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Foreword

Welcome to the fourth in a series of JSCE issues that have emerged from the collaboration between SCE and the Yokohama chapter of JALT ("YOJALT"). Each year in December, YOJALT holds a "My Share" event at which anyone can sign up to give a short presentation on a practical topic. Afterwards, presenters are invited to contribute a short article on that presentation - for previous collections, see JSCE 2(1), 3(2), and 5(3). As before, authors also acted as peer editors and proofreaders, checking at least one of the other articles and giving a lot of helpful suggestions.

This time around, RICHARD BUCKLEY looks at the problem of silence in the classroom and shares two tasks for dealing with it, then SELINDA ENGLAND suggests how Japanese language, culture and genre can be used to scaffold students' writing in English. Next, DAVID OCKERT covers some things you should know when submitting an article to a peer-reviewed journal, and MALCOLM PRENTICE introduces a tool for presenting, grading, and improving online multiple choice tests. After that, MAHO SANO presents a five-step class plan for teaching the TOEIC in a communicative way, BROOKS SLAYBAUGH shares some tips from personal experience on making speaking practice more effective, and TERRY YEARLEY rounds off the issue with a description of his approach to teaching pronunciation.

Yokohama JALT holds meetings typically on the third weekend of the month during term time - please check yojalt.org for a full schedule of upcoming events. Everyone is welcome - meetings are free for JALT members and for first time visitors. If you would like to participate in one of our My Shares, you can stay informed about calls for upcoming presentations by either subscribing to the email newsletter, liking us on Facebook or following us on Twitter.

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Say something, I'm giving up on you: addressing student silence in the Japanese ELT classroom as a professional development issue - RICHARD BUCKLEY

ABSTRACT

Japanese ELT classrooms are often characterised by very low levels of participation in speaking activities (King, 2012). This constitutes a professional development challenge for novice teachers in Japan, many of whom are trained in Communicative Language Teaching pedagogy that assumes opportunities to speak to be intrinsically motivating (Shawer, 2010). This paper summarises the challenges to novice teachers' professional judgement posed by silence, and outlines two easily demonstrated and adaptable tasks that stimulate elicitation and fluency.

要旨

日本のELT授業はよくスピーキング活動への参加度が大変低いということに特徴づけられている(King, 2010)。これは、経験が浅い教師にとって、専門的能力開発の課題となる。多くのEFL教師は話す機会は内発的な動機付けになると前提するコミュニカティヴ・ランゲージ・ティーチングにおいて訓練されているからである(Shawer, 2010)。本稿では、沈黙によりせまられる初心者教員の判断にかかわる課題をまとめ、発話の誘出や流暢さをかき立てられる、容易に実践や学生に合わせて調整できる2つのタスクを概説する。

ABOUT

Richard Buckley has taught English to university students in Japan since 2013, most recently at Kanagawa University, Yokohama. Previously, he taught English and Chinese in Indonesia, and managed a UK students' union's education advice and student representation services. His research interests include English and Chinese language teachers' professional development and the 'student voice' agenda.

INTRODUCTION

This paper emerged from a perennial question arising from teachers experienced in ELT, but new to Japan: "Is this level of silence normal?" For teachers trained in the Communicative Language Teaching (CLT) pedagogy that underpins programmes such as the Cambridge CELTA (Cambridge English, 2015) - with teaching practice that stresses communicative functions and offering students maximum speaking time - the level of silence encountered constitutes not simply an immediate classroom challenge, but often a more existential re-examining of teachers' identity as ELT professionals. Yet teachers' professional development rarely addresses this unique dimension of the Japanese classroom.

Drawing on the insight of Shawer (2010) that in the absence of professional development even CLT-trained teachers instinctively revert to non-communicative teaching styles, this paper aims to address this gap. First, key literature on silence in the Japanese ELT classroom is summarised, and teachers' responses to silence are explored. Next, two simple pedagogical interventions that are easily demonstrated and replicated are offered.

UNDERSTANDING SILENCE

It is crucial to recognise initially that the level of perceived silence is real. One empirical study of ELT classes at a sample of 9 Japanese universities found that less than 1% of classroom talk is student-initiated (King, 2012). While much attention has been paid to cognitive theoretical accounts that foreground motivation to speak a second language - such as Dörnyei's (2005) L2 Motivational Self System - it is not immediately obvious that silence is necessarily a motivational issue.

Hofstede's (1991) positioning of Japanese society as high in 'uncertainty avoidance' tentatively offers an insightful starting point for cultural accounts of silence,

but does not fully account for its extent in the classroom. Harumi (2011) identified discrepancies between how Japanese students, Japanese teachers and non-Japanese teachers respectively account for silence, the latter group most likely to interpret it as 'disinterest', 'boredom' or 'laziness' (as opposed to 'social discretion' or 'embarrassment' as identified by Japanese students and teachers).

TEACHERS' RESPONSES TO SILENCE

The dilemma of encountering silence might prompt alternative professional responses. One, as Shawer (2010) demonstrates, is retreating into a non-communicative model of pedagogy. This could prove a positive (or at least well-intentioned) intervention if its aim is to respond to students' stated learning preferences; CLT is neither universally popular nor, in many cultures' eyes, proven. The underpinning assumption that if students are not visibly motivated by CLT it must be due to their own deficits as learners is not only negative, but arguably 'ethnocentric' (Liu, 1998). This poses a challenge for many teachers who are CLT-trained and are employed to deliver CLT pedagogy.

A more proactive approach is to identify the specific linguistic, discursive and affective barriers to students speaking and address them communicatively. One action research study of 120 students across a semester-long pedagogical intervention that addressed such barriers, by Talandis and Stout (2015), offers a successful example, achieving a 42% drop in recorded silence among students with the lowest levels of spoken English. From a professional development perspective, while not all teachers enjoy Talandis and Stout's level of curricular autonomy (Humphries & Burns, 2015), their emphasis on pragmatic devices, interjections and conversational skills offers a framework for structuring a culturally-appropriate, silence-sensitive CLT-based pedagogy.

INTERVENTION 1: MODEL DIALOGUE WHOLE-CLASS GAP FILL

For this intervention, the teacher prepares an introductory dialogue on the board, by demonstrating the key language in context for students to practice. However, key words and phrases should be missing, or only with the first letter displayed. For instance:

(A) H___!
(Hi!)
(B) _____!
(Hi!)
(A) H____ a___ y_____?
(How are you?)
(B) I'__ gr_____! H___ a______ y____?
(I'm great! How about you?)
(A) I'__ ______ :)
(I'm [accept any answer])

Eliciting the dialogue in this way offers numerous benefits that satisfy teachers' preference for CLT pedagogy, while legitimising Japanese students' learning preferences. Firstly, the activity is fully scaffolded and initially teacher-centered, allowing for a sense of security. Secondly, the focus on a transparent communicative goal reduces ambiguity and thus tackles the affective issue of 'uncertainty avoidance'. This also means that teachers can attribute silence more confidently to not knowing, rather than non-participation. The task is extendable, since it can lead directly into freer practice at a later stage, having established the core communicative focus. Furthermore, it acknowledges students' learning from earlier grammar translation-centered teaching, boosting their confidence in their overall knowledge of English and addressing another key affective barrier. Finally, organising boardwork in this way facilitates demonstrating visually the links between language elicited and pragmatic and discursive functions.

INTERVENTION 2: WRITE YOUR OWN WHOLE-CLASS MINGLE

Here, the teacher draws a table freehand on the board, with question prompts:

Question	Name / Answer
What's your favourite __________________?	
Who's your favourite __________________?	
What time did you ________________today?	

Students then copy this table onto paper and complete the questions. They then ask each question to a different classmate.

This task not only requires minimal preparation time, but also challenges students to engage communicatively and take ownership of their own communicative needs. Since there are no 'incorrect' answers when it comes to students' tastes, it allows for students to respond with Japanese answers (for instance, proper nouns, foods or names of festivals) if the teacher feels that this is appropriate; though the task can easily be differentiated for a greater challenge by banning Japanese answers or adding extra columns (for instance, "Why?" or "Tell me more..."). Further difficulty can be added by building the question prompts around challenging structures (such as present perfect - "Have you ever _________?" or second conditional - "What would you do if ___________?").

The familiarity of the topics, furthermore, allows for more teaching emphasis on pragmatic and discursive features.

CONCLUSION

These two easily-demonstrated and replicated activities offer some initial support in addressing silence. While it is not possible to outline a comprehensive range of interventions to support new teachers here, it is hoped that these ideas give rise to further discussion and research, both on silence and on teachers' wider professional development needs in Japanese ELT contexts.

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Teaching writing via a Japanese lens

SELINDA ENGLAND

ABSTRACT

Teaching writing to EFL students often involves a focus on English culture and writing structure, such as the paragraph and/or essay format. However, as the majority of our students are Japanese and are immersed in Japanese culture, our teaching methodologies should reflect the cultural sensitivities of our students. In this article, teachers will be asked to reflect on English writing culture and instead, writing via a Japanese lens will be suggested, from which students are encouraged to nurture individuality and personal voice.

要旨

EFLの学生へのライティング指導は、パラグラフやエッセイ形式のように、英語圏の文化やライティング構造に焦点が絞られることがしばしばである。しかし、学生の大半は日本人であり、日本文化に浸り慣れているため、教授法は学生の文化的感受性を反映する必要がある。本稿では、教員が英語におけるライティングの文化を見つめなおし、日本的なものの見方を通して書いてみることが提案されている。このことにより、学生が自分の個性や個人の声を育むことを促進するのである。

ABOUT

Selinda is currently a part-time instructor to first and second year students at both Tokai University & Showa Women's University in the Kanto area. This has been her first year teaching writing to students. Selinda would love to hear your teaching tips and thoughts on the writing process in EFL classrooms. Please connect with her on Google+: Selinda E.; on Twitter: selinda_e; and via email: selinda.teacher@gmail.com.

INTRODUCTION

Writing offers a compelling and, if published or rediscovered, timeless voice when conveying one's thoughts and feelings. Writing is a fantastic way for EFL students in Japan to share their personal experiences, opinions and ideas with the world.

Language learning reflects the culture of the target language. Tomaš, Kostka, & Mott-Smith (2013) state "for some students, learning to write in English involves a process of cultural and identity change" (p. 3). For young learners, this change may be unnerving; it may be better to allow Japanese culture to permeate through our pupils' writing as a means of increasing interest in second language learning.

This essay aims to show the steps which teachers may use in teaching writing to Japanese EFL students. The goal is for English writing to be accessible and enjoyable, utilizing ideas reflective of the students' Japanese environment.

Cook (1999) believes "L2 users have to be looked at…as genuine L2 users, not as imitation native speakers" (p. 195). Therefore, Japanese students should be encouraged to explore writing in English via a Japanese lens. This can be achieved in five stages and is best implemented with low-intermediate high school EFL learners who may be uninterested in English studies.

STAGE ONE

For EFL educators in Japan, facilitating and maintaining a classroom in which students feel comfortable to communicate ideas in English is encouraged. In doing so, teachers may create a "whole community" approach relating directly to the "identities, values, relationships, language and knowledge" of our students (Canagarajah, 2005, p. xvi). How can this be achieved? The author, a Canadian, with intermediate level Japanese skills, wrote a sample essay for her students, in Japanese (see

Appendix A). Upon reading the teacher's essay, students were asked to notice two distinctions: firstly, the writing was not grammatically perfect, which was okay; secondly, the main idea presented was understandable. These two points became the common groundwork on which students would base their writing – not to worry about the grammar, but convey an idea to the reader.

STAGE TWO

"Students are empowered to find their own voices…when the material they are studying is relevant and connected to their lives" (Crabtree & Sapp, 2003; Epstein, 1995; Ropers-Huilman, 2003; in Wang, et al., 2011, p. 134). Writing teachers often use the 'hamburger model' when introducing the paragraph format to students (see Appendix B). However, students' interest and ease of understanding may increase when a Japanese lens is applied. For example, comparing the parts of an essay with a piece of sushi, or dividing the essay sections via a manga template, are both reflective of the surrounding culture, and may assist in linking the target language and the mother tongue (see Appendices C & D).

STAGE THREE

The author, whose mother tongue is English, noted the difficulty in explaining writing concepts to her students via an 'English-only' environment. Utilizing L2 alongside L1 in activities may make students more intercultural speakers, not just imitation L2 users (Byram & Zararte, 1994; cited in Cook, 1999, p. 203). For this reason, explanations about writing were conducted in Japanese; students were also welcome to ask questions in Japanese. When the author could not explain, a dictionary was used, and a student would volunteer to read aloud the Japanese definition. The teacher thereby demonstrated a model of problem solving skills in second language learning. The only rule was for written work to be submitted in English.

STAGE FOUR

When writing, students found expressing ideas entirely in English most challenging. In response, the author allowed some Japanese words with clarification, to permeate students' writing. The instructor provided model sentences from which students could borrow. Examples included:

______ is used for / to….
______ which is seen in (place)…
______ is a (thing) which looks like…

Surprisingly, students not only used these model sentences, but the conveyance of ideas became clearer. Samples are as follows:

Comparison essay sample - Sumo & Judo:
"For example, in sumo, it is common to wear a 'fundoshi', which is a small cloth worn around the waist and tied in the back." - Student N.K (male)

Narrative essay sample - A Popular Thing:
"Akafuku is a Japanese sweet. A ricecake is wrapped in red bean paste. The ricecake is called 'mochi' and the red bean paste is called 'anko' in Japanese." – Student M.K (female)

STAGE FIVE

English studies in Japan often focus on advanced grammar points required for university entrance examinations. However, such concentration on accuracy may lead to a decreased interest in language learning. Scovel (2001) notes that "errors are… a demonstration of originality, creativity, and intelligence" (p. 147). Therefore, students' mistakes should be encouraged, even allowed. For example, the author wanted to step-up her students' writing skills. She provided model sentences via a worksheet. Students were then encouraged to try these new ideas in other writing samples, with the goal not on accuracy, but at the attempt.

Points would be awarded for making an effort to implement these new language structures; as a result, approximately 70% of students tried to include model sentences in their writing. Some examples are seen below, with errors:

Model: In some societies, [topic] is (feeling). For others, it is (opposite feeling).

"In some societies, soccer is an exciting sports. For others, it is boring." – Student K.S (male)

Model: As both are popular in Japan, it is not unusual to see….

"As both are popular in Japan, it is not unusual to see people use a ball and focus important on team play." – Student K.W (male)

Model: Asking a question to make a hook

"What is the favorite Japanese food?" – Student K.M (female)

CONCLUSION

In Japan, English is recognized as a means of global communication (Koike, 2006, p. 103); educators must encourage students to communicate via writing their ideas and thoughts in English. From a globalized perspective, Japanese students have the opportunity to share their culture and language with the world. By emphasizing a community environment where language attempts are encouraged and writing is fostered via a Japanese lens, an increase in English language learning and global communication may be seen.

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Appendix A

Sample Essay - A Life Changing Experience

SELINDA ENGLAND

**Words in brackets indicate the teaching points of the essay the instructor intended to cover in the course.

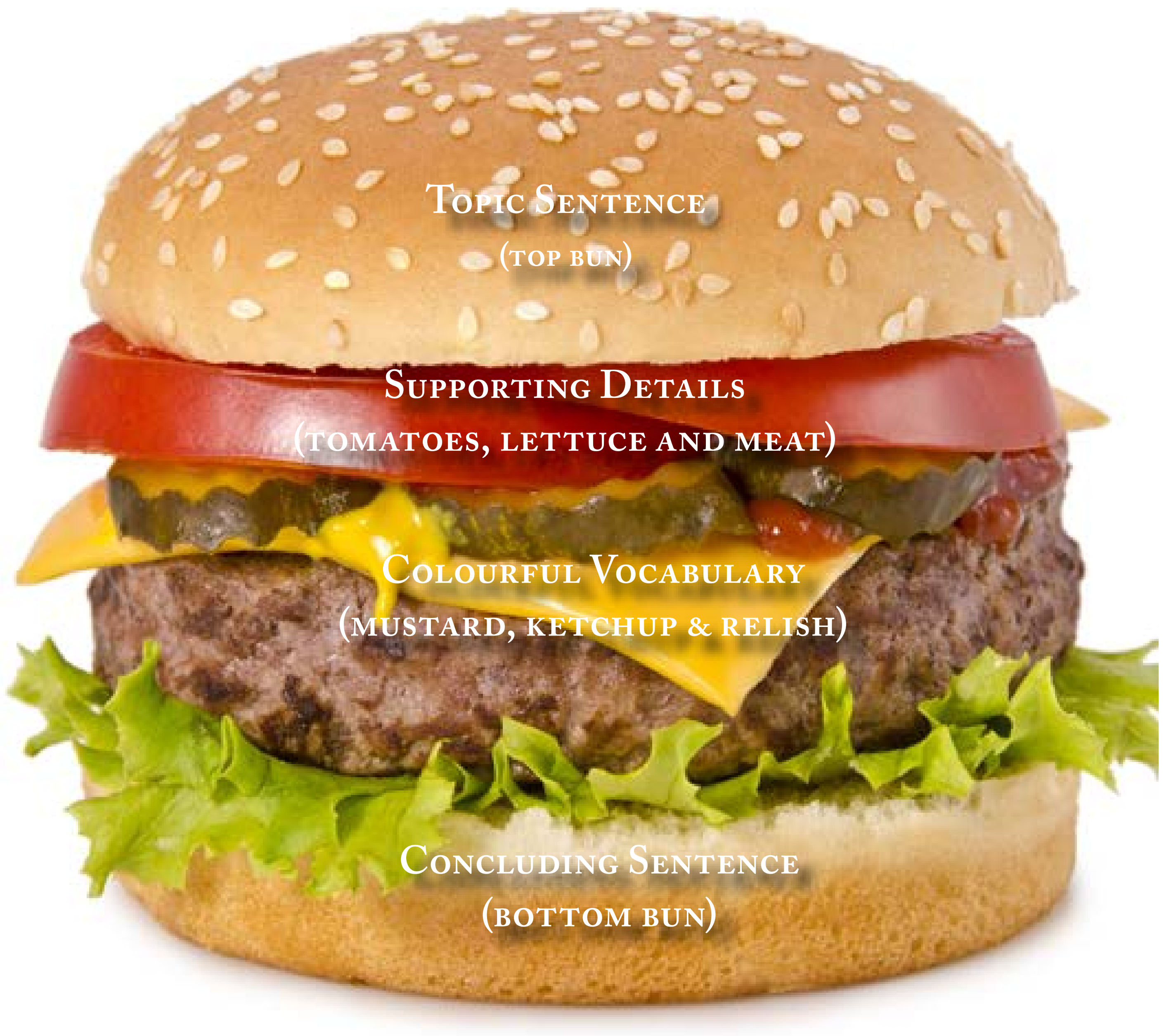
フルートを始め

楽器を勉強をしたことがありますか？(hook) 私は、フルートを始めに、十分が変わりました。

(topic sentence)１１歳の時に、音楽の先生が私の５年生のクラスを来て、音楽と楽器を話しました。分からないけど、興味がありました。そして、先生が「あなたはフルートが一番いいと思いますよ」と言いた。６年生になった時、初めてのフルート音楽が勉強をしました。難しいけど、毎日、自分が頑張りました。高校生になった、「大学で、もっとフルートのプロになりたいがいいかな～」と考えた。大学に入って、たくさんのお友達が集まりました。みなと一生に、きれいな音楽をふりました。その時は、自分の入一番いい時代でした。大人になてでも、またフルートを大体ぐらいをふります。(experience)フルートを始め、自身がありました。今から、私の「残念な気持ちが来ると」フルートをふいて、元気になります。(conclusion)

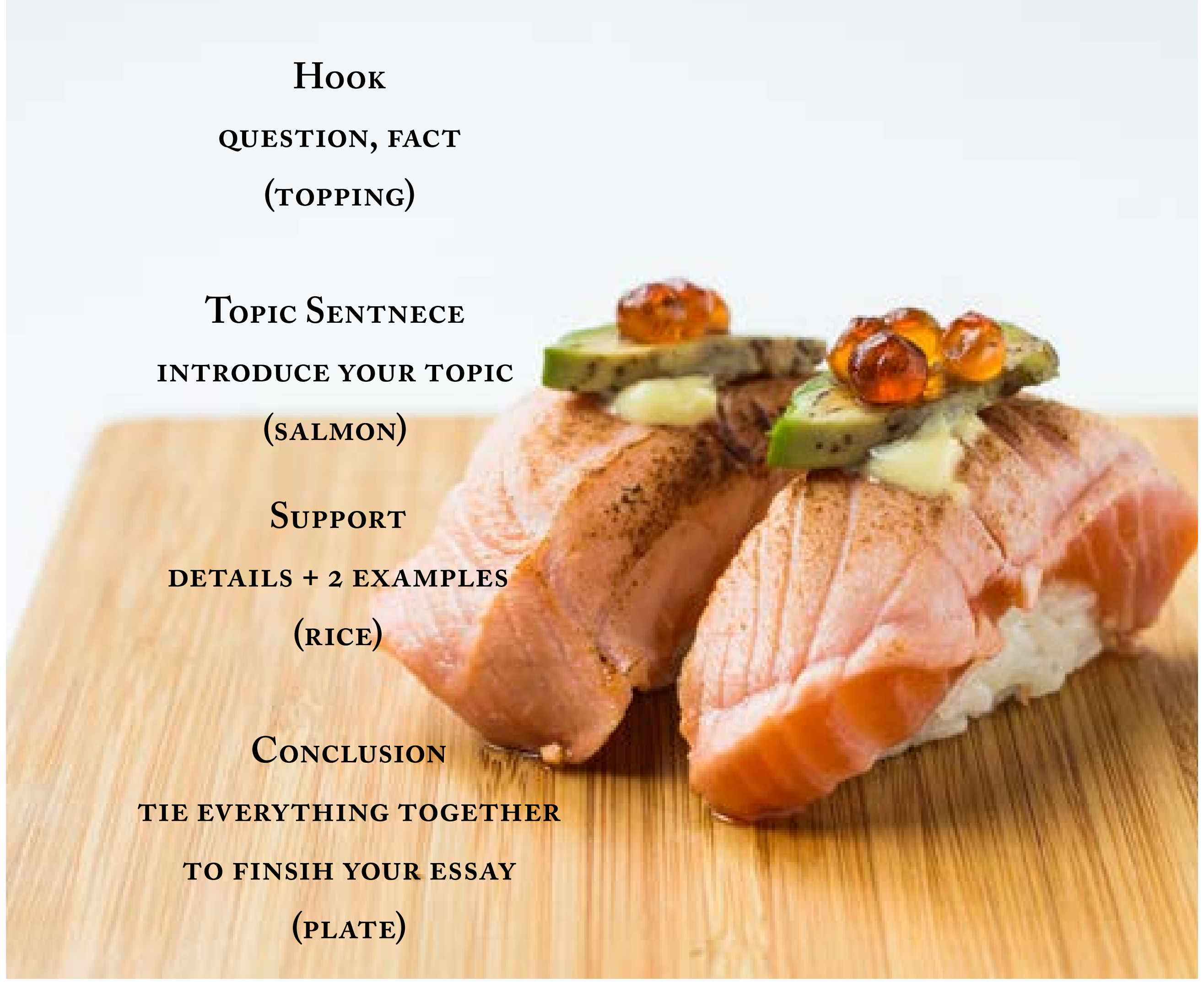
Appendix B

Typical Canadian way of presenting the paragraph format to students, using the image of a hamburger.



Appendix C

The Japanese model for teaching paragraph structure – using Aburi Salmon Nigiri Sushi.



Writing for Academic Journals: Producing a manuscript for publication in a peer-reviewed journal - DAVID OCKERT

ABSTRACT

Getting a paper published in an academic journal can often be a daunting task. This paper is written to offer practical advice on how to do so successfully. The stages are outlined, beginning with writing and organizing the manuscript. Then the submission stage is explained, including how to deal with reviewer comments, and final proofing of the paper at the layout stage. Practical advice is offered throughout based on the author's own experiences in the publication process.

KEYWORDS

Academic writing, publishing, career advancement, manuscript submission, revising

要旨

学術誌への論文発表は、骨の折れるタスクであることがしばしばである。本稿は、論文出版に成功するための、実践的なアドバイスを提供するためのものである。出版までの段階まず原稿の執筆や構成に関することから概説する。そして査読者のコメントの扱い方、レイアウトの最終確認方法を含む提出段階に関して説明する。これらの実用的アドバイスは、出版プロセスにおける著者自身の経験に基づいたものである。

ABOUT

David Ockert's teaching interests are in critical thinking, reading comprehension, writing, and researches on the influence of technology on affect. He has been a test item writer, worked on translation devices at SHARP, and works part-time for the Japan Olympic Committee teaching young athletes in preparation for the Tokyo 2020 Olympics. He currently works for Toyo University.

INTRODUCTION

Do you dread the publication process? Let's face it – many writers hate receiving negative feedback on a manuscript, which took dozens, perhaps hundreds, of hours to produce. For many people writing, submitting, and rewriting a manuscript for publication often ends with a feeling of 'Why bother?' This paper is written to offer practical advice on how to produce a manuscript and publish successfully – from the beginning stages of writing, to submission, dealing with reviewer comments, and final proofing of the paper at the layout stage. As anyone in the field of academics who aspires to a higher position should certainly be aware, a lack of academic publications is often the main reason for not promoting a particular candidate (Miller, 2013). This paper offers practical advice for negotiating the publication process.

BEFORE YOU BEGIN

Before embarking on the long and challenging task of writing a paper for submission to a peer-reviewed journal, first choose a topic / project that interests you. Ask yourself, *Why is this research worthy of being published in a peer-reviewed journal?* And, *What is the 'gap' in the literature that your paper will answer / fill?* When you, as an author, can confidently answer these questions, you are ready to begin the process of writing a paper for submission to a peer-reviewed academic journal.

APPROACHES TO MANUSCRIPT WRITING

There are two approaches to writing a paper / manuscript. These can be termed the 'laissez faire' approach, and the 'targeted' approach. First-time writers commonly use the laissez faire approach. In this approach, the author simply writes a paper as he / she sees fit. The main reason for doing so in this manner is that it frees the author from concerns with the 'little things' associated with manuscript writing, such as font, format, word count, etc. However, the drawback to this approach is that the paper will eventually have to be formatted to the guidelines of whichever journal to which it is submitted.

On the other hand, the targeted approach aims from the outset to submit to a specific journal. The advantages to this approach are that the word count, formatting, and so on, are all known in advance. This can save hours of work in the long run. For example, a manuscript with 50 or more references may have to be completely reorganized before submission. Knowing the format for the Reference section in advance can save a great deal of time.

SELECTING A JOURNAL

There are several types of journal to choose from. Choosing the journal to which you ultimately submit your paper should be based on several criteria. For example, how often is the journal published? Some are bi-annual, tri-annual, and often quarterly; others are bi-monthly, or monthly. There are even some that are random; for example nine times per year. If the journal is on-line, the editor(s) may allow submissions to be published on a rolling basis as soon as they become publishable. It is strongly recommended that you first print out a copy of the guidelines and keep them in a clear file with the journal name and your login-info printed clearly on the front page.

PAPER OUTLINE

The outline of the paper should adhere to the following pattern:

- Introduction (What's the 'gap' in the literature that your paper explores?)
- Literature Review
- Research Question(s)
- Hypothesis/es
- Methods (Participants, Materials, Procedures)
- Results & Discussion
- Conclusion (Limitations & future research)
- Acknowledgements
- References
- Appendices (Figures OK, Tables not)

Naturally, each journal is different and many require unique formats and structure. However, the above ten sections are almost universal.

THE LITERATURE: 'BUILD' YOUR PAPER

There are two 'mantras' that come to mind in order to build a paper. These are "Copy / Paste, Citation, Reference" and "Copy / Paste, Quote, Citation (page #), Reference". This is because writing a manuscript in the age of digital technologies, PDFs, and the use of the editing functions of a word processor makes the production process a lot like putting together a 'puzzle'. Avoid a 'top-to-bottom' approach and work on whatever section may suit your fancy at the moment when writing.

When organizing a writing schedule, many leading authors recommend a quantity of production over quantity of time approach. In other words, set a goal to produce three pages of work, rather than to work for three hours. The second approach assures that at the end of the day something will be produced.

In this day and age, it is all too easy to spend three hours surfing the net, checking email, etc., none of which help get words on paper.

STYLISTICS

In this section, a few words of advice on academic writing in general are offered. First, avoid the use of "I" as it can be offensive to the reader who may be mainly interested in the experiment and results. In other words, do not try to sound or seem profound by overtly using jargon limited to a specific area or genre of research. Next, avoid train-of-thought sentences. This can cause problems because tone, innuendo, and nuance are very hard to convey in writing. In fact, they actually have no place in academic writing since the 'tone' should be one of impartial neutrality. Academic writing is reporting not story-telling, so you should not write as if you are speaking to the reader. Impress the reader with your results, not your prose.

REPORTING RESULTS

A few words on reporting results may be of benefit. First, include the statistical significance levels as many journals use cut off points of $p < .05$ as a determining factor in deciding whether or not the paper is publishable. Next, include the effect size level (Cohen's *d*) for non-experimental studies or Glass' delta for statistically significant differences as a result of an experiment. Also, only report the statistically significant differences in the Discussion section.

PRESUBMISSION GUIDELINES

Before submitting the paper, print it out and lay out all pages from left to right, top to bottom. This should be the order in which the reviewers will read them. Double-check to make sure that the order of the Literature Review, Hypotheses, Results, and Discussions sections are the same throughout the entire paper. Basically, keep the organization of 'A, B, C' throughout. Do the same for the rest of the manuscript. Next, check for 'bumping tables'. These are two (or more) tables that are not separated by text. Essentially, the text around the tables should explain the data presented in those tables. Therefore, the table that is referred to in the text should be visible to the reader and on either the same page or the opposite page.

Finally, cross check your citations with your references. To do this, it is a good idea to print a copy of the manuscript times your article for references. Each time you find a source in the text, check that it is in the reference section, and make a mark of some kind to show that the reference is not redundant. Delete any redundant references. Do not go back and add a citation just because something is in the References. Delete the reference instead. The writing process is finished and it is now time to submit the manuscript to the journal.

HANDLING REVIEWER'S COMMENTS

This is often a difficult topic for many writers to deal with. But remember, it is not a personal issue unless you choose to make it one. The reviewers do not know you as a person, and are not commenting on you. They are reviewing a manuscript only. Therefore, print out the reviewer's comments and go down the list and make the corrections one by one. This will ensure that each comment is dealt with accordingly.

Finally, at the layout stage, be sure and check, check, and double-check to make certain there are no errors in the final version pre-publication. If the paper is for an online journal, it may be possible to make changes after publication. However, for a print journal, this is impossible. Always, proof the paper again and asking a colleague to do so is strongly recommended. Good luck!

References

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Item analysis for quizzes using Google Forms - MALCOLM PRENTICE

ABSTRACT

This article shares a tool for analysing online multiple choice quizzes in order to improve the quiz and help with post-test feedback in class. Students take quizzes on their phones (presented using Google Forms), then the teacher uses the software tool to automatically mark the tests, do an item analysis based on classical test theory, and display the test with any issues highlighted, including: questions that are too difficult or too easy (item facility), questions that are not helping teachers assign a grade (item discrimination), points that some or all students might need to review, and questions where not all of the answer options are working (distractor efficiency).

要旨

本稿では、オンライン多項選択式テストの向上と、テスト後のフィードバックを手助けするためのテスト分析ツールを紹介する。学生が携帯電話を使ってテスト（Google フォームを用いたもの）を受けた後、教師は自動採点をし、古典的テスト理論に基づく項目分析を行い、実施されたテストの問題点を明らかにするためにそのソフトウェアツールを使用する。ここでいう問題点には、難しすぎるあるいは易しすぎるテスト問題（項目容易度）、成績評価の参考にならないテスト問題（項目弁別力）、何人かまたはすべての学生が再度学習すべき項目、そして選択肢として成り立たない回答選択肢の含まれるテスト問題（錯乱肢有効度の分析）といったものが含まれる。

ABOUT

Malcolm Prentice has been teaching since 1998, in Japan, Italy and Chile. He is currently a lecturer at Soka University. You can connect with Malcolm via https://suj.academia.edu/MalcolmPrentice or http://alba-english.com

At the JALT 2015 International conference, the author attended a workshop called "Easy Test Analysis with Excel" (Sick, Durand, & Holster, 2015). During the workshop, participants learned how to analyse multiple-choice tests using an Excel spreadsheet, in order to improve the test and inform post-test feedback in class. While extremely interesting and useful, data entry (from paper tests into Excel) was time consuming. In addition, visually searching a large spreadsheet for numbers that indicated an issue, then matching those to a separate quiz sheet, was sometimes difficult. As such, the author decided it might be useful to have a system for presenting quizzes on students' phones in class (no data entry, no scanning), marking them automatically, and then displaying the test with any issues clearly flagged *alongside* the problematic item. This paper describes a seven-step process to do so. A software tool was written to perform the analysis, pulling data from online quizzes presented using Google Forms. Short explanations of the

analyses done are given below in step 4, 5, and 6; for more detail, see Brown (2003a, 2003b). Note that these analyses are often done as part of a project to select the best items for a quiz from a larger pool of items using a sample group of students (Brown 2003a). However, as is shown below, they can also be informative for revising an existing test or identifying weaknesses in instruction.

STEP 1: MAKE A GOOGLE FORMS QUIZ

Google Forms (https://docs.google.com/forms) is a survey tool that can be used to create quizzes with various kinds of items. There are a number of tutorials online that explain how to do

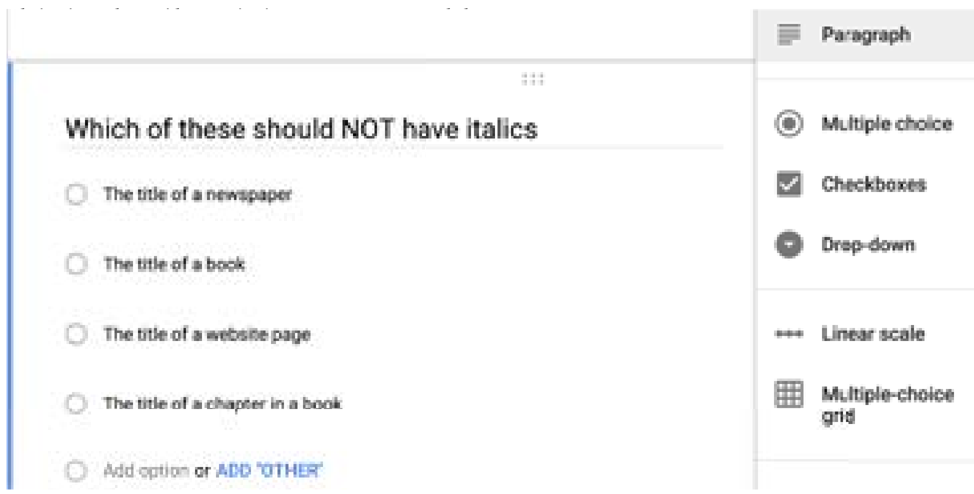

Figure 1. Making a Google Form quiz multiple-choice item.

The Google Certified Educator courses https://edutrainingcenter.withgoogle.com are particularly recommended, as they cover writing a Google Forms quiz (Figure 1), sharing it with students, and some tools for making the process easier.

STEP 2: ADD THE ANSWERS AND GET THE SHARING LINK

After students take the quiz, go to the Google Form, and choose the option to view as a spreadsheet. As in Figure 2, on a blank line add the correct answer for each column (copy paste from a student who was correct to get the exact wording).

Then write “none” in columns that are not multiple choice (timestamp, name, number, open items, feedback). Click *Share* in the top right, then click *Copy Link*, and save that address for later.

STEP 3: DECIDE IF THIS IS A NORM- OR CRITERION-REFERENCED QUIZ

A criterion-referenced quiz measures students against a pre-defined standard (for teacher-written quizzes usually “Did they learn what I taught?”), often with a pass-fail grade. A *norm-referenced* quiz compares students against each other, and then grades are distributed according to a curve. Note the type for later.

Timestamp	What is your name?	What is your student num	Which of these in-tex
01/12/2015 17:48:00	Hiroko Pseudonym	1527333	According to Smith ('
none	none	none	According to Smith ('

Figure 2. How to add the answers in a Google Form document.

STEP 4: RUN THE ANALYSIS SCRIPT

Visit https://github.com/malcprentice/Text-Tools, click Download ZIP, then find GoogleFormsQuizItemAnalysis.py. Python scripts are just text files, and the easiest way to use them is a text editor with the right features. The recommended software is Sublime Text (https://www.sublimetext.com). Open the file and run it from the menu (Tools-Build), or hit CTRL-b (Windows) or -b (Mac). OSX has Python as standard but Windows users may need to install Python 2.7 from http://python.org. The program will first ask if the quiz is norm- or criterion-referenced (see step 2 above), then ask for the sharing link (from step 1) and finally where the results file should be saved.

Hiroki Pseudonym	1533333	8/9	88.9%
Hiroko Pseudonym	1544444	7/9	77.8%

Figure 3: An example line from the chart of scores and percentages.

Scores/percentages are displayed (Figure 3) and can be pasted into a grade book. However, this article focuses on the analysis. Figs. 4 and 5 show example output for items from a norm-referenced mid-term test for a first-year EAP group, specifically from a multiple-choice section focusing on APA citation style. Note that the test below was run with quite a small group (N=14), which means the results are not particularly reliable. However, some information is better than none. The next steps explain how to interpret this output.

STEP 5) LOOK AT THE ITEM FACILITY

The Item Facility (Facility:0.50 in Figure 4) is the proportion of students who got the question right (0.5 = 50%). For a norm-referenced test, an IF of 0.5 is ideal, as a test with items like this allows most room to spread out on a curve.

