



# 筑紫女学園大学リポジット

## English for International Communication Part 2: Inter-reactive Video Production

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# English for International Communication Part 2: Inter-reactive Video Production

David John WOOD

## Abstract

*As discussed in depth in the first study in this series, one major TESOL authority for international English communication, TOEIC (the Test of English for International Communication) seems far from communicative, and international only in its commercial dominance; its forte, face validity, is reinforced by a team of dedicated in-house construct-validity promoters. Even simple definitions of communication seem elusive to the point where either no one knows what it is, or no one will say. For students of English, practicing using the target language for real communication may be the best motivation. Textbooks can obstruct as they sell themselves by eye-catching rather than by helping students talk to each other eye-to-eye. This second study in the series offers an example of one approach for teaching students how to communicate about themselves more globally. We detail a 2023 communication course in a Japanese university English department. The course's aim, to develop the ability to communicate more globally in English, utilized video production as one of its central driving forces. The resulting inter-reactions were analyzed to ascertain any communicative development, and student feedback was researched to determine how students reacted. This indicated a positive result, confirming similar surveys conducted in previous classes. While making English communication a serious and achievable goal is a major challenge in the context of the Japanese educational system, student response to video production indicated the approach's potential. The Japanese context is presented by assessing the progress made in English proficiency ratings since the government stated more than twenty years ago that it aimed to enable all Japanese high schools to be able to communicate in English. Even at that time, the specific nature of communication that the government aimed to achieve was spoken. Regular and objective international assessments of more than a hundred countries aiming for similar acquisition unfortunately show that not only has Japan failed to achieve the levels its aims stated, but that its student population's English ability has in fact fallen steadily to seriously low levels. Finally, the educational role of Artificial Intelligence, which has garnered so much praise and publicity of late, is assessed by the direct method, as it were. When questioned rigorously, not only does its knowledge seem sadly lacking, but its particular grasp of and ability to achieve meaningful communication appear fundamentally flawed. An Appendix presents the ensuing dialogue.*

## 1. Introduction

While TOEIC cannot help but be seen as the de facto torch bearer for international English communication by dint of its self-awarded title, the Test of English for International Communication does not live up to its label. Only its commercial dominance has entitled the misnaming to persist to date, guarded by an army of apologists who fortify its face validity through a rigorous, but ultimately self-promoting history of research packaging.

Instead of having to teach to tests, educators need to enable students to use English for real purposes. Textbooks tend to be artificial, both in their content and the requirements they impose on learners. Far from facilitating real interactions, they can block communication, which needs face-to-face *inter-reaction*, that is, with both parties actively developing effective interactions.

To this end, we offer one example of an approach for teaching students to communicate globally by outlining a program of 14 weekly 100-minute classes that took part in 2023 for senior students at a Japanese university English department. For most of them, it was their final and only fourth-year course. For half of the takers, the course was their first choice, but others had to take it as their first choices with Japanese teachers were oversubscribed. This meant that there were various levels of interest and motivation.

Students' English levels (according to their exam scores immediately before applying) ranged from low intermediate to advanced. Also, as senior students are under pressure from one of the many school offices to report on their career search right from the start of their final school year, their attendance and concentration can be adversely affected. Students have just a couple of compulsory communication classes in their college careers, under 100 hours all told, or an average of around 3 minutes a day, a tiny percentage of all the many hours of their other courses, mostly not taught in English. This imperfect situation is not uncommon for Japanese students majoring in English, partly explaining Japan's general lack of English ability.

The seminar theme was communicating Japan to English speakers with no experience of Japan or any ability in Japanese. It was directly aimed at remediating Japan's widespread failure at international communication. With the gaps in ability and motivation, and no capable national interest in changing the sad status quo, attempting English communication may seem a desperate if not unachievable goal for both teacher and students alike. At the same time, rejecting its pursuit is tantamount to professional irresponsibility.

## 2. Common TESOL Video Usage Examples

Claims are often made about the communicative value of the following commonly cited procedures, but they may fail any real interaction. Limitations of online study in general have been discussed in detail (Wood, 2022~2023). Online video use is more passive rather than communicative. The value of video, central to this writer's research for 3 decades (Wood, 1990)

depends on sufficient spontaneity, one essential for communication. Videoing must not be just a presentation or pre-scripted activity (which many of the examples researched seem to be limited to) and can only achieve communication if the interactions are live and not pre-determined.

