

Outline – Seiko Harumi

Test anxiety and academic research with a focus on a standout article.

- Dr. Seiko Harumi is a guest on the podcast, calling in from London.
- In England, the academic term starts at the end of September or beginning of October, and finishes just before Christmas.
- Speakers discuss toilet paper shortages in Japan and England, with one speaker's husband over 60 being prioritized for delivery.
- Speaker read 35-40 articles on test anxiety, finding one article that stood out (Keegan, 1994)
- Speaker reached out to author via email, appreciating real people behind citations

Language learning anxiety and classroom silence in Japan.

- Speaker 2 reflects on their 2011 paper on language learning anxiety, finding it still relevant and inspiring their current work.
- Speaker 1 asks Speaker 2 about their career timeline, mentioning their PhD and teaching experience in Nagasaki and London.
- Speaker 2 explains their academic journey, including their master's degree at Institute of Education and their PhD research on silence in the Japanese context.
- Speaker explores why Japanese students are reluctant to speak in class, citing personal experience as a teacher and observations of team teaching with EFL teachers in Japan.

Classroom silence in Japanese EFL classes, with insights from teachers and students.

- Speaker 1 describes their experience assessing students' English levels at a language school in Japan, where they had to sit with students for 45 minutes and follow a scripted assessment process.
- Speaker 2 shares their observation that in Japan, teachers often struggle with tolerating silence in the classroom, as evidenced by a study showing 40% of questions are met with silence.
- Teachers' interpretations of silence differ between native and Japanese English teachers.

Reasons for silence in English language classes in Japan.

- Speaker 1: Students don't understand English or question, or are thinking about answer.
- Speaker 2: Cultural reasons, boredom, and lack of concentration are also factors.
- Speaker 1: Linguistic problems (vocab, comprehension, listening) cause 67% of silence, despite expectations of psychological issues.
- Speaker 2: Psychological factors (shyness, fear of making mistakes) also contribute to silence, particularly at beginner levels.

Psychological aspects of language learning, including anxiety and self-reports.

- Speaker 2 suggests multiple data collection is important for understanding learners' thoughts.
- Speaker 1 is developing a tool to measure physiological arousal in real-time using heart rate and other physiological measures.
- Speaker 1 is exploring the links between linguistics and psychology, including the role of anxiety in language learning and the impact of parental behavior on anxiety vulnerability.

English language education in Japan, including government policies and eikaiwa schools.

- Speaker 2 acknowledges linguistic imperialism as a factor in Japan's declining English proficiency.
- Speaker 2 argues that Japanese English education system failed, leading to the existence of eikaiwa schools.
- Speaker 2 asks about Aika's progress, and Speaker 1 thinks the most important goal for an AI is to make money.
- Speaker 2 wonders if students' English skills are improving, and Speaker 1 is not sure due to differences in eikaiwa expectations and quality.

Language education, silence, and motivation in Japan.

- Speaker 2 mentions social changes in Japan affecting motivation to learn English.
- Speaker 1 asks about writing process, including schedule and goals for publishing papers.
- Speaker 2 discusses their experience with writing and collaboration, particularly on a book project about East Asian perspectives on silence in English language education.
- Speaker 2 mentions a book about silence, with contributions from various writers, including one from Australia.
- The book explores the role of silence in different cultures and countries, with a focus on East Asian students.

The use of silence in English language education.

- Speaker 2 advises young researchers to be focused and selective with citations to support their argument.
- Speaker 2 kept a schedule while reading books for their PhD thesis, balancing exploration and depth.
- Speaker 2 enjoys reading and finds it rewarding, despite being a non-native English speaker.
- Speaker 2 is currently working on a project about code switching, analyzing Japanese runners' language use.
- Speaker 2 discusses challenges of teaching Japanese to non-Japanese students, including difficulty with kanji writing and cultural differences.
- Speaker 2 and Speaker 1 discuss the importance of understanding cultural context in English language education, particularly regarding silence.