7 Facility:0.50 Disc:1.0
Which of These Should have Title Case
CORRECT (7-5-0): The title of a newspaper
DISTRACT (1-0-0): The title of a website
DISTRACT (4-0-3): The title of a journal article
DISTRACT (2-0-2): The title of a book

Figure 4. Example output for a good norm-referenced item.

6 Facility:0.93 Disc:0.2
What is the correct way to give the city and publisher for a book reference?
CORRECT (13-5-4): Oxford: OUP.
DISTRACT (1-0-1): UK: Oxford

Figure 5. Example output for a poor norm-referenced item.

Brown (2003a) suggests a band between 30% and 70% (0.3 ≤ IF ≤ 0.7) is acceptable, and anything outside that is flagged red. For example, since nearly everyone in Figure 5 answered correctly (Facility: 0.93), the question is not helping distinguish students who deserve an A from those who deserve a C and should be edited or replaced. Two distractors in Figure 5 are missing as they were not chosen at all - this is discussed in step 7.

When using IF to give insight on *criterion-referenced* test items, Sick, Durand, and Holster (2015) suggested a lower threshold of 70% (IF ≥ 0.7): under 70% on a criterion referenced test indicates a problem with learning, teaching, materials, answer key accuracy, or item design. As such, the colours in the examples above would be reversed if the criterion-referenced option were chosen: Figure 4 would need to be rewritten, reviewed or taught differently, whereas Figure 5 would suggest successful learning (assuming the question matched the material taught and the answer was not known before instruction). Note that all thresholds mentioned in this article can be changed if necessary; the option is at the top of the file when opened in Step 4.

STEP 6) LOOK AT THE ITEM DISCRIMINATION

The Item Discrimination (Disc:1.0 in Figure 4) shows the difference *on the item* between the top and bottom students *on the test* . One option for this (Brown, 2003a) involves identifying the highest scoring and lowest scoring third of the class, then subtracting the IF of the latter from the former. For a norm-referenced test, if the top and bottom students answered equally well (ID = 0), it is not useful for assigning grades. Sick, Durand, and Holster (2015) suggested a difference of at least 40% (0.4): this would be met, for example, if 20% of the bottom third and 60% of the top third answered correctly. The system flags any difference smaller than this for norm-referenced quizzes.

For developing a *criterion-referenced quiz*, ID is not appropriate (Brown 2003a, p. 19) as everyone will hopefully get the same high score. However, Sick Durand,

& Holster (2015) noted that it could still be informative. In Figure 4, for example, 100% of the top third and 0% of the bottom third answered correctly. Thus, the lower group did badly, and might need extra help. In addition, a *negative* ID would mean the bottom group are doing *better than* the top. This is a red flag for *both* test types, suggesting a problem in either the answer key or the way the item was written. To check this, follow step 7.

STEP 7) LOOK AT THE DISTRACTORS

Step 5 and 6 looked at whether answers were right or wrong. Step 7 looks at *how* they were wrong. In Figure 4, look at "DISTRACT (2-0-2): *The title of a book*". The numbers refer to three data points: the *total* number of students who chose this distractor, then the number from the *top third* and *bottom third*). Here, "2-0-2" means two students (both from the bottom third) chose this answer. In Figure 5 two distractors are missing as they were not chosen and so do not appear in the Google Forms results spreadsheet (0-0-0). If few or no students are choosing an option, then it is not a good distractor. In Figure 4, "DISTRACT (1-0-0): *The title of a website*" is weak but, given the strong IF and ID of the item, this is not really a problem. However, the question in Figure 5 is weak overall, and even if not discarded outright, the distractors should be completely rewritten. Alternately, if many students (especially in the top group) choose one particular distractor, then something is wrong: perhaps the answer key is entered wrong, or there are two correct answers, or maybe it is a point to review later.

ALTERNATIVES

Readers might be familiar with Flubaroo (http://www.flubaroo.com/), and may notice the tool described above overlaps with it on a number of features. Flubaroo is more polished, works entirely online, and makes it easier to share results with students. However, it flags a fixed norm-referenced IF of 0.6 (no ID, no distractor efficiency analysis), and the long list of access permissions to the user's Google account it requires may worry some.

CONCLUSION

In conclusion, the tool does the job it was designed for. However, further development is needed, and readers are invited to participate as testers or collaborators. This early version of the tool is an implementation of the formulas given by Sick, Durand and Holster (2015). However, Brown (2002) uses three groups (top-middle-bottom) for distractor analysis, and Brown (2003b) suggests B-index (which compares passing and failing students) rather than ID for standalone criterion-referenced tests. These two features will be added in subsequent versions of the tool, and text analysis modules (Prentice, 2013; Prentice, 2015) will be integrated with the aim of helping grade non-multiple-choice items on the same test.

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Teaching TOEIC Communicatively - MAHO SANO

ABSTRACT

Although getting a high score on TOEIC is of great concern among many Japanese university EFL learners, improving their communication skills in English is a long-term goal. This paper will share ideas for teaching a TOEIC class in a way that allows learners to familiarize themselves with TOEIC and improve communication skills at the same time.

要約

多くの日本大学生にとってTOEICで高得点をとることは大きな関心事であるが、英語におけるコミュニケーションスキルの向上も長期的な目標である。本稿では、学習者自身がTOEICテストに慣れつつ、コミュニケーションスキルも伸ばせるようなTOEICの授業づくりをするためのアイデアを共有する。

ABOUT

Maho Sano is an Assistant Lecturer at Soka University, Tokyo with M.A. in TESOL. Her research interests are on learner autonomy, critical thinking, task-based learning and academi writing.

INTRODUCTION

Getting a high score on TOEIC is of great concern for many Japanese university EFL learners. An increasing number of Japanese university students take TOEIC primarily because getting a high score on the test is considered beneficial for the employment process (Wakamoto, 2009). In such a social context, taking the test is valued by universities (Wakamoto, 2009), and a large number of Japanese universities and colleges adopt the TOEIC (Trew, 2007). When looking at how test-preparation courses are conducted, many of them tend to be teacher-centered (Pan, 2010). However, an informal in-class survey revealed that learners hope to improve their communication skills. Therefore, dealing with their communicative needs should not be ignored. As such, a method for teaching a TOEIC class in a communicative manner was explored. In this paper, a set of TOEIC-based communicative activities used in a university TOEIC class will be shown.

CONTEXT

The lesson was implemented in a TOEIC preparation course. This is a required English course held for second-year students of the university. Approximately 20 students are registered for the course, and their TOEIC scores range from 285 to 395. The university requires the course to prepare students for the TOEIC, and learners are motivated to increase their TOEIC scores partly because of the popular use of the test in the Japanese job-hunting process. At the same time, acquiring communication skills are strongly valued by both the university and the learners. The idea of teaching TOEIC in a communicative manner was born out of this educational dilemma. The following sections will describe an example TOEIC communication activity step by step. Those materials were created by the instructor, based on the textbook used in the class and other TOEIC materials. This example lesson focused on the review of adjective comparisons for the reading comprehension section of the TOEIC exam (part seven), which follows a lesson on adjective comparisons.

Step 1: Warm-up Conversation about shopping and housing (10-12 minutes)
The first phase is a warm-up conversation in pairs or groups where students talk about their opinions regarding the topic of the lesson. In this example, students talk about around 10 warm-up questions regarding shopping and housing, which are the topic of the lesson. Each lesson's topic is decided based on the target grammar structure and/or the teaching topic of textbook-based homework.

STEP 2: INFORMATION GAP ACTIVITY (10-12 MINUTES)

After the warm-up, students review the previously learned structure while communicating in English. In the activity, students are given a price chart of a furniture shop. Since some price information is missing, students work in pairs to complete the price chart. In providing price information, students are asked to use comparative expressions such as "The bed is twice as expensive as the dining table" and "The TV is $200 more expensive than the bed" because comparatives are the topic of the previous lesson.

