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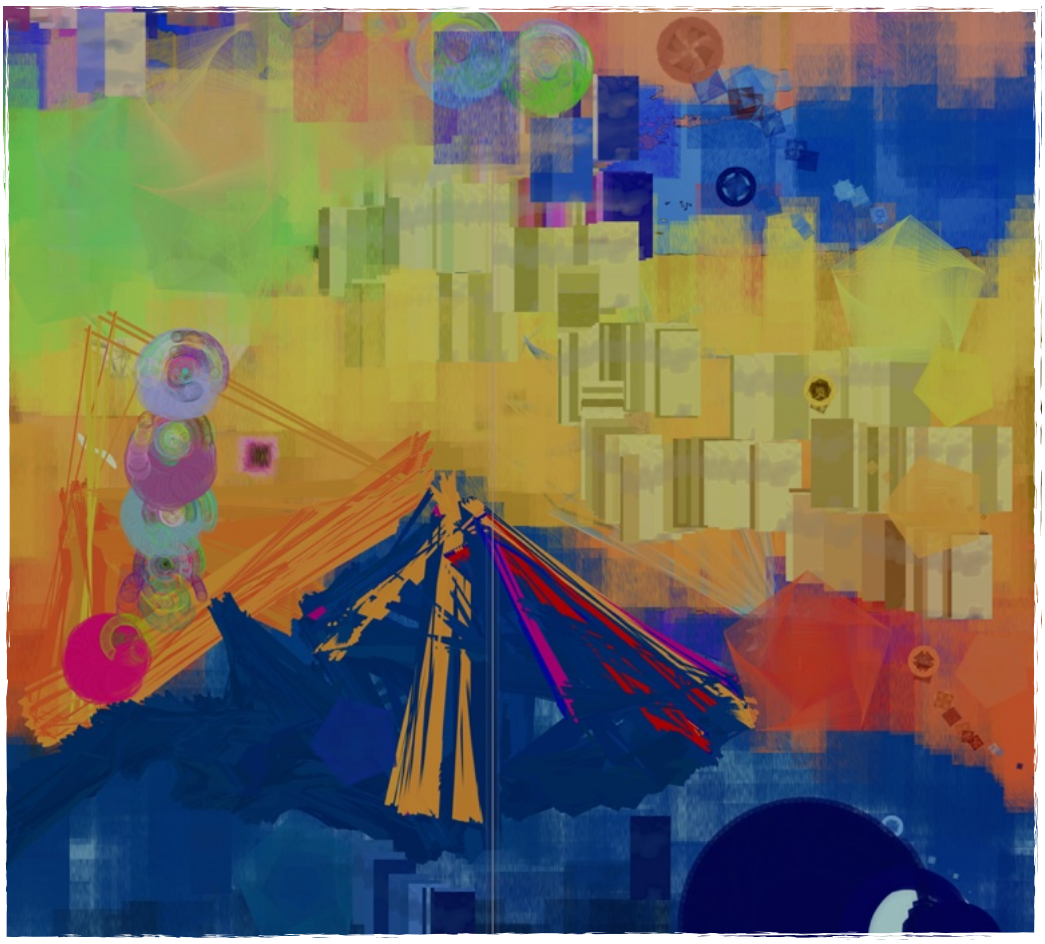

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THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING
全国語学教育学会

Between the Keys 31.2

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Letter from the Publication Chair

Joel Neff

Dear Readers,

Change comes to all things, including this magazine. Over the course of the next few months, you may notice some things being done differently from before, beginning with this very issue. But we'll get to that.

First, we open this issue with an intriguing piece of research from member Makada McBean, who conducted an international experiment in lexical development. Her results are interesting and well-presented and have more than a few implications that may affect how you conduct your classes.

Following Makada's piece, we have another entry in our "Musings on Marketing" column, this time from our Program Chair, John Carle. In the column, John walks us through the process of creating a digital workbook. It is both practical and informative and, hopefully, will add to your arsenal of classroom tools.

Next you'll see the first of this issue's changes. We are running a message from a newer JALT sub-organization called the Writers' Peer Support Group. Their remit is to review articles written by JALT members in hope of helping those same articles find publication.

Relatedly, we've decided to add another message, this time showing off a couple of recent additions to the Materials Writers Showcase. If you're unfamiliar, the Showcase is just that - a place where authors can have their work displayed so that others may find them a little more easily. To that end, the message in *Between the Keys* highlights a pair of recent additions to the Showcase, again to aid visibility for the authors.

Our final article this issue comes from me, and is intended to be a model for a style of article we'd like to see more of, from you, the reader, in the future. My article leads into an introductory worksheet I've written for (and used in) my own lessons. The article details the research and methodology I used to create the worksheet. Then the worksheet is presented here, available for download and use by any and all.

Whether you find the article interesting or useful, we hope it will spur work in a similar vein from you. That said, if you have an interesting worksheet or lesson plan to share but don't have 3,000 words of research behind it, never fear, we'd still like to see it.

In fact, our submissions are always open and what we accept is always evolving to meet the latest innovations and experiments being run by our readers. Please feel free to pitch any idea or project you might have via the links in the call for submissions section at the end of the issue.

Thank you for reading,

Joel Neff
Spring 2023

Feature

Word Association and the L2 Mental Lexicon

by

Makada McBean

Feature

Word Association and the L2 Mental Lexicon

概要

この論文は、英語を第２言語とする学習者の、心的辞書(メンタルレキシコン)についての理解を深めるこ とを目的としている。そのために、"Task 123 of McCarthy's Vocabulary (1990: 152)" に基づき、言語心 理学の実験―語彙連想テストを実施し、英語学習者の語彙の連想と言語発達との関係を調べた。実験で は、8 つの刺激語から、被験者に単語を連想してもらった。被験者は、初級レベルと上級レベルの日本人 ＥＦＬ英語学習者、そしてチリの留学生(ＥＦＬ)とフィンランドの留学生（ＥＳＬ）である。留学生の英 語のレベルはどちらも上級である。結果では、以下の 5 つのタイプの単語関係に注目した。文脈構造（統 合的関係／系列的関係）、意味（意味関係）、言語外（百科事典的な関係）(コロケーション)、そして音（音 連合)である。この結果は、Aitchison (2003)の実験結果を正確に反映したものではなかったが、いくつか の明確な類似点が確認された。すなわち、L2 学習者の心的辞書が高度に組織化されているということ、そして L2 学習者は単語を音ではなく、主に意味的または語彙的に関連付けているということを裏付ける 結果となった。

Feature

Word Association and the L2 Mental Lexicon

Abstract

This presentation documents an attempt to better understand the L2 mental lexicons of a group of English language learners. To explore the relationship between word-association and learners' lexical development, I employed a psycholinguistic experiment, the word association test, based on Task 123 of McCarthy's Vocabulary (1990: 152). A simple word association task comprising eight stimulus words was administered. Participants included low-level and high-level Japanese English as a Foreign Language (EFL) students and two high-level exchange students from Chile and Finland who were also EFL and English as a Second Language (ESL) learners, respectively. In the study, focus is placed on five types of word relations: contextual structure, (syntagmatic/paradigmatic relations), meaning (sense relations), extra-linguistic (encyclopedic relations), frequency (collocation), and sound (clang associations). The results of this word association task did not exactly mirror the findings of Aitchison (2003). However, some clear similarities between the two studies were identified. The findings support the claim that the mental lexicon of L2 learners is highly organized, and that word relations within the L2 lexicon are composed of primarily semantic or lexical distinctions and not phonological ones.

