

Testing a test: A near-native speaker's attempt

Keywords

JTE (Japanese Teacher of English), near-native, oral proficiency, test, testee, feedback mechanisms and fluency

An oral proficiency interview (OPI) and a listening test were administered by a near-native English speaker to first grade students in a junior high school in Takatsuki, Japan to determine the nature or relationship between listening and speaking skills, and to evaluate the effect of the interview on the subsequent use of English as a communication tool. Data collected from both the listening test and oral interview were subjected to statistical analysis to establish the validity and reliability of the test. There was a low correlation between listening and speaking and the test was found to be both valid and reliable. The oral interview was also found to be an effective assessment tool for both teaching and learning. It increased learner willingness to take risks with the target language in subsequent class activities, indicating a positive washback on learning. This paper therefore lends weight to the argument for the incorporation of oral interviews into regular school tests in junior high schools in Japan. The study also shows that non-native English speakers can effectively administer oral interviews.

ネイティブに近い英語話者によって、オーラル習熟度テスト(OPI)とリスニングテストを高槻市の中学1年生を対象に行い、リスニングとスピーキングの間に関係があるかどうかを、また、テスト受験後にコミュニケーションツールとして英語を使用するに当たり、そのテストの影響を調査した。データは両方のテストから集められ、統計学的分析によりテストの有効性や信頼性が検討された。リスニングとスピーキングの間にはわずかな相関性が見受けられ、テストは妥当で信頼性があると判断された。また、オーラルテストは教える側と学ぶ側双方にとって効果的な評価ツールであると考えられた。学習者はテスト受験後のクラスにおいて英語に対して意欲を増進させ、学びそのものにポジティブになった。本論では、これらの結果を踏まえて、日本の中学校の定期テストにオーラルテストを組み入れる議論を浮き彫りにしたい。本研究では、英語を母語としない話者も効果的にオーラルテストを行えることを提示する。

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In Japan, getting students to speak English in the classroom is a major challenge and opportunities to use English in natural communication are at a premium. The highly structure language classroom does not afford learners enough practice to advance their second language acquisition. Tsui (2001) observes that many teachers find it difficult in teacher-fronted settings to engage students in interaction, and Japanese learners, according to McVeigh (2002), are consigned to listening, absorbing, and retaining information. Willis and Willis also commented that “there is something seriously wrong with the way languages are taught in many classrooms” (2009, p. 3). This issue is not peculiar to the Japanese EFL context because Buckingham (2009) adds that getting students to speak is a problem that language teachers around the world face on a day-to-day basis. In this study, I, a near-native English speaker of Nigerian origin, explore the possibilities of Japanese Teachers of English (JTEs) becoming increasingly engaged in communication with learners in regular lessons and in testing situations. The study aims to raise the awareness of JTEs as to the opportunities for learners to use English, and to reaffirm that being an English speaker is not an exclusive preserve of native English speakers. I further argue that if JTEs fail to become more involved in direct communication with students, then non-native EFL teachers will increasingly be stereotyped as being either incompetent or lacking the self-confidence necessary to implement the new guidelines of the Ministry of Education which emphasize the need for JTEs to use English to teach English.

Tests as feedback mechanisms and language acquisition tools

My review of the literature did not produce any studies related to middle school teachers in Japan evaluating how assessment and evaluation tools impact language development and acquisition. Nunan (1992) suggests that, “many teachers who are interested in exploring processes of teaching and learning in their own context are either unable, for practical reasons, or unwilling for personal reasons, to do collaborative research” (p. 18). It is common practice for teachers to teach to test requirements because English language tests in Japanese junior

high schools is oriented towards high school placement tests. According to Leung and Lewkowicz (2006), teaching to test requirements may have an educationally undesirable effect on the learning process, but the effect will be positive if a particular testing exercise leads to teaching practices that promote and broaden learning.

Thus it may prove beneficial to incorporate oral tests into examinations to promote such broadened learning, although the contents of those tests must be carefully designed. For example, in order to elicit rich language samples, tasks presented in any oral test must be authentic, contextualised, and reflect learner-centred properties (Chalhoub-Deville, 2001). However, Ellis (2003) disagrees and argues that tasks do not provide a measure of the language ability of the testee; rather, they elicit a performance which then needs to be assessed. Furthermore, Ellis (2003) suggests that the validity of a test could be in doubt if it is not based on observing testee performance of real-world tasks. Lazaraton (2001) suggests that “as we learn more about how people behave in real life and how this behaviour is encoded in speech...we will be in a better position to teach and design materials based on authentic language and communication patterns” (p. 112). Teachers therefore need to develop the sort of tasks which, according to Foster (1999), can provide learners with “an environment which best promotes the natural language learning process and stretches the development of the learners’ interlanguage system” (p. 69).