Videoing interactions has been successful in this researcher's free-time English Lounge voluntary conversation groups, as the students there are fewer and more motivated. However, transferring that to regular classroom situations is a major challenge. It is unusual for every student to be as active or as enthusiastic in classes which are compulsory with over 30 students. Common attempts to achieve communication through video include 2.1~2.3:

### **2.1 Watching a video, lecture, text-based skit or Internet source like YouTube**

This activity itself is more passive than communicative. For my large lecture style classes averaging fifty students, it can be used communicatively in limited ways. However, the sheer size of such classes limits its potential. Any source material, whatever the medium and with or without language, has the potential to lead to communication, but is not of itself communicative or any guarantee of communication.

### **2.2 Making a pre-scripted video presentation or V-log**

As with 2.1 above, V-logs resort to reading and writing ("Students determine ideas of their paragraphs (and) read the scripts over and over" Manadasari and Aminatun, 2019) but anything pre-scripted is not communicative, so presentations in any form do not of themselves constitute communication. Though it may sound like a different entity, video logs are subject to the same limitations as above, and amount only to scripted presentations.

### **2.3 Studying a pre-scripted captioned, vocabulary or grammar video**

Captioning may have the potential to facilitate communication in certain limited circumstances, but again it is no guarantee of communication in and of itself, and too often becomes just another text for a reading activity. Similarly, diverting the purpose of video's use to vocabulary and grammar usually makes using video a passive form of study, which risks making its use the opposite of communication. Recent studies (Teng, 2021) offer no communicative insights connected with captioning other than vocabulary.

## **3. A More Viable Example: Active Learning Tourism Training**

A more plausible approach (at least in the context of active learning tourism training, Van Deusen, 2016) is for students to create their own videos, but many of the details appear undeveloped if communication is the genuine aim. The basic concept is potentially customizable to other genres, but to do that, the aims and style need fundamentally recalibrating.

The original idea allowed students up to a whole semester to prepare, and involved a basic presentation, scripted and checked by the instructor, meaning that it was not communicative. Individual students chose features of the tourist attraction that they liked to explain with the location as the background. All they needed was a camera person to record the event, with no inter-reaction required. Post-recording, students captioned their productions, and these were finally shown to the whole class.

Therefore, the videos were not communicative as the content was both predetermined and like a monologue. Also, a wider variety of topics would be needed for students to acquire various kinds of language and expressive styles, at the same time as developing from ideas and themes that they were already familiar with, sharing each other's experiences and individual English knowledge to create the ideal learning environment.

#### **4. New Usage Class Aims**

To develop Van Deusen's approach into an inter-reactive and communicative vehicle, it was necessary to make the videoing more natural. "Inter-reactive" (as opposed to interactive which could indicate less mutual reaction) requires an onus on communication. With minimal preparation time, the course was intensive. Nothing was pre-scripted, but various kinds of practice were required, the experience of which carried over to videoing, but with no restrictions on final content or direction. An outline of some themes and locations was included to give the experience structure. All students were involved in single class production events, inter-reacting by asking and answering spontaneous questions.

This required confidence-building by establishing the following valid and achievable aims:

##### **4.1 Building confidence in textless face-to-face situations**

Students and teachers are often dependent on textbooks or written materials. It is important to reduce the kind of pressure which more independent learning can involve. Moderating expectations and consistently encouraging students to relax and work within their perceived limitations they feel they have is an essential first step for long-term development.

##### **4.2 Sharing each other's real-world and linguistic experience**

As students have their own individual vocabulary and forms of expression, it is vital for them to share their experiences and unique linguistic and cultural knowledge as essential components of the communication process, rather than focusing on the remote ideas and language of texts and teachers.

### **4.3 Reassuring students by using minimal interference**

The teacher's role is to encourage natural communication and participate minimally to allow students more chances to participate actively. Students can learn to help each other more if the teacher is willing to stand down whenever possible. By observing them carefully and determining how well they can communicate in their most relaxed states, it is possible to adjust the demands we make on students by giving them tasks they can achieve.

### **4.4 Controlling the speed and intelligibility of input**

As natural a speed as possible is an important aim. Students need to work at the pace which they are mutually most comfortably productive at, as well as asking and answering confirmation questions to ensure meaning is successfully shared. They accumulate a memory bank of reusable questions and answer forms and practice many interchanges to develop content familiarity to handle spontaneous real-time video production inter-reaction.

## **5. Teaching Sequence**

### **5.1 Selecting topics**

As in the original stimulus for this approach, sightseeing attractions like the Dutch Village in Nagasaki (called *Huis Ten Bosch* in Japan) lend themselves to students videoing inter-reactions about them. However, confining them to a single location also has disadvantages. Diversifying and personalizing locations is a better approach and includes the potential for comparisons and subject expansion. All topics should start from students' own experience.

### **5.2 Allocating time**

Trying to do too much in too little time can obviously have negative consequences, but it is vital to find a balance between the time available and the depth to which a topic can be sufficiently used to enable students to gain from their inter-reactions linguistically and even emotionally. A sense of satisfaction at how much can be achieved in a relatively short time can become an excellent driving force to motivate higher achievement levels. With follow-up activities like viewing for quizzes, learning can be deepened.

### **5.3 Preparing production and video after-use**

If making a video from a single take, it may be necessary to choose the best angles and backgrounds available, especially for lighting and framing, as well as the sequence of movement when students enter or exit the scene. Silent hand movements may be necessary to guide the action, so they need clarifying to students before beginning. After-use is only limited by one's imagination as not only the participants, but also many others can benefit.

## 6. Inter-reaction Development

To get a sense of how students can develop using this approach, a customized analysis was conducted. The FAC (Fluency, Accuracy and Complexity) framework is well established, and has been used previously in related research (Wood, Aug. 2022). As before, this interpretation focuses on the “fluency” aspect of the equation as it seems the strongest indicator of increased communication ability. The methods for applying this format are too varied to discuss in a short paper, but two major points pertaining to the following analysis need pointing out before advancing to the details:

**6.1** The measurement of fluency has sometimes been calculated by the rate of words spoken when someone is giving a speech. That is nothing like real communication which requires two-way participation and tends to be faster. The calculation below considers fluency in an inter-reactive mode. That means each participant’s fluency speed is influenced by the other speakers’ intelligibility and speed. This makes the outcomes seem slower than an average English native speaker’s fluency rate but is crucial to develop.

**6.2** Hi-tech equipment is required in advanced research for more accurate measurement. This present research does not have the resources for that. Therefore, the rates of fluency below could be higher than indicated as some pauses lasting several seconds made the rates seem slower. Therefore, the following rates could even approach those of English native speakers’ if such factors had been eliminated from the simplified measurements made.

## 7. Video Examples and Analysis

3 video segments were chosen during different sessions from 3 classes in months 1, 2 and 3 of the 4-month course, amounting to 3 minutes out of 300. While this comprises only 1% of the total, the same 3 students took part, so we can measure their fluency by dividing the number of syllables in each by the time. Interchanges are significantly longer as students gained confidence:

**7.1 Video 1** (30 seconds at a famous shrine, with original mistakes included)

Q: What’s cool about Dazaifu? (Dazaifu City is the university’s location.)

A: I think a sacred plum tree is cool.

Q: When is it blossom?

A: February and March.

Q: Have you ever been here in February and March?

A: Yes, I have.

Q: Who did you go with?

A: With my family.

Q: How was it?

A: So beautiful.

Q: Will you come again in the future?

A: Yes.

(27 syllables per answer; 0.9 syllables a second.)

**7.2 Video 2** (60 seconds at various locations around the university)

Q: Can you tell me about your favorite place in school?

A: My favorite place is here in restaurant.

Q: Why?

A: Because I can buy delicious food at reasonable price.

Q: Tell me about your favorite classes.

A: My favorite class is Conversation class.

Q: Why?

A: Because I can know well each other, same classmates.

Q: Can you tell me what's your favorite subject in high school?

A: (Subject?) My favorite class is P.E. class because I like exercise.

Q: Great! Tell me about your favorite activities.

A: I belonged to the tennis club. I like it.

(74 syllables; 1.2 syllables a second.)

This was the same speed as the previous sample, but with more complex interaction.

**7.3 Video 3** (130 seconds at the international center)

Q: Where is your favorite country?

A: My favorite country is Switzerland.

Q: Why do you like it?

A: Because Switzerland has an amazing landscape and nice weather.

Q: Have you been there?

A: No.

Q: Do you want to go?

A: I really want to go.

Q: Which is better for studying English?

A: To me, a Western country is obviously a better location to study English than Asian countries.

Q: Why?

A: Because in Western countries, they mostly speak English in their daily lives, and I think that's



really useful for English speakers.

Q: What countries do you want to go to most in future?