1. Introduction

This study employs a type of psycholinguistic experiment - the word association test, based on Task 123 of McCarthy's Vocabulary (1990: 152) - in an attempt to better understand the L2 mental lexicons of a group of English language learners. A simple word association task consisting of eight stimulus words was administered to both low-level and high-level Japanese English as a Foreign Language (EFL) students and two high-level exchange students from Chile and Finland, who are also EFL and English as a Second Language (ESL) learners, respectively. An introduction to word association and lexical relations will precede the discussion of the experiment.

2. Literature Review: What is the mental lexicon?

Knowledge of how the brain retains and retrieves language comes, partly, from people with brain damage and from errors on the part of people with no known brain function

deficit. Slips of the tongue and word searches (tip-of-the-tongue) are examples of such errors. As this paper seeks to explore the relationship between word-association and learners' lexical development, it is necessary to define the mental lexicon.

A person's mental store of words, their meanings and associations are referred to as the mental lexicon (Richards and Schmidt, 2002: 327). Franklin and Emmorey (Murthy, 1989) posit that "[t]he mental lexicon is that component of grammar that contains all the information - phonological, morphological, semantic, and syntactic - that speakers have about individual words and morphemes." The term lexicon is seemingly a metaphor, as lexicon is the Greek word for 'dictionary'. However, little is known about the mental lexicon (Aitchison, 2003; Channell, 1988; McCarthy, 1990) and all attempts to define and describe it rely heavily on more metaphors that produce partial representations. McCarthy (1990: 34) suggests the following: The mental lexicon is like a dictionary, a thesaurus, an encyclopaedia, a library, a computer and a net. Brown (2006: 37), however, compares it to the Internet and World Wide Web. Though different, the above metaphors all have the concepts of input, storage and retrieval in common.

By analysing the results of a word association test, it is imperative to identify patterns that exist in the data and connections between words in order to have a better picture of the mental lexicon. In this study, focus is placed on five types of word-relations: contextual structure, (syntagmatic/paradigmatic relations), meaning (sense relations), extra-linguistic relations (encyclopaedic), frequency (collocation) and sound (clang associations).

2.2 Lexical Relations

Lexical relations refer to the relationship and connection that one word has to another. 'Full' and 'empty', for example, are opposites and 'music' and 'song' are sometimes used interchangeably. This relationship is said to be paradigmatic (choice) relations. There is a significant relationship between these words, while 'open' and 'smooth' have no immediate relationship, except that maybe one precedes the other in a sentence. This relationship is believed to be syntagmatic (chain) relations. Syntagmatic associations relate by a syntactic structure or even a phrase. Paradigmatic associations, however, involve other

words that could replace the target words. Research has shown that native speakers have a propensity to respond to word association stimuli paradigmatically and non-native speakers to respond syntagmatically (Coulthard et al., 2000: 27; Meara, 1982). Though the bulk of word association responses, seemingly, focus on either a paradigmatic or a syntagmatic relation, there are other distinctions to be made. Word associations can be based exclusively on their phonological or orthographic merits. However, some responses like the encyclopaedic ones arise from the experiences and personal knowledge of the individual. Finally, clang responses are far less common and usually given by low-level language learners.

2.2.1 Paradigmatic Relations

2.2.2 Sense Relations

Sense relations - the 'system of linguistic relationships which a lexical item contracts with other lexical items' (Carter, 1998: 17) - range from the general (semantic/lexical fields) to the specific (synonymy - similarity of meanings, antonymy - difference of meanings, hyponymy - meaning inclusion).

2.2.3 Hyponymy

Hyponymy is the hierarchical relationships involving a hyponym and a superordinate. *Furniture* is the superordinate of *table* and *sofa* which means the word *furniture* incorporates the meaning of both. This example, in turn, means that *table* and *sofa* are co-hyponyms in this paradigm (Carter, 1998: 21; Coulthard et al., 2000: 26). Co-hyponymy is a form of co-ordination because they share the same superordinate.

2.2.4 Synonymy

It is highly uncommon that any two words can be used interchangeably in all contexts. If two words can be used interchangeably in all sentence contexts, they are strict synonyms (Jackson, 1988: 65-66). *Loose synonym*, however, is a term that refers to a relationship of similar meaning across many but not necessarily all contexts (Coulthard et al., 2000: 24).

2.2.5 Antonymy

Antonymy is the relationship between words which are opposite in meaning in a given context. *Good - bad* and *tall - short* are examples of antonyms.

2.3 Syntagmatic Relations

2.3.1 Collocation

Collocation is the habitual juxtaposition of certain words. McCarthy (1990, p.12) metaphorically describes the relation of collocation as '…. a marriage contract between words, and some words are more firmly married to each other than others. These occurrences are not random and are either grammatical or lexical. While lexical collocation may consist of nouns, verbs and adverbs, grammatical collocations usually depend on structures such as prepositions and clauses. Statistically, collocations can be either strong (significant) or weak (insignificant). (Carter, 1998; Coulthard et al., 2000; Jackson, 1988; Sinclair, 1991). *Salt* and *pepper* are an example of collocation.

2.3.2 Encyclopaedic Knowledge

The concept of encyclopaedic knowledge refers to links between one's personal knowledge acquired over a period and the connections made in response to a stimulus word. A native speaker would then have all their encyclopaedic knowledge linked together with associative words. McCarthy (1990, p.40) summarizes the concept nicely:

Native-speakers can say a lot more about a word than just what co-ordinates, collocates, and superordinates, or what synonyms it has. [Words are] related by an intricate series of links to an encyclopaedia of world knowledge gathered over many years...This kind of knowledge produces a web-like set of associations.

Therefore, my response to the stimulus *'earthquake'* might be *Port Royal* because to Jamaicans like me, this story is widely known. As such, whenever reference is made to an earthquake, the 1692 catastrophe is the worst the island has ever seen. It was so devastating that thousands of people died and to date, a piece of the island is still beneath the sea.

2.3.3 Clang Associations

Clang associations are groupings of words based on phonological relations. Though the words, when placed together, show no evidence of grammatical or lexical relationship, they associate by clang. Therefore, if a response to the stimulus word *butter* is *batter* (which is only a phonological similarity) we may consider this relationship a clang response.

2.4 Word Association

The earliest recorded word association test was conducted by 19th Century British psychologist Sir Francis Galton and later refined by Wilhelm Wundt near the end of the nineteenth century (Stevens, 1994). It is believed that Galton randomly wrote two words for each of the words from a list of 75 that he used as prompt. The results were recorded and Galton wrote:

> *The records lay bare the foundations of a man's thoughts with curious distinctness and exhibit his mental anatomy with more vividness and truth than he himself would probably care to publish to the world*. (Aitchison, 2003, p.24).

The word association test has since been adopted by psycholinguists to explore the mental lexicon. There are many word association tests that are vastly different, but the fundamentals remain constant: a number of stimulus words are presented to a subject who is asked to respond with the first word or words that come to mind. The results of such word associations are believed to reflect the way the words are stored and connected in the mental lexicon.

3. Research and Methods

For a better understanding of the L2 mental lexicon and how it develops, a simple word association exercise comprising eight stimulus words was administered to both low-level and high-level Japanese EFL students, a Chilean exchange student and a Finnish exchange student.

3.1 Participants

A total of 12 students participated in the study: 10 Japanese high school students, 1 Chilean student and 1 Finnish student – both exchange students are enrolled in a Japanese High school for a period of 10 months. Of the 10 Japanese students, 5 are first-year low-level 'Futsuka' or General Education students (students with a focus on mathematics and sciences) and the other 5 are third-year high-level 'Kokusai Eigo' or Global English majors (students with a focus on English language learning and speaking). The two exchange students function at a very high level, despite English being their second language.

The participants were divided into two groups and were all given audio/visual prompts:

Group: English Level	**Number of Subjects**
Beginner	5
Advanced	7

Figure 1

3.2 Stimulus Words

A total of eight stimulus words were selected, based on the instructions given in Task 123 of McCarthy's Vocabulary (1990: 152). The table below lists the words chosen as stimuli and the reasons for such choices.

Feature

Word Association and the L2 Mental Lexicon

Stimulus Words	Reasons
1. hot	• a mixture of word classes (e.g. noun, adjective, verb) • high frequency adjective L2 learners.
2. karaoke	• a mixture of word classes (e.g. noun, adjective, verb) • borrowed noun from the Japanese language as most of the subjects are Japanese natives.
3. between	• at least one grammar/function word (e.g. preposition, pronoun) • less frequent preposition taught in the EFL classroom when compared with 'at' or 'on'
4. fast	• a mixture of word classes (e.g. noun, adjective, verb) • a high frequency word that is both an adjective and an adverb.
5. smartphone	• one or two items from the everyday physical environment (e.g. 'table', 'car') • high frequency compound noun with which all learners would be familiar.The abbreviated katakana form "*sumaho*" is a staple word in the Japanese language for even low-level learners
6. train	• one or two items from the everyday physical environment (e.g. 'table', 'car') • high frequency noun that is also a verb.
7. wow	• a relatively uncommon or low-frequency word but one which most secondary school students will nonetheless know. • interjections are seldom taught or used in the Japanese EFL situation and are rarely used as stimuli in word association activities. However, '*sugoi*' is a very common interjection used in the Japanese language. This expression can in some situations be translated to 'wow' in English.
8. practice	• a mixture of word classes (e.g. noun, adjective, verb) • a relatively low frequency noun in the EFL setting that is also a verb.

Figure 2

3.3 Procedure

The word association activity was administered audio-visually to all participants. The students were given sheets with directions, a space to write their names and spaces numbered 1-8. The students were instructed to listen for the stimulus words which were to be repeated twice and then revealed on the board. They were to listen to the words and write the first word that came to mind. The stimulus words were already printed on flashcards and were fastened with magnets, on the reverse side, to the board. After a stimulus word was spoken three times, the corresponding flashcard was revealed. It was treated like a game, so the students would not feel pressured and think of it like a test. The hope was for many students to quickly write the first word that came to mind after having only heard it and the visual prompt would serve as aid for those who needed it. This activity was not administered during the class period, but rather after classes had concluded for the day. This method was intended to make the students feel relaxed and not to be pressured by time constraints or any other factors.

4. Results and Classification of the Word Association Task

The participants' responses to the eight stimulus words are presented in the table below. Corrections were made to incorrectly spelt words. The responses have been broken down into the different categories of classification, and a key is provided for decoding.

Key:

- **S**–Syntagmatic
- **P**–Paradigmatic
- **SY**–Synonyms
- **A**–Antonyms
- **E**–Encyclopaedic
- **C**–Collocation
- **HY**–Hypernymy, CHY-Cohyponym

Feature

Word Association and the L2 Mental Lexicon

Hot	**Karaoke**	**Between**	**Fast**
1. Summer **(S)** 2. Desert **(S)** 3. Cold **(P/A**) 4. Summer **(S)** 5. Chocolate **(S)** 6. Fire **(S)** 7. Temperature **(S)** 8. Summer **(S)** 9. Summer **(S)** 10. Summer **(S)** 11. Kettle **(S)** 12. summer **(S)**	1. Music **(S)** 2. Lemonade **(S/E**) 3. Singing **(S)** 4. Fun **(S)** 5. Fun **(S)** 6. Japanese **(S)** 7. Sing along **(P/SY)** 8. Song **(S)** 9. Song **(S)** 10. Japan **(S)** 11. Sing along **(P/SY)** 12. Fun **(S)**	1. Close **(S)** 2. Mountain **(S)** 3. Under **(S)** 4. And **(S)** 5. In the middle **(P/SY)** 6. Preposition **(S)** 7. In the middle **(P/SY)** 8. Two **(S)** 9. Two **(S)** 10. Distance **(S)** 11. Narrow **(S)** 12. space **(S)**	1. Usain Bolt **(S)** 2. Car **(S/C)** 3. Slow **(P/A)** 4. Car **(S/C**) 5. Cheetah **(S)** 6. Shinkansen (bullet train) **(S)** 7. Run **(S)** 8. Run **(S)** 9. Running **(S)** 10. Breakfast **(S/C)** 11. Shinkansen (bullet train) **(S)** 12. Run **(S)**
Smartphone	**Train**	**Wow**	**Practice**
1. Computer **(S)** 2. Internet **(S)** 3. connect **(S)** 4. Happy **(S)** 5. iPhone **(S)** 6. iphone **(S)** 7. mobile **(S)** 8. iphone **(S)** 9. iphone **(S)** 10. apple **(S)** 11. contact **(S)** 12. time wasting **(S)**	1. Station **(S/C)** 2. Hogwarts Express **(S)** 3. Travel **(S)** 4. Convenience **(S)** 5. Japan Railways **(S)** 6. Subway **(P/SY)** 7. Traveling **(S)** 8. Teach **(S)** 9. Bus **(P/CHY)** 10. Transportation **(P/HY)** 11. Coach **(P/SY)** 12. Teacher **(S)**	1. Shock **(S)** 2. Surprise **(S)** 3. Excited **(S)** 4. Impressed **(S)** 5. Beautiful **(S)** 6. Surprised **(S)** 7. Surprised **(S)** 8. Impressed **(S)** 9. Surprised **(S)** 10. Amazed **(S)** 11. Congratulations **(S)** 12. Impressed **(S)**	1. Learn **(S)** 2. Learning **(S)** 3. Perfect **(S)** 4. Improvement **(S)** 5. Tennis 6. To do **(P/SY)** 7. Difficult **(S)** 8. Instrument **(S)** 9. Dance **(S)** 10. Sports **(S)** 11. Effort **(S)** 12. Difficult **(S)**

Figure 3

4.1 Response Types by Percentages

Total Responses	96 – 100%
Syntagmatic	85/96 – 89%
Paradigmatic	11/96 – 11%
Synonymy	7/96 – 7%
Antonymy	2/96 – 2%
Hyponymy- Co-hyponym	2/96 – 2%
Encyclopaedic	1/96 – 1%
Collocation	4/96 – 4%
Clang	0/96 – 0%

Figure 4

It was quite tedious classifying the data because it was challenging to decipher how to categorise some of the responses. For example, song and singing, in response to the stimulus word karaoke proved most challenging as karaoke, in essence, is singing songs. However, not all songs are sung through the method of karaoke. Though a little doubtful, sing along seemed easier to classify as paradigmatic and a synonym of karaoke. Upon further reading and researching, it seemed that song and singing were in fact syntagmatic.

Also, since two students wrote only in the middle for the stimulus between, should it still be considered a paradigmatic synonym response, seeing that it is incomplete without the word *of*? Many questions of this nature made the classification of the responses problematic, to say the least.

4.2 Low-Level vs. High-Level Responses

The responses varied among the high-level participants more than they did among low-level participants. All low-level responses were syntagmatic, whereas, there were many variations in the responses from the high-level participants. These results are reflected in the table below.

Classification	Lower-Level Responses Total responses 40/96	Higher-Level Responses Total responses 56/96
Syntagmatic	40/40 – 100%	45/56 – 80%
Encyclopaedia	0/40 – 0%	1/56 – 2%
Clang	0/40 – 0%	0/56 – 0%
Paradigmatic	0/40 – 0%	11/56 – 20%
Antonymy	0/40 – 0%	2/56 – 4%
Hypernym- Co-hyponym	0/40 – 0%	2/56 – 4%
Synonymy	0/40 – 0%	7/56 – 13%
Collocation	0/40 – 0%	4/56 - 7%

Figure 5

There were no clang responses from either the low-level participants or the high-level participants. The only instance of seemingly encyclopaedic response was from the Finnish student who was the most advanced participant. Her response of lemonade to the stimulus karaoke could be classified as encyclopaedic.

5. Questions

5.1 Does such a word-association test tell you anything about how your learners are making mental links between words they have learnt?

The mental lexicon is highly systematized and intricate, to say the least. It is with this idea in mind that I underscore the fact that the mental lexicon cannot be fully represented nor understood from a simple word association test. Therefore, any conclusion drawn from the results of this word association task are extremely speculative. However, while the word association test cannot lay bare a true reflection of the intricacies of the mental lexicon, it offers us a brief glimpse inside it. To a trained language teacher, the results offered are enlightening and truly appreciated as they can inform future instruction. 89% of the total responses were syntagmatic and a mere 11% were paradigmatic. 0% of the participants responded to any of the stimulus words phonologically. Further classification of the paradigmatic responses showed that 13% were synonymy, 4% were antonymy, 2% were hypernym/cohyponym and 7% of the responses were collocational. Additionally, only 2% of the responses were encyclopaedic. These results reiterate the true complexity of the mental lexicon.

Wolter's (2001) Depth of Individual Word Knowledge Model posits that semantic links become stronger and overtake phonetic links as the understanding of individual words increases. Hence, the bulk of responses from low-level learners could be primarily phonological in nature, since the low-level performing students seemingly do not have a full grasp of English words and how to effectively make connections between words in different contexts. In keeping with this knowledge, my expectation was that at least a small percentage of the responses from the low-level learners would have been phonological, but this is not the case. 0% of the total number of responses were phonological. These results therefore suggest that words are meaningfully connected in the mental lexicon, whether the speaker is low-level or high-level and should therefore be taught in a similar way. Students should not simply be told new words and their definitions. Vocabulary words ought not to be taught in a vacuum, but instead be taught in context in order for learners to fully incorporate them into the mental lexicon.

As regards syntagmatic and paradigmatic distinction, the L2 speakers in this study produced predominantly syntagmatic responses. Collocational relations play an undefined minor role, 4% of the responses appearing to be collocates.

5.2 At lower levels, are phonological similarities playing an important role?

Phonological responses were not present at all in this study. Therefore, this study showed that phonological similarities did not play any role in neither the responses of the low-level EFL learners nor the High-level EFL learners.

5.3 Do the results bear out the characteristic types of response discussed in McCarthy's book?

Words seem to be 'organized into semantically related families in the mind' (McCarthy, 1990, pp.39-40). This belief is particularly true for the participants of this study with a vast majority of the responses being semantic. The results also suggest that clang response is not a common feature of this particular group of low-level and high-level learners. Minor collocational links are apparent in the data; however, no sound-based responses are encountered.

It is believed to be quite common for 'non-native speakers and children to respond Syntagmatically' (Carter, 1998; Coulthard et al., 2000; Deese, 1965; Meara, 1982). The results of this study are in strong support of these findings. The majority of the responses were syntagmatic for the high-level learners and all the low-level responses were syntagmatic (see Figure 5).

Additionally, McCarthy (1990) briefly discusses encyclopaedic responses which are responses related to one's personal knowledge acquired over a period of time concerning the target word that creates "a web-like set of associations" (p.41). This link triggers a specific response based on experience when the stimulus word is encountered by the learner. A native speaker would therefore have all of their encyclopaedic knowledge linked together with associative words. L2 learners would produce encyclopaedically based word associations less often, if at all, as their L2 mental lexicon and encyclopaedic knowledge base would be much less developed. Lower-level learners and children are more inclined to produce phonetically based clang associations, possibly, due to their inability to make spontaneous collocational associations and sometimes from the subject mishearing the stimulus word (McCarthy, 1990; Meara, 1982; Wolter, 2001). This idea was not borne out in this particular study.

For this particular word association activity, there were no native speakers. However, one encyclopaedic response was produced by a high-level Finnish learner. Her response of lemonade to the stimulus karaoke, can only be categorised as encyclopaedic as it does not fit into any of the other categories. The learner may have recalled a time when she went to a karaoke session and had lemonade or perhaps it is a Finnish tradition or custom to have lemonade at a karaoke bar. Whatever her reason is for producing such a response, it is clearly encyclopaedic.

6. Conclusion

This study employed a type of psycholinguistic experiment-the word association test, based on Task 123 of McCarthy's Vocabulary (1990, p.152)-in an attempt to better understand the L2 mental lexicons of a group of English language learners. A simple word association task consisting of eight stimulus words was administered to both low-level and high-level

Feature

Word Association and the L2 Mental Lexicon

Japanese English as a Foreign Language (EFL) students and two high-level L2 exchange students from Chile and Finland who are also EFL and English as a Second Language (ESL) learners, respectively.

The purpose of the study was to gain insight into the lexical development of the second language learner. The results of this word association task did not exactly mirror the findings of Aitchison (2003) as discussed by McCarthy (1990). However, there were some clear similarities between the two. The findings reiterate that the mental lexicon of the L2 learner is highly organized, more than I had expected, having taught these said students for an extended period.

The results of this study submit that the connection between words in the L2 lexicon comprises primarily semantic or lexical distinctions and not phonological. Collocative knowledge plays a minor undefined role but warrants further study. There is no data to support all of the characteristic response-types mentioned by Carter (1998, pp.34-45), such as phonological connections and the importance of coordination. However, the results of such a small-scale test cannot adequately be used as a basis to challenge such findings.

The overall results seem to suggest that attempting to categorize and predict word association results based on word class and participant language level is insufficient to form any concrete conclusion.

All things considered, the only conclusion that I can draw with certainty is that the discussion and research into the mental lexicon has only just begun. We have a long way to go before we can fully begin to comprehend the intricacies of the mental lexicon.

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Column

Musings on Marketing:
Creating a Digital Workbook

by
John Carle

Musings on Marketing

Creating a Digital Workbook

Have you ever wanted to create a digital workbook but didn't know how to do it (Figure 1)? In this installment of Musings on Marketing, you'll learn how anyone can create a marketable online workbook or textbook. No coding skills are needed – just a desire and a will to create. Hopefully, the information contained in this article will be of use not only to independent authors but also to publishing houses, both large and small.

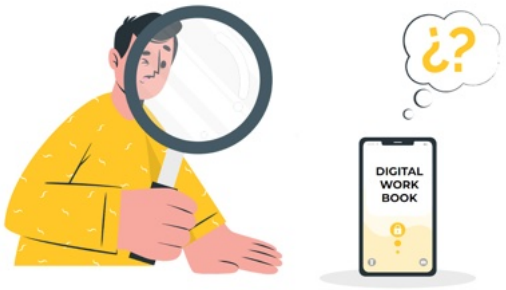

Figure 1

Wondering How to Make a Digital Workbook

First of all, allow me to relate my own brief backstory to creating a digital workbook – In 2017, I self-published my first textbook, The English Gym (TEG). Aside from the physical book, we also created a website with audio tracks and a digital version of the textbook. The one asset that we did not have was a digital workbook. In 2021, I came across an assignment creation platform, ZenGengo (ZGG), which was designed for teachers to create assignments specifically for language learners. After taking a look at their website and creating a few lessons, I realized that this platform was not only an amazing tool for teachers, it would also be an ideal platform to create a digital workbook. Soon after, I contacted the company with a business proposal. After agreeing on the terms, we began working in earnest on creating a platform that would support a marketable online workbook that could be sold to both bookstores and students. In the spring of 2022, we had a successful launch with nearly 1,000 users. For 2023, we plan on launching another digital workbook for our second textbook, The English Gym II (TEG II).

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Below are links to the ZGG website and also some examples from the digital workbook for TEG II - Digital Workbook (Figure 2).

ZGG: zengengo.com

TEG II DW: examples

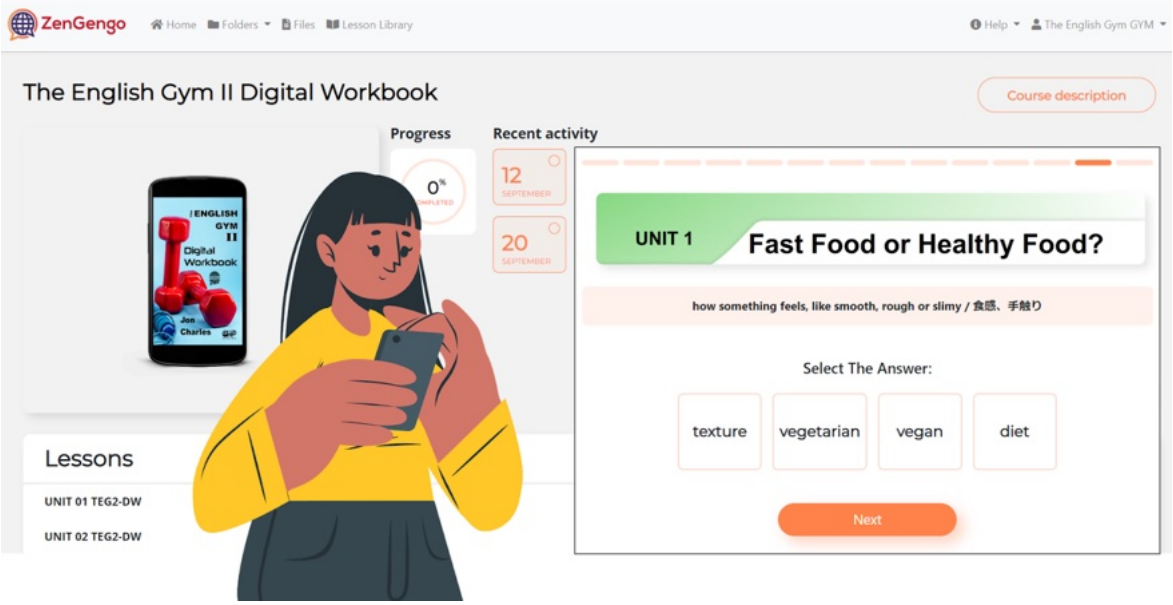

Figure 2

An Example from the Digital Workbook

8 Takeaways to Creating a Digital Workbook

1. **Easy to Create Assignments**. There are ten different assignment types which allow creators to make almost any kind of online learning exercise: Audio Recording, Video Recording, Written Report, Speaking Drill, Text Gap Fill, Text to Test, Video Gap Fill, Multiple Choice, Vocabulary Test, and Content Page (Figure 3).

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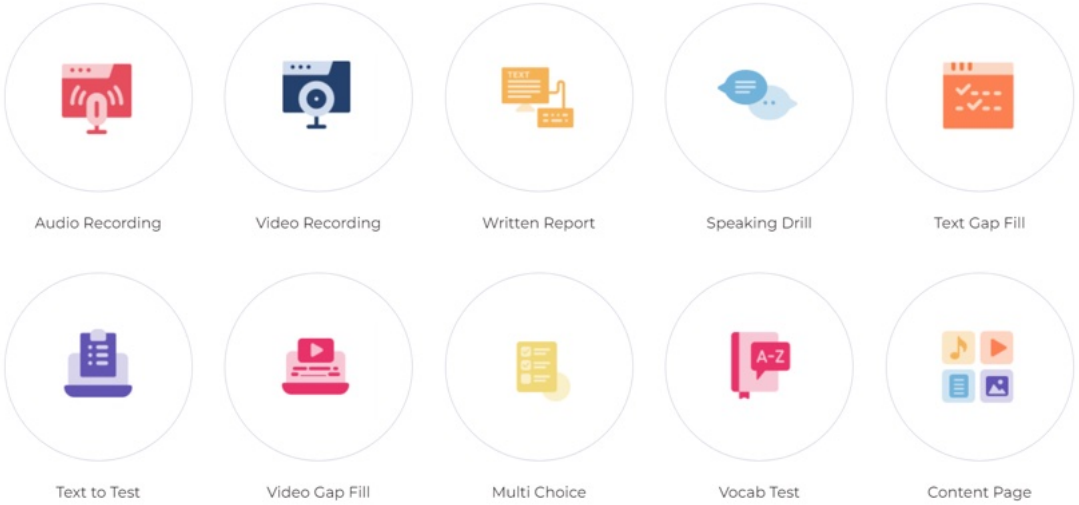

Figure 3

Ten Different Assignment Types

There are demonstrations of every type of assignment on the ZenGengo website. Aside from the usual quizzes and gap-fill assignments that are common to other platforms, ZGG has an audio recording assignment that I believe is spectacular. Students record their voices as a response to a prompt and then type a transcript. The AI program checks spelling and grammar and returns a score based on word count. It is the only program that I know of that gives immediate feedback to a spoken response outside of the classroom. This was one of the applications that was really impressive.

2. **Security for "Cheating"**. Measures have been implemented to block translation and grammar checking software, such as Google Translate, DeepL, or Grammarly from functioning while students are on the platform. In addition to that, cut/copy/paste are also disabled to prevent students from copying text to or from an outside program. Of course, if teachers want students to have access to these functions, the security measures can always be toggled off. Most other learning platforms that I know of do not have this level of security. This was another aspect of the platform that was stellar.

3. **OCR (Optical Character Recognition) Capability**. Another great feature of the ZGG platform is the ability to scan a handwritten report and convert it to digital text. In the Written Report assignment type, students can write a report on paper, scan it with their phone, and upload their assignment. Students can then make any edits if necessary and submit their assignment. This functionality can be toggled on or off as needed. This is another amazing feature that makes the platform ideal for language learners.

4. **Creating the Course / Flexibility within the Course.** Initially, creators will make a variety of assignments and group them into lessons. These lessons will be combined into a course, which will then be purchased by bookstores or individual students. Teachers would have free access to manage the course. Teachers can also modify the course by removing or shuffling assignments within lessons. All assignments created on the platform are automatically graded, though teachers have the option to change grades and offer feedback via text, audio, or video – including screen recordings.

5. **Bringing the Course to Market.** Having a digital workbook will probably require the publisher to increase the list price of the textbook by perhaps 10-15%. The exact amount would need to be negotiated with ZGG as they would most likely ask for a per student/user fee. There are two main ways to sell the digital course to customers.

   Sales Version 1: The most common way is to have a unique redeem code for each user. Typically publishers have these codes printed on the inside front or back cover of the textbook, covered by a scratch-off sticker. Each code can only be used once, thus curtailing the resale of used books. ZGG can provide you with these codes but the publisher would need to find a printer that can handle the variable data codes and also apply the scratch-off sticker. Another option would be to print the redeem codes on a business-sized or postcard-sized card and sell it as a separate item from the textbook. An ISBN would be needed for this card.

Sales Version 2: An alternative method would be to simply include the mark-up price for the digital workbook into the textbook and allow any student to access the digital workbook. This means that students who purchased used books would also have access and there would be no additional revenue. On the plus side, publishers would not need to pay the additional cost of printing the variable data redeem codes and applying the scratch-off stickers.

6. **Bringing Teachers On Board.** First, the author or publisher would need to make a Publisher's Account on ZGG and bring teachers into that account. Once teachers have their own accounts under the publisher, then they would import the course for as many classes as they needed. Each course would have a unique join code which they would need to tell their students - very similar to a Google Classroom or Microsoft Teams join code.

7. **Bringing Students On Board.**

   STEP 1: Students need to register here: https://app.zengengo.com/student/register. Students enter their name and ID and then click on either Google or Microsoft, depending on which account their university email is affiliated with. Students then log in through their secure university account – no need for a new password – super easy!

   STEP 2: Students enter a join code which is provided by the teacher. If the publisher/author is using variable data redeem codes, then students would be prompted to enter that code as well.

   STEP 3: Students study here: https://app.zengengo.com/student. For most students, the process is quite straight-forward and there are no difficulties for getting on the platform. That being said, there are always a few who have difficulty with any online system. ZGG is quite helpful in providing technical support for all publishers.

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Creating a Digital Workbook

8. **Communication with ZGG.** The developers at ZGG are not only experts in IT but also professional language educators. They understand the needs of language learners and teachers. Many of the developments and improvements on the platform have come from suggestions from teachers and publishers. Personally, I have had a very fulfilling business relationship with ZGG and cannot recommend them enough. They will definitely work with you to help you reach your goals of creating the best online content.

In 2023, I am looking forward to having two digital workbooks available and plan on creating more in the future (Figure 4). By having an easy-to-use digital platform and a system for bringing the course to teachers and students, it really gives materials writers a very powerful educational tool — even better than what the largest of publishing houses can offer. ZGG offers a better fit, specific to language learners and can adapt to the needs of individual creators.

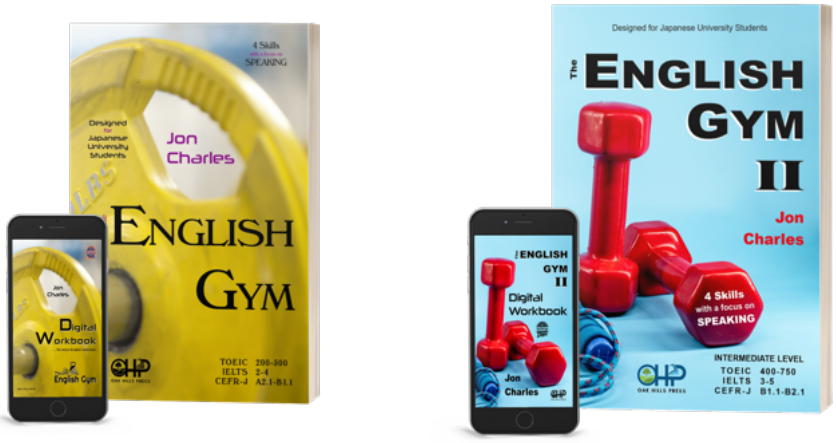

Figure 4

Images of the Textbooks and Digital Workbooks

If you have any questions or concerns about creating a digital workbook or about any aspect of the publishing process, please feel free to contact me.

Musings on Marketing

Creating a Digital Workbook

About John Carle

John Carle is the Program Chair for the Materials Writers SIG. He has presented numerous times and has written articles on various aspects of the publication process. He is the author of two textbooks, The English Gym and The English Gym II, written under the pen name, Jon Charles. He owns and operates Oak Hills Press, an independent publishing house.

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Illustrations courtesy of storyset.com

Messages

An Introduction from the Writers' Peer Support Group

Introducing the PSG

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

Submitting a Paper for Review

Please visit https://jalt-publications.org/contact to start the process.

Once a paper is submitted, it may take a month or more for two rounds of feedback.

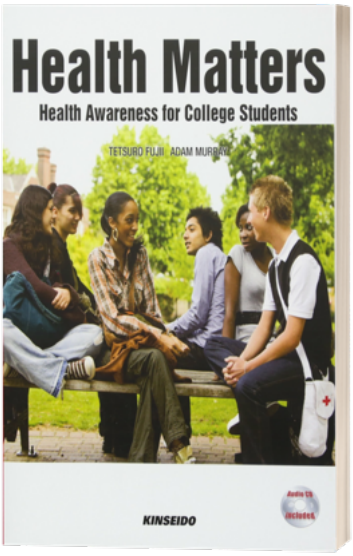
Becoming a PSG Peer Reader

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

Please contact PSG at https://jalt-publications.org/contact to find out about becoming a Peer Reader.

Messages

Recent Additions to the Materials Writers Showcase
https://sites.google.com/view/mwsigshowcase



Title: Health Matters
Author: Tetsuro Fujii, Adam Murray
ISBN: 978-4-7647-4010-5
Publisher: Kinseido
Type: Speaking, Reading
Learning Environment: University
CEFR Level: B1 Intermediate
Description: The topics are relatable to students in general classes. We avoided medical jargon and used common vocabulary that is understandable to lay people or patients. The book contains activities to develop language and critical thinking skills.
URL: https://www.kinsei-do.co.jp/books/4010/

Title: Humanity and Technology
Author: Brian Cullen
ISBN: 9784900689930
Publisher: Intercom Press
Type: Speaking, Reading, Writing, Listening
Learning Environment: University, Business Classes
CEFR Level: B1 Intermediate
Description: Humanity and Technology is an integrated skills textbook based on popular science. The many varied and engaging activities help students to improve their skills in listening, speaking, reading, writing, presentation and critical thinking.
URL: englishbooks.jp Link
Contact: cullen.brian@gmail.com

Feature Article

Key Lesson:
Introduce Yourself

by
Joel Neff

Key Lesson

Introduce Yourself

1: Introduction

At the present, independent writers and designers have several options for presenting their work to other teachers and institutions, whether through traditional methods like workshops and seminars or through more recently established digital marketplaces like Teachers Pay Teachers. The materials designed and described in this paper will be considered in the latter context. Rather than working with the aim of submitting a timely query to a publisher who may or may not be in a position to understand its relevance (Dubin and Olshtain, 1986), I have chosen to create a worksheet and teaching plan that I would use in my own classroom as well as upload for sale, confident in its ability to help teachers achieve lesson goals in a variety of contexts.

2: The Design Process

A variety of frameworks for creating lesson materials have been summed up by Tomlinson (2013) and Tomlinson and Masuhara (2017). These frameworks allow writers to "work smoothly and efficiently and obviate the need to start from scratch on every occasion" (McGrath, 2016, p. 131). And, although authors like Mishin and Timmis (2015) and McGrath (2016) write with an eye towards meeting publishers' requirements, their ideas can be applied to independent writers.

To that end, I have identified three questions that will serve as the framework for this lesson plan:

1. Who is the learner? (Long, 2015)
2. What is the linguistic or communicative goal of the activity? (Van Avermaet et al. 2006, citing Breen, 1987)
3. What will the learners be asked to do in the activity? (Van Avermaet et al. 2006, citing Breen, 1987)

3: Identifying the Target Learners

As I live and teach in Japan, it feels natural to begin assessing learners in that

context. However, because the stated goal of this worksheet is to be saleable globally, I need to design with a single learner and task in mind and then expand that to as much of a universal type as possible (Long, 2015). To do so, I will consider English learning experience and level of English.