STEP 3: DISCUSSION (5 – 7 MINUTES)

Once the price chart is completed, students engage in a group discussion. The topic given is "Imagine that you are moving into a new apartment. Look at the price chart. Which six types of furniture would you buy and how many of each? Why?" Students' answers to the questions vary, and their unique thinking is welcomed. For example, one student said he would buy a number of chairs because he would invite his friends and have a lot of parties. Thus students are allowed to communicate based on their own opinion.

STEP 4: COMPREHENSION QUESTIONS REGARDING THE ADVERTISEMENT (5-7 MINUTES)

In the next phase, students are given an advertisement of the imaginary furniture company. Then the instructor provides a lot of comprehension questions regarding the advertisement. In order to let the students communicate, question cards are given to them so that they have to ask and answer the comprehension questions on the spot rather than just writing answers on their sheet individually. After checking answers to the questions as a whole class, the lesson moves on to the last stage.

STEP 5: WRITING (10 MINUTES)

Students write a simple invoice for their partner, looking at an example invoice given by the instructor. First, based on the discussion in Step 3, students write down the types of and the quantity of furniture they would buy. Then they exchange the shopping list with their partner. Looking at the shopping list, they write an invoice for their partner. In this process, learners need to pay attention to the advertisement that they used in Step 4 because they need to see if any discounts are applicable to the items purchased by their peers. Afterward, students return the completed invoice to their partner, and they make sure the invoice is correctly filled in. This step helps learners with familiar with an invoice, which sometimes appear on the TOEIC.

CONCLUSION

It is quite possible to provide TOEIC-based exercises together with communicative practice. By adding practice where students can provide their own opinions and review what they have learned previously, teachers can help learners improve communication skills, while familiarizing themselves with the TOEIC test at the same time.

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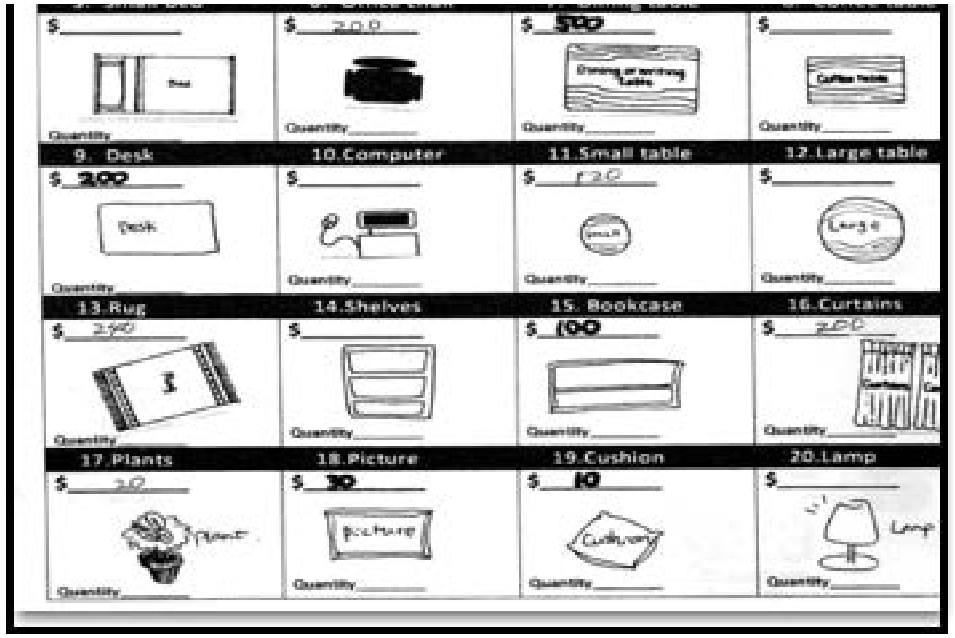
Appendix A

Information gap activity sheet for Step 2 and Step 3



This is a reproduced form.

Cited from:

WATCH-JONES, P. & HOWARD-WILLIAMS, D. (2001). Grammar 1: Games and activities. England: Pearson Education.

KLIPPEL, F. (1984). Keep talking: Communicative fluency activities for language teaching. UK: Cambridge University Press.

Appendix B

A sample advertisement used in Step 4

ABC Furniture.Com End of Year Sale
Buy furniture at our online store!
Sale-------- December Only! Don't miss this chance!

- Bed => 50% Off
- Buy an arm chair, get one bookcase free!!!
- Buy one chair, get 1 free!
- Dining table => 50% off
- Buy 2 cushions, get one free!!!
- Buy a rug, and get a free plant or a picture!!!

Shipping and handling $20 Delivery $20

Appendix C

A sample invoice used in Step 5

ABC Furniture.com
415 North Walnut Avenue
El Segundo, CA
Call: (209) 466-3514
Fax: (209) 466-3515

INVOICE
Invoice number #990-9097
2015/12/04

To ____________________
2111 South Walnut Avenue
Stockton, CA

Description	Quantity	Amount $
	Sub Total	
	Shipping	
	Delivery	
	Total	

Making Speaking Practice Effective - BROOKS SLAYBAUGH

ABSTRACT

This article is about the challenge of teaching oral skills to university students in their first year. I found many students unprepared for the communicative classroom, as they were used to passive learning. I explored having students practice in pairs by rotating partners. Each student had to first prepare a conversation topic by writing appropriate questions and by writing about themselves. By changing partners, students repeat phrases which become their own input. Teaching became more like what a physical education or a music teacher would do. The goal is to have all students practicing.

要約

本稿では、大学一年生の学生に、スピーキングスキルを教える上での課題を述べる。受動的な学習への慣れから、教室でのコミュニケーションを中心とする授業に対する準備に対して、多くの学生が準備出来てないことがわかった。そこで、学生に、パートナーを交代させながら、ペアを組んでもらうことにした。まず、学生1人ずつに会話のテーマを準備させ、そのテーマに関連する質問や自分たちに関することを書いてもらった。パートナーを変えることで、学生達は熟語を繰り返し使い、そのうちにそれが学生達のインプットになるのである。体育や音楽の授業のように、全ての学生が練習を出来るような授業が目標です。

ABOUT

Brooks Slaybaugh teaches at Yokohama City University and the University of Electro-Communications in Tokyo. He has taught at high schools in Tokyo and Kanagawa and has also taught at Tokai University, Tokyo Kasei University, and Yokohama National University. He received his MA in TESOL from Saint Michael's College in the United States. He is certified in English for secondary schools in Arizona and Washington state.

When I started as a university teacher in Tokyo, I saw firsthand how unprepared many students were for classes taught in English by native speakers, despite the fact that they had learned English for six years. I noticed that they were weak at oral skills, had problems with writing, and had a poor grasp of grammar. Despite six years of instruction Japanese students have low levels of oral skills, which can frustrate foreign teachers at universities.

I wanted to accomplish what my students' previous teachers had been unable to do, which required me to focus primarily on improving my students` oral skills. At first, I needed to focus on listening, after which I wanted my students to practice speaking, so they would be able to communicate. I think students did not have much practice using English for communication in high school, and so they may have lacked confidence in communicating. How could this problem be addressed?

What I learned was that my students needed to be taught in a different way than they were used to. Students should have an effective amount of speaking practice in pairs and in groups in order to have meaningful output, and should use English in the classroom, as much as possible. Students need to be able to talk about themselves in class, with their peers.

Before they are able to do that, students have to practice using English in the classroom first with their teacher, and then later with their classmates. They need to first start asking for clarification in English if they do not understand something, and should refrain from asking another student in Japanese. Then, they should start with practicing speaking and listening on simple topics related to their lives. Each topic needs a focus on relevant vocabulary that they can use, and students have to be able to write questions they can ask other students.

There are two types of questions they should ask: one kind is open questions and the other is closed questions (Richmond & Vannieu, 2006, p. 15). Open questions have many answers and start with 'WH' questions, and closed questions start with verbs such as 'have' 'are' and 'do', and either have a definite 'yes' or a 'no' answer.

After some time with question practice, students need to learn to talk about themselves without being prompted. This will make them sound more natural in English, as native English speakers often speak about themselves without needing a question to be asked. However, this kind of practice takes time, so students should write about themselves first. Writing is important as students need time to think about what they are trying to communicate because often they do not know the right vocabulary.

In addition to this practice, students need to learn a few principles. They need to learn not to be silent in class, to ask for clarification if they do not understand something, and they need to give longer answers when they speak English. (Richmond & Vannieu, p. 12-13)

This practice with classroom English takes time because it is a different way of learning for them. In order for students to learn they need frequent speaking tests, (which encourages them to practice), and they should understand how to practice for the tests in pairs. Speaking tests can be used to assess students in pairs on how good they are at grammar, vocabulary and at pronunciation, and by just having three criteria to assess, it is easier for teachers. Pair practice is more effective as the students can help each other. Campbell and Kryszewska (1992) wrote that group solidarity is important because "learners are working with one another, not in competition with one another" (p.9.)

The practice can almost be like playing a sport or an instrument where repetition is important. Students need to practice speaking with various partners in the classroom, since they can repeat the same phrases while listening to varied reactions to what they say to each other. Practice should be timed by the teacher, and after they practice with one partner, they should change partners and then resume their practice. Timed practice helps because the longer they stay with one partner the more likely they will start speaking Japanese.

The teacher needs to do more coaching as would a music instructor. Language classes could be likened to a choral music class, as the goal is for every student to practice, and passive learning is not allowed. Students need to take turns in talking about themselves, and then listening to each other while asking questions about what they heard.

One method of timed practice is to start with more time, roughly three minutes, and as partners are changed, reducing the amount of time to two and then to one minute. This is time pressure; it forces students to focus on the task at hand. In this way, the timed, repetitive output becomes a kind of input for the students.

Nation & Newton (2009) wrote that timed practice is important because it forces students to effectively speak to their partner. As Nation puts it, this is 'pushed output' (2009, p. 115-120). The repetition helps students to focus on what they want to say to their partners, and this pressured repetition helps them memorize the new vocabulary they are using.

As for tests, students should be required to take these in pairs. Every student has a progress sheet where the teacher can write down their grades. If a student does not do well, they can take the test again. However, lazier students are content with not doing well and merely giving a poor score does not help them. What helps is if they must first practice with their partner again, and then take the test a second time. The goal should be for students to meet a basic standard, because some students might be comfortable with failure. This demonstrates why pushed output is so important.

While students may not be able to say much at first, with more practice, students should eventually be able to speak more. I believe that this kind of practice can help them improve at speaking English, while boosting their confidence in communicating.

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Pronunciation 101 - TERRY YEARLEY

ABSTRACT

This paper identifies a need for oral fluency practice at the most basic level for many Japanese students. It outlines materials and a procedure that can be used to begin to meet this need.

KEYWORDS:

fluency, four skills, four strands, pronunciation, speaking

要約

本稿では、日本人学生用のスピーキングの流暢さのための練習における最も基礎となるニーズを明らかにする。こうしたニーズを満たすための教材・手順を概説する。

About
Terry came to Tokyo in 2001 after spending a year at the University of Aeronautics and Astronautics in Beijing. He has a first-class honors degree in 'Linguistics with TEFL' from The University of Luton and an 'MA TESOL' from Teachers College Columbia University. He teaches at cram schools, high schools, and universities in and around Tokyo. His interests are in education policy, methodologies and approaches for teaching speaking and writing, and creativity in teaching and learning. He has been serving on the committee for ETJ Tokyo since 2006.

In a Four Strands view of language teaching and learning Speaking is present in three of the four strands (Meaning-focused Output, Language-focused Learning, and Fluency (Nation, 2013, p. 14). Nation (2013, p. 8) argues that each of the four strands should get 'an equal amount of time in the total course', but this is not the case in most Japanese schools where there is little or no Speaking training. In fact, it is probable that there is very little fluency training in any of the Four Skills (Reading, Writing, Speaking, Listening). Furthermore, training in the Language-focused Learning Strand may often omit pronunciation (along with discourse structure, and language learning strategies). Many students may need to go back to a very basic level of fluency practice in each of the Four Skills. For example, easy extensive reading helps improve reading fluency, and 10 minute writing improves writing fluency (Nation, 2013, p. 17).

In an attempt to tackle the problem of how we can help improve student oral confidence and fluency this paper outlines some materials and three steps for introducing and practicing pronunciation at the phonemic and word levels.

We can begin by introducing, or reintroducing, the sounds of English. Phonemic representations of English sounds are available both in print form and on the Internet. If you teach British pronunciation, printed versions include the 'Contents' page of Baker (1981, 2006), and Maniski's (1996) chart for RP English, or print out a chart from the Internet, such as the one at English Club (n.d.). For American English you can use the chart on the inside front cover of Celce-Murcia et al. (2010). On the other hand, if you have access to the necessary technology in your classroom, you could use the interactive chart at the British Council/BBC website for British English. Also, One Stop English has both American and British English interactive phonemic charts. The procedure is simply to have your students read the sounds and words to each other, for example: 'p pin, b bin', etc. After they have had sufficient time to familiarize themselves with the sounds that the symbols represent, you can model the sounds for them. If you want your students to become autonomous learners with regard to pronunciation, it is vital that you teach them to associate the phonemic symbols used in dictionaries with the sounds they represent. Once they can read these symbols, they will be able to pronounce any word they look up.

The second step is to review and practice the pronunciation of the letters of the alphabet. An ideal tool for this is the photocopiable exercise 'The Alphabet Tree' which can be found in the New Headway Resource Book (Castle, Soars

& Soars, 2000:7), or the American Headway Workbook (Soars & Soars 2010). This exercise groups the letters of the alphabet according to their vowel sounds. The symbol for each sound is drawn above each group of boxes. You can supplement the symbols by writing example words next to each sound, such as 'play' next to /eI/, and 'bee' next to /i:/. Your students, in pairs if you prefer, should write a letter of the alphabet (A, B, C etc.) in each of the twenty-six boxes. You can do the first couple for them. Then you should check individuals/pairs to make sure they understand the task. When students have finished, you can point out that an important difference between British and American English is the pronunciation of the letter 'Z'. It is pronounced /zi:/ in American English, but /zed/ in British English.

The final step is to use a Half a Crossword exercise to give your students some practice spelling English words. There are many suitable exercises available in the resource books that accompany textbooks, for example Kay (1998). Alternatively, you can make your own at various sites on the Internet (Eclipse Crossword, Half a Crossword, Teachers Corner). The procedure for this phase is to have students work in pairs, A and B. Each student has the same crossword, but different answers. So, for example, student A has the answers going down, and student B has the answers going across. You can write the following dialog on the board as an example:

A: What is 1 across?
B: It's 'jealous'.
A: How do you spell that?
B: J E A L O U S
A: Thank you.
B: what is 2 down?
A: It's 'affectionate'.
B: How do you spell that?
A: A F F E C T I O N A T E

The Half a Crossword exercise is also useful for pre-teaching vocabulary.

In conclusion, this paper outlines three steps that will help promote student confidence and fluency with pronunciation at the phonemic and word levels. First, the phonemic chart helps you to familiarize your students with the sounds of English, then 'The Alphabet Tree' helps them pronounce the letters of the alphabet by identifying the vowels sounds, and finally the 'Half a Crossword' exercise allows them to practice using the letters of the alphabet. I believe that simple tools such as those described above can enable us to provide the fluency training that has been neglected in the English education of many Japanese students.

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