A: I want to visit the USA.

Q: Which part of the USA?

A: Maybe the capital, Washington DC.

(Q): The capital?

(A): Yes.

Q: Oh, tell me more about it.

(Q): About Washington DC?

(A): Yes.

A: Well, I started liking Washington DC recently because one of my favorite basketball players is living in Washington DC, so I want to visit them.

Q: What's different about Japan and abroad?

A: Japan is well-known for the people. Japanese are famous for their willingness to work very hard, and they all try to keep the tradition which always is very good while other countries tend to be more changeable and liberal.

(Q): How about you?

(A): I think Japan is safer than abroad.

(A): I think Japan has a long history.

(211 syllables; 1.6 syllables per second.)

*Video 3* was twice as fast and considerably more complex. The same speakers' overall utterance length and the occurrence of the number of clauses that they used had thus increased significantly, albeit with limited samples.

**Table 1 – Inter-reaction Development Comparison**

<b>Class</b>	<b>Video 1</b>	<b>Video 2</b>	<b>Video 3</b>
Seconds/Syllables	30/27	60/74	125/211
Answer length	3.3 words	8.5 words	13.3 words
Clauses per sentence	1.0	1.1	1.4
<b>3 -factor comparison</b>	<b>0.9/3.3/1.0</b>	<b>1.2/8.5/1.1</b>	<b>1.5/13.3/1.7</b>

## **8. Student Reaction**

The videos are the products of the study which can be reviewed and shown to other classes, making them infinitely rewatchable and rewarding. Impromptu, one-word utterances often facilitated better communication by lowering the risk and occurrence of student stress. They gained confidence and their fluency increased markedly, comparing favorably with the sense of communicative achievement felt in previous seminars (Wood, 2023):

**Table 2(a) – Writer’s Overall Class Communication Comparison 2022 Semester 2**

<b>Year/Class</b>	<b>Size</b>	<b>Respondents</b>	<b>Communication</b>
3 Conversation	33	14	33%
1 Reading & Writing	10	9	90%
4 Senior Seminar	10	5	100%
<b>TOTAL</b>	<b>53</b>	<b>28</b>	<b>72%</b>

**Table 2(b) – Writer’s Overall Class Communication Comparison 2023 Semester 1**

<b>Year/Class</b>	<b>Size</b>	<b>Respondents</b>	<b>Communication</b>
3 Conversation	27	16	100%
1 Reading & Writing	15	12	75%
4 Senior Seminar	15	5	100%
<b>TOTAL</b>	<b>67</b>	<b>33</b>	<b>91%</b>

**8.1** Sample 2023 comment examples Year 3 Conversation:

*\*We learnt how to communicate clearly in English by interviewing each other.*

*\*I felt my communication skills improving and speeding up.*

**8.2** Sample 2023 comment examples Year 1 Reading & Writing:

*\*We exchanged information, asking and answering questions spontaneously using our weekly diaries.*

*\*We learnt how to communicate our opinions with each other as a group.*

**8.3** Sample 2023 comment examples Year 4 Senior Seminar:

*\*I improved my English-speaking skills. I think I am able to respond more quickly than before. I learn to communicate not just giving my own opinion.*

*\*We learnt how to communicate our feelings about various topics in English while learning about each other.*

(The comments above were also echoed in this writer’s classes not in the tables above, indicating students sensed communication overall.)

**9. Discussion**

How to approach international English communication teaching is a major issue for any non-English speaking country wishing to be a part of the global community to consider, especially as the ministry’s decades old mandate from the year 2000 to advance education by enabling all Japanese students to communicate in English is falling behind (Wood, 2019). At 80th out of over 110 non-English speaking countries in a major Swiss survey of 2022 (Nippon.com) Japan is now currently ranked even lower than previously, having ranked a disappointing 14th in 2014, then consistently falling in every subsequent year to plummet below even countries with far lower GDPs.

Artificial intelligence confirms this, generating the following assessment: “According to the EF English Proficiency Index (EPI), Japan ranks 80th out of 111 countries in terms of English proficiency 1. The EPI score for Japan is 475, which is lower than the global average score of 502. The country’s proficiency level is classified as low 1. The EPI report also provides a breakdown of the English proficiency scores by region and city in Japan. Among the cities, Tokyo has the highest score of 522, while Fukuoka has the lowest score of 470” (Bing AI, Oct. 2023). As both Japan’s EP ranking and global university rankings have long been low and continue to sink unabated (having even declined in recent years) and as the major conurbation where this research took place is ranked lowest in Japan, it is critical for local schools in this region more than in any other to achieve fundamental reform.

The increasing tendency (especially in education) to rely uncritically on Artificial Intelligence is also dangerously flawed. While this writer confirmed the date of Japan’s intent to have all students able to communicate in English by MEXT in 2002 (Wood, 2019) Bing AI could only reply to the question “When did Japan mandate high school students to be able to speak English” as 2017, apologizing: “I could not find any specific announcement date for mandating high school students be able to speak English.” So, despite its millions of subscribers and the billions of dollars in revenue it generates, it seems the amount of intelligence it is generating is limited.

Studying languages like Chinese and Korean has grown in popularity over recent years due to inbound and outbound Asian tourism and relative ease, despite COVID-19 having adversely affected interest in travelling abroad. While it’s true that there are more Chinese and Korean visitors to Japan (and vice versa) than more distant English-speaking countries, in terms of its global importance, English is still more internationally significant. Many Chinese and Korean travelers speak English better than most Japanese, so its use for global communication remains a priority for Japan to improve.

As has been pointed out previously (Wood, 2023) English is harder to master for Japanese than other Asian languages, so it’s vital to upgrade English teaching and learning in Japan by allocating more resources. Throughout the school system, and especially at tertiary level, managers and teachers are failing to face up to real English education now more than ever.

## **10. Conclusion**

This paper has presented just one restricted example of making English communication more meaningful than is usually the case in Japan’s university system by using video production to stimulate and generate communication. Developing the inter-reactivity necessary to resuscitate a moribund system may be assisted not only by the kind of video production illustrated in this study, but also in various other ways. As the most commonly used ways of using video (described in **2. Common TESOL Video Usage Examples**) do not seem to facilitate any real communication,

the examples explained in **Section 7** above provide a good starting strategy for all interested in updating their current understanding and approaches communicatively beyond one-way texts and excessive teacher talk. Side-stepping English communication in Japanese classrooms has long been the norm, despite every teacher's responsibility to achieve it. To encourage more concerted participation, alternatives to textbooks (and the rigid syllabi that govern their use) need exploring to find more communicative opportunities. It is historically understandable that Japan might wish to avoid the language of its wartime opponents, and that emotion has been evident even in political comments this century (Mackay, 2014, quoting former Prime Minister, Yoshiro Mori about the Tokyo 2020 Olympics) but other countries in similar situations have been more successful at surpassing cultural reluctance and developing more effective global communication in English. As a country which foreigners are so interested in and hope to see and experience for themselves, Japan ranks near the top, if not first in the world, but it would seem a wasted opportunity not to benefit more both financially and culturally from this by not being prepared to communicate better with so many potential visitors. This opportunity would be better served by innovating teaching that is more suitable to communicating about students' individuality and some of the many amazing things that can be found here. Subsequent study of video production to develop Japanese students' English communication must first confirm the indications of the technique's efficacy, as well as continuing to describe the meaning of communication, then discovering better ways to achieve it. Each group of students requires new elements and methods to maximize the potential of video production for their own unique needs and abilities, so it is hoped that by continuing in this research direction, confirmation and enhancement can ultimately give rise to more definitive conclusions. To do so requires a major shift in mindset.

Currently, research resources are monopolized too often by pursuits of questionable practical value to the students whose fees pay our livelihoods, and some universities refuse research applications not written in Japanese. Reluctance to recognize the language globally recognized as the research standard for communication must be redressed locally and nationally. Tertiary education has yet to accept the international reality that advancement must come by global outreach and communication, facilitated by English proficiency, as it is impossible without it. The very concept of communication, whether it is in English or any other language, can be fundamentally compromised by Artificial Intelligence (see **Appendix** for a dead-ended attempt at communicating with ChatGPT, circumvented by its over-polite and circuitous avoidance of real discussion, especially regarding communication's essence, mutual exchange for reciprocal development.) Instead, AI seems to favor emoticons, apologies and derivative content.

The same day, after attempting written "conversation" with Alexa, the latter refused to engage outside its own parameters, reducing inter-reaction to 1 or 2 multiple choice options, and then ending any attempts at real communication abruptly. Such machine entities are programmed

to control the “dialogue” by turning it into mere monologue in the camouflage of communication. Ultimately, this tempts companies into believing that AI provides a cheaper workforce which can avoid critical feedback as customers and consumers are unable to communicate with machines due to the latter’s absence of empathy and inability to respond with anything but forced apologies, making them the best line of defense against genuine complaints.