Learners are routinely exposed to language samples via classroom comprehension exercises, but Morley (2001) points out that “listening comprehension lessons are a vehicle for teaching elements of grammatical structures” and that they do “not require students to make use of the information for any real communicative purpose beyond answering questions” (pp. 70-71).

I argue that second language tests be stripped of any judiciary role they purportedly play. The L2 testing need not limit itself to adjudicating a student’s academic competence; rather, it could also seek to promote the testee’s social and interpersonal growth and development. I maintain that a test that provides learners with opportunities to explore language beyond the confines of test requirements may, in addition to facilitating language acquisition, have the potential of making the learning process a pleasurable experience.

Statement of Purpose

Action research is often carried out in the hope that its results will effect change in the school system.

This study seeks to encourage JTEs to capitalise on their familiarity with the learners and learning contexts to more frequently use oral interviews. Oral interviews can offer students the opportunity to exploit their growing verbal repertoire to accomplish a task. Interviews may also establish a relationship between listening and speaking. The findings of this study can serve to inform the design of test items leading to a positive washback on the teaching and learning process. Finally, this study advocates the incorporation of oral interviews as an assessment tool in junior high schools in Japan.

Research Questions

The research questions were as follows:

- Is oral proficiency interviewing a valid and reliable assessment tool for beginner learners?
- Does the possession of satisfactory listening skills enhance production?
- Does incorporating oral proficiency interviewing into the school assessment programme facilitate greater use of English by EFL learners in the classroom?

Methods

Participants

The test was designed for first year students in a Junior High School in Takatsuki, Osaka, and administered January, 2008. The total school enrolment was 139 and the sample size was a single class of 36 students.

Measures

The language skills tested were listening comprehension and speaking ability such as responding to interrogatives and initiating a conversation using a top-down approach. The listening test which lasted twenty minutes consisted of a recorded dialogue and monologue, each followed by questions to test students’ comprehension (see Appendix A). The oral test required participants, in addition to responding to interrogatives, to use various items displayed on a table to initiate a conversation (see Appendix B). The interviews were primarily between two and four minutes, except for one that lasted more than fifteen minutes.

Procedure

The task included listening to a recorded speech that was played twice over the public address system and answering some questions. To collect data on listening comprehension, four envelopes

containing the test scripts for each of the classes were placed face down on a table, and a colleague was asked to randomly choose one. The oral interview data of the chosen class was subsequently used for the current study. Scores from both the listening and oral tests were collated and subjected to statistical analysis.

Results and Discussion

The results of the investigation appear to support three primary conclusions: first, oral proficiency interviewing is a valid and reliable assessment tool. Second, the possession of satisfactory listening skills does not necessarily enhance language production. Third, the use of an oral proficiency interview as part of the school assessment programme facilitates greater use of English by the students investigated. Prior to initiating this study, students had exposure to authentic listening materials during regular lessons, generally in the form of a CD-ROM accompanying the teachers' workbook, with little or no opportunities for language production. The low correlation coefficient ($r = .17$) value obtained indicates there may be little relationship between students' speaking and listening skills. This would seem to be a result of the fact that up until the time of this research the two skills had not been practised in tandem. The low correlation coefficient and a low overlapping variance ($r^2 = .03$)—the extent to which two variables measure the same thing—for both tests suggest the subtests are measuring different things. The findings tend to confirm Morley's (2001) assertion that listening comprehension serves no further purpose other than answering task questions.

It seems that the interview can serve as an ice-breaker for some students who are unable or unwilling to make contributions in class. Prior to the interview, I found some students' participation in class was low even when called upon. But after the interview, these students became more involved in group activities, volunteering responses and showing greater willingness to answer questions in class. Therefore the interview apparently contributed to greater learner participation in the weeks following the task.

In the classroom, the learners experienced pedagogic language laden with unnatural exchanges derived from their textbooks. It is also not uncommon for the JTE to do most of the speaking, and the students are often limited to providing choral responses to drills. Interviews, on the other hand, create a participatory atmosphere in which both the teacher and student make contributions to the process. The oral interview is beneficial because it

heralds the use of succinct natural language forms that go beyond the formal structures the textbook offers. A typical classroom exchange would be: *How old are you? I am twelve years old. Where do you live? I live in Osaka.* In natural conversation, whether in L1 or L2, the exchange may be more like the one from this study:

Interlocutor: *School is finished.*

Student: *Yes, I am happy.*

Interlocutor: *Are you going home now?*

Student: *No.*

Interlocutor: