISING

What is advertising? Advertising is "any paid form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor" (Kotler & Armstrong, 2008; 402). To spark interest in an EFL setting, I will start by asking students the following questions;

What is your favorite advertisement? Why?

Where do you see advertising?

What makes an advertisement successful?

What is the world's most recognized brand?

Figure 1 (above) shows Coca-Cola as one brand with an enormous global reach. Can you name some countries where Coca-Cola is sold? Where perhaps is it sold? About how many languages do you see here? The purpose of asking the above questions is to get the students to think about famous products and brands. It is one brand that is so prevalent that it may not come to mind right away even though Coca-Cola is advertised all around us.

ADVERTISING OBJECTIVE

"An advertising objective is a specific communication task to be accomplished with a specific target audience during a specific period of time" (Kotler & Armstrong, 2008; 431). Possible advertising objectives include; informative advertising, persuasive advertising and reminder advertising. Advertising is focused on the consumer viewpoint. People choose a product because the advertisement appeals to how we want to see ourselves or a lifestyle that is attractive to us (Lu, Davis & Rizzo, 2008).

Can you identify the following advertising slogans in English and which Japanese firms they belong to? This exercise is used to see if students recognize these English slogans that are on TV or billboard advertisements. Figure 2 shows that the first slogan is a Toyota advertisement. In Figure 3, the second slogan represents what the firm Olympus is famous for. Hitachi in Figure 4, uses the third slogan that is widely seen in the Japanese media.

Drive Your Dream

Your Vision, Our Future

Inspire the Next

Are there any Japanese products that you think may not sell well in English speaking countries? Look at the product in Figure 5 and take a closer look at the wording of the product.

Figure 6. POCARI SWEAT sold around the world. Taken from: Otsuka PHARMACEUTICAL CO., LTD (2018). GLOBAL REACH OF POCARI SWEAT. RETRIEVED FROM: HTTPS://WWW.OTSUKA.CO.JP/EN/COMPANY/NEWSRELEASES/2015/20150701_1.HTML

In Figure 6, do you notice that Pocari Sweat is not sold in any English speaking countries? The purpose of this exercise is to make students aware of the fact that the word "sweat" in a product would not be appealing to native speakers of English or cultures that are very fluent or knowledgeable of the English language.

WHAT IS THE PURPOSE OF ENGLISH ADVERTISING IN JAPAN?

The English used in Japanese media can be perceived to serve two main functions: a decorative function and a communicative function (Goldstein, 2011). The decorative function of the English language utilizes characteristics such as font size, font color, and the placement on the page. English has a visual function and does not necessarily need to be read or even understood for that matter. The second function of the English language is its communicative function. English words and phrases which can be read and understood by Japanese people can communicate their meaning and are therefore, highly communicative. However, words that cannot be read or which are not expected to be read are considered to be mostly decorative and do not have any significant communicative function.

Most Japanese people study English for a period of at least six years in junior and senior high school, so at some level, people in Japan can understand English (Martin, 2004). Nevertheless, even six years of language study does not translate to fluency, and there are many English words or phrases which they most likely cannot understand on many levels of meaning and nuance. Although English in Japanese advertising serves as some decorative function, the communicative function of English varies by example and circumstance. Overall, as English loses its communicative function, it takes on more of a decorative function in Japanese mass media.

To emphasize the above, according to an interview of copywriters from Dentsu, Japan's largest advertising agency, written English is seen as *kakkoi* or cool as opposed to advertisements written in Japanese. Kanji and katakana are *urusai* or noisy. Thus, English advertising in Japan is not only communicative, but also decorative.

In Figure 7 (below), you can notice the size of the English letters in contrast to the Japanese writing. The advertisers want to hit home the point of suitable portion size that is available for this product. The exclamation point is used without concern for its grammatical correctness. A native English speaker may find this out of place, but a Japanese person may view the exclamation point as conveying a mood of excitement. The English words do act as a mood factor, but also communicate their meaning as well.

In Figure 8 (below), you can notice the size of the word "Beautiful" and how it stands out and points to the fact that Izu is an attractive place to visit. Also, as mentioned earlier, some copywriters think that English is cooler than Japanese and thus grabs more attention.

CONCLUSION

In summary, the purpose of making students aware of the use of English in Japanese advertising is to point out where the language is suitably used and where it is not. It also serves as a platform for them to engage the greater society around them. This language exercise also can perhaps assist students in job hunting in the future as they research about various companies and organizations in Japan.

FIGURE 8. ENGLISH USED TO GET ATTENTION. TAKEN FROM: NEELY, C. (2011). HOW TO USE ENGLISH IN JAPANESE ADVERTISING AND PROMOTION. RETRIEVED FROM:HTTP://WWW.HUMBLEBUNNY.COM/HOW-TO-USE-ENGLISH-IN-JAPANESE-ADVERTISING-PROMOTION/

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