3.1: Japan

English is taught as a second language in Japan through the school system beginning in elementary school and continuing through university level. Additionally, many companies encourage or require employees to demonstrate a given level of English fluency through the use of standardised tests like EIKEN (Jitsuyo Eigo Gino Kentei, literally, Test in Practical English [EIKEN, 2020]) or TOEIC, the Test Of English for International Communication (IIBC, 2016). Conversely, many students and adults have few chances to use English in their daily lives. Thus, learning English is seen as a necessary chore, useful only for passing classes and getting promotions.

3.2: Student Level

The suggested learner level is presented using the Common European Framework of Reference for Languages (CEFR) as it provides commonality across both borders and learning contexts and is also able to be matched to other testing and assessment systems. This worksheet is designed to help students move from level A2 to level B1:

- CEFR A2 learners are able to, “communicate in simple and routine tasks requiring a simple and direct exchange of information” (Official Translations of the CEFR Global Scale, 2020).
- CEFR B1 learners are able to talk about more abstract ideas like their ambitions or future goals as well as explain their opinions (Official Translations of the CEFR Global Scale, 2020).

4: Identifying a Task

At Utsunomiya University’s English Clinic, first year students are required to attend two twenty-minute conversation sessions. During these sessions, they are paired with a

teacher of their choosing and are free to discuss anything they have on their minds. If students have nothing in particular to talk about, the teacher will often default to "please introduce yourself."

Students then often recite a rote list of disparate facts connected only in that they concern the same person. However, as young Japanese people, they are accustomed to introducing themselves in a variety of situations: joining a different class, joining a club or team, and starting at a part-time job. Each of these situations requires different information to be transmitted by the student.

My goal is to design a task to help the learners understand the need to use different grammatical structures and different pieces of information when introducing themselves in English. I want them to consider the context of the introduction, e.g. what the circumstances of the introduction are, to whom they are speaking, and what they wish to convey about themselves, and to adapt their speech to match. It remains only to find how best to teach it (Van Avermaet and Gysen, 2006).

4.1: Methodology: CLT & TBLT

Communicative Language Teaching (CLT) is centred around the idea of interaction. Stemming from a cognitively based view of language learning, CLT aims to have learners actively work to talk and interact with one another, so they are able to build a better understanding of the target language (Dubin and Olshtain, 1986). CLT represents, at its core, a method of teaching that focuses on communicative goals like sharing experiences, creating relationships, and participating in common activities like ordering lunch at a restaurant. In practice, CLT often asks students to role-play in real-world situations that they may encounter later in life. For example, one student might be assigned the role of a waiter, while another is given that of a restaurant customer. One (or both) of the students would then be set a task to achieve, e.g. order dinner, or ask for the check. Depending on the learning environment and the goals of the class, the students might be evaluated on how well they performed their roles, how clear their communication was, or, whether they achieved their stated goal (e.g. was the student able to successfully role-play ordering dinner). By having the learners address the target language as communication, they are

forced to actively participate and thus facilitate their own learning (Dubin and Olshtain, 1986).

Task-Based Language Teaching (TBLT) is a branch of CLT that focuses on how learners are able to achieve specific language-based objectives rather than merely demonstrating communicative competence (Long, 2015). TBLT focuses on "real life activities that require meaningful language for their performance" (Colpin and Gysen, 2006, p. 153) or on how well students are able to use language to have conversations, listen to academic lectures, go shopping, order meals, and so on rather than on how well they understand grammatical points or vocabulary. As such, TBLT gives the learner a more central role:

> he is given a fair share of freedom and responsibility… choosing linguistic forms from his own linguistic repertoire during task performance (Van den Branden, 2006, p 10)

4.2: Task and Activities

It is important here to separate the activity from the goal. Long does this by differentiating between "target tasks" (2015, p. 6), the real world activities that learners need to be able to do, and "pedagogic tasks" (2015, p. 6), the activities that teachers ask students to do in the classroom. Therefore, the goal, or target task, of a self-introduction is to quickly provide enough information about oneself to establish common ground with the recipient of that information. That task can be broken down into the pedagogic tasks (Long, 2015) of speaking and listening. This worksheet is a speaking and listening activity, with an optional writing component, designed to enable the learners to achieve the target task of introducing themselves.

In discussing communicative speaking tasks, Nunan (1989) asks whether the speech is transactional or interactional (cited from Brown and Yule, 1983). In other words, is the speech transmitting information (transactional) or maintaining a social relationship (interactional)? He expands this by asking if the speech is a monologue or a dialogue, by which he means is the speech one way or more of a conversation (Nunan, 1989)?

Key Lesson

Introduce Yourself

Nunan (1989) addresses listening tasks in a similar manner, suggesting that listeners must be able to make sense of the speaker's monologue even if not every single word is understood. Further, successful listening means "relating the incoming message to one's own background knowledge" (Nunan, 1989, p. 26).

4.3: Assessing Task Based Learning

Importantly, TBLT tasks the materials writer with deciding how "the students' learning processes and outcomes (can) be assessed and followed up" (Van den Branden, 2006, p. 2). If, for example, two students are asked to perform a role-play wherein one student is the waiter and the other student is a customer, with the goal of ordering a meal, what must the students do, communicatively, and how will the teacher know it has been done?

Due to a lack of a standard definition of "communicative competence," it is difficult to objectively assess a learner's completion of a communicative task. If, in this example, the student is able to order dinner but does so in slightly broken English (e.g. a dropped article or odd preposition), have they completed the assignment? Should points be taken for grammatical or pronunciation errors? Long, for example, chooses to "focus solely on task completion, regardless of linguistic, sociolinguistic, or pragmatic errors" (Long, p. 333). However, this manner of assessment is not always practical given the realities of testing and grading. Additionally, the performative nature of classroom assessment means that there are many factors outside the target language itself that are beyond the means of the teacher to control (Coplin and Gysen, 2006).

5: The Activity

It is useful to begin discussing the worksheet by briefly answering the question: What will teachers and learners be asked to do in the activity?

While using this worksheet…

- Teachers will review the vocabulary and grammar used in self-introduction situations and ask students to think about what is necessary in an introduction. They may then model good and bad self-introductions.

Key Lesson

Introduce Yourself

- Students will fill out a short worksheet and then perform their self-introduction.
- Students will listen to another student's introduction and record salient points on the worksheet.

5.1: Why an Information Gap

For this activity, the students must transmit information about themselves through the use of a worksheet which will facilitate their dialogue. Meanwhile, the listener has to be able to understand that the speaker is introducing themselves and to relate what they hear to their own understanding of vocal introductions.

The worksheet's primary activity is what is known as an information gap, which requires "the decoding or encoding of information from or into language" (Nunan, 1989, p. 66). However, the information gap must be of the learner's choosing, which is to say, the information that the speaker needs to convey cannot be dictated by the worksheet. This allows the learner to create a context for their own learning and facilitates it (Bao, 2013).

Goal and task come together by asking students to role-play an introduction and to do so with an appropriate range of vocabulary and situational awareness thereby bettering their ability to "communicate effectively in formal, informal, and semiformal situations" (Shastri, 2010 p. 79).

6: Practicalities

Classroom design and time limits must also be taken into consideration when designing learning activities. Japanese students often learn English in one of three ways: during regular lessons at their school with between 25 to 35 students in a single class (OECD, 2012), during small group lessons at a juku (cram school) or eikaiwa (private conversation classes), or through one to one lessons at an eikaiwa. With this in mind, this activity is designed for two students to do as pair work. As suggested in the letter to the teacher, if there is an odd number of students (including only one, as often happens in eikaiwa lessons) the teacher may easily participate in the activity. A second suggestion allows for the creation of three or four person groups by expanding the original goal to

have a person not only introduce themselves, but to introduce another person as well.

6.1: Time Limit

The activity is designed to take about 20 minutes, not including the teacher's introduction or feedback. This should allow it to be easily incorporated as the main focus of a forty- to forty-five-minute lesson.

6.2: Assessment Criteria

For this activity, it is suggested that teachers allow the students to assess their own work and to grade based on their self-reflection. Students should be rewarded for completing all sections and participating rather than for success or failure. The goal here is not to insist on a correct achievement but to allow the students to reflect on the concept of relevancy and how to best transmit information about themselves in a given context.

6.3: Evaluation

Adaptability is a key feature in lesson plans like these. If one goal of the lesson plan is for it to be sold to other teachers and / or schools, then the lesson must be designed to be used in as many contexts as possible. Thus, while this lesson is specifically designed for use in my teaching practice, when designing the plan, I needed to keep it versatile and adaptable. And, to do this, I need to test, evaluate, and revise during the design process.

Evaluation and re-consideration are core components of materials design. McGrath (2016) lays out several considerations for evaluating course books that serve equally well as a road map of considerations designers should consider when creating lesson plans. Many of these elements can be grouped into three broad categories: the linguistic ability of the target learners, relevant cultural considerations and backgrounding, and practical considerations like necessary classroom and preparation time. Using these considerations allowed me to create a learner profile that acts as a foundation for the rest of the lesson plan.

7: Real-World Testing

Once an initial draft of the lesson plan was completed, I wanted to test the main activity before refining and polishing the plan. To that end, three teachers were given the worksheet and a verbal explanation of what the goal of the lesson was and how I, as a fellow teacher, planned to use it. They were then given free rein to use the worksheet in any manner they chose. In our follow-up discussion, McGrath's (2016) evaluation checklist was once again used, this time to address how well the worksheet matched the learners' needs. From their feedback, revisions were made to the worksheet, which I then tested with my own students before creating the final version attached to this paper.

The main change that resulted from the testing was to remove the writing task from the worksheet. The teachers maintained that it required too much time and added an unnecessary cap to an already successful worksheet. In other words, they felt that it did not add anything to what the students had already gained by completing the listening and speaking portions of the task. Rather, it was repetitive and cumbersome and used up valuable class discussion time.

Less consequential but still notable changes included making roles more explicit and finalising the teacher's page with suggestions for expanding and adapting the activity to their own needs.

8: Conclusion

As the aphorism goes, "no painting is ever finished, only abandoned," and so, too, are teaching materials. Inherent in the finished product is the idea that teachers will individually change and adapt the lesson plan as needed for their students on the day the plan is being used. Should that feedback make its way back to me, I will incorporate it into the next version of the lesson plan and then the one after that and so on.

Key Lesson

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Key Lesson

Introduce Yourself

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Key Lesson

Introduce Yourself

In the following four pages, you will find the worksheet created alongside this paper. They consist of:

1. *a letter to the teacher*
2. *a page of suggestions for the teacher*
3. *a speaking page*
4. *a listening page*

Please feel free to use, adapt, and distribute these pages for your own lesson or classroom use.

Key Lesson

Introduce Yourself Worksheet 1

Introduce Yourself!

A 20-minute Self-Introduction Role-Play and Information Gap Pairs Activity for Intermediate English Learners

Dear Teacher,

Introducing yourself to someone is a key business and life skill. Part of building that skill is understanding that we have to match what we say about ourselves to the situation at hand.

Our (quick) example:

Telling someone all about your pet rabbit may not be appropriate in a job interview. Then again, if you're applying to work at a pet store, it might help you get the job!

This worksheet is designed to help students build their skills by choosing a variety of roles and situations with which to role play an introduction. They should be encouraged to think about what, exactly, they need to say about themselves in that situation. As far as student levels, we designed the activity to help students move from CEFR A2 to CEFR B1, meaning that students should be able to talk about themselves and familiar situations, but may have trouble doing so at length or without errors.

This worksheet is designed to be done in pairs (because it's a role play, the teacher can participate if there is an uneven number of students), and to take between 10 to 20 minutes depending on the levels of the students.

We have included a few suggestions for pre-teaching, wrapping-up, and expanding the worksheet on the next page, but there is no right way or wrong way to use this worksheet, and you should feel free to adapt it to your class, teaching style, and classroom however you see fit.

In fact, if you find some interesting ways to use this worksheet, please feel free to let us know. We always to love to hear from you!

Thanks and good luck!

Key Lesson

Introduce Yourself Worksheet 2

Recommended Pre-teaching:

These are points we recommend teaching or reviewing before asking students to pair up for the activity:

- Why we have to change our self-introductions based on the situation, with examples. (We recommend eliciting examples from the students, but you should feel free to suggest situations like “joining a club” or others from the worksheet.)
- How to introduce yourself. (Again, we recommend eliciting ideas from the students and then modeling a few of the suggestions.)
- What ideas match which contexts, like the example from the previous page.
- Any previously unstudied words or grammar points from the activity itself.

Wrapping Up:

Wrapping-up is an important part of making sure students have gotten all that they could out of an activity. For that reason, we recommend asking students to reflect on the activity in either group discussions or in journals. Ask them to think about:

- what went well - what they were able to say and hear
- what went badly - what they couldn’t say clearly or weren’t able to hear or understand easily
- what they would do differently if they could do it again
- which things in Step 2 matched best to different roles, situations, and groups
- if they entered in their own ideas for the roles, etc. what did they choose and why

Expansions:

These are extra teaching points that can easily be brought into the lesson if you wish to do so.

- Introduce introductory body language (like handshakes and eye contact)
- Review what voice and tone are appropriate for different situations (e.g. friendly vs. confident)
- Reform the students into groups of four and repeat the worksheet, but instead of introducing themselves, two students are introducing the other students to the group.

Key Lesson

Introduce Yourself Worksheet 3

Introduce yourself!

Side A, speaking.

***Step 1**: circle one Role, one Situation, and one Group.*

Role	Situation	Group
a student	I am transferring from another prefecture and I want to join this…	circle
a teacher	I am visiting from another country and I am curious about this…	team
an athlete	today is my first day at this…	part-time job
a volunteer	I usually go to a different branch of this same…	class
a musician	this is my third year in this…	band
_____	_____	_____

***Step 2:** circle at least <u>three</u> things you should also say about yourself in your introduction:*

name	age	experience	favorite food
hometown	family members	school	nickname
pets	hobby	skill	interest in…
favorite game	best friend	_____	_____

***Step 3:** introduce yourself! Remember to explain your role and the situation and to give some information about yourself.*

Key Lesson

Introduce Yourself Worksheet 4

Introduce yourself!

Side B, listening.

***Step 1**: listen carefully and circle the role, situation, and group your partner has chosen.*

Role	Situation	Group
a student	I am transferring from another prefecture and I want to join this…	circle
a teacher	I am visiting from another country and I am curious about this…	team
an athlete	today is my first day at this…	part-time job
a volunteer	I usually go to a different branch of this same…	class
a musician	this is my third year in this…	band
_____	_____	_____

***Step 2:** circle <u>everything</u> your partner said about themselves during their introduction:*

name	age	experience	favorite food
hometown	family members	school	nickname
pets	hobby	skill	interest in…
favorite game	best friend	_____	_____

***Wrap-up:** how did it go? Were you able to say everything you wanted to say? Could you hear everything your partner wanted to say? Congratulations on introducing yourself!*

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