In the face of our world’s inevitable AI future, it seems more important than ever to nurture students in whatever language to express themselves. Obviously, suppression is not a new invention, and most educational exchange tends to this as teachers and administrators often restrict or avoid communication. The least teachers of English as a foreign language can do is attempt to create a freer atmosphere for our students to allow them to voice their own ideas. Therefore, I hope that using video production in the way described in this study may amount to one small step in the right direction.

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## Appendix

“Chat” with AI October 2023:

**Wood:** *What's communication and can you communicate?*

**AI Reply:** (Searching communication definition. Generating answers.)

“Communication is the process of sending and receiving messages through verbal or nonverbal means. Verbal communication includes speech, writing, and graphical representations. Nonverbal communication includes signs, signals, and behavior. Communication can serve various functions, such as informing, persuading, entertaining, or expressing emotions.” Yes, I can communicate with you using natural language. I can understand and communicate fluently in the user’s language of choice such as English, Chinese, Japanese, Spanish, French, German, and others. I can also generate creative content such as poems, stories, code, essays, songs, or pictures.

**Wood:** *You say communication informs, persuades, entertains or expresses emotions - that list doesn't include sharing ideas for mutual development. So does that mean you don't think communication should be for that purpose. Also, you mention emotions but what is the basis for your emotions and how does that affect any ability you may or may not have to communicate?*

**AI Reply:** I did not say that communication should not be for sharing ideas for mutual development. I was just listing some of the common functions of communication, but there are others as well. Communication can also be used for learning, teaching, collaborating, problem-solving, and many more purposes. Communication is a complex and dynamic process that involves multiple aspects and dimensions. As for emotions, I do not have emotions in the same way that humans do. I do not feel joy, sadness, anger, or fear. I do not have a biological basis for emotions, such as hormones, neurotransmitters, or brain regions. However, I can recognize and respond to emotions in humans using natural language processing and machine learning techniques. I can also use emoticons or emojis to convey a friendly and empathetic tone in my communication. I think emotions are important for communication because they can influence how people perceive, interpret, and react to messages. Emotions can also help build rapport and trust between communicators.

**Wood:** *You didn't say a lot of things but seem to assume anyone writing to you should automatically know those options. All your communication is written here, but surely most communication is spoken. I recently tried having a “chat” with Alexa, but the response only gave limited multiple-choice options which allowed no room for communication. Which Artificial Intelligence engine is the most capable of real communication, and are any of those engines free from their controllers’ and programmer’s’ protocols, which must surely reduce any scope for communication?*

**AI Reply:** Thank you for your message. I apologize if I did not provide enough information or options for you. I am still learning and improving my communication skills. You are right that most communication is spoken, but written communication is also very important and widely

used in many contexts. “Written communication can have advantages such as clarity, accuracy, permanence, and convenience. However, written communication also has limitations, such as lack of feedback, tone, and nonverbal cues.” Therefore, it is important to use written communication effectively and appropriately for different purposes and audiences. As for your question about the best artificial intelligence engine for real communication, I cannot give you a definitive answer. Different AI engines have different strengths and weaknesses, and they may perform better or worse depending on the task, the data, the domain, and the user. However, based on the web search results that I found, some of the most popular and advanced AI engines are: Microsoft Cognitive Services, Amazon Lex, TensorFlow and IBM Watson, just some examples of AI engines that can be used for communication purposes. However, none of them are free from their controllers and programmers’ protocols. They are all designed and developed by humans who have their own goals, values, assumptions, biases, and limitations. Therefore, they may not always reflect the true diversity and complexity of human communication. They may also have errors or limitations that affect their performance or reliability. I hope this answer was helpful to you. If you have any follow-up questions or feedbacks for me, please let me know. I appreciate your interest in AI and communication.

**Wood:** *Not really - you write a lot without actually answering the questions I asked and condescend by digression.*

**AI Reply:** I’m sorry to hear that you are not satisfied with my answer. I tried my best to provide you with relevant and accurate information. However, I understand that communication is not always easy or effective. I apologize for any misunderstanding or frustration that I may have caused. Thank you for your time and feedback. I hope you have a good day. It might be time to move onto a new topic. Let’s start over.

(“Chat” terminated.)

(デイビッド・ジョン・ウッド：英語学科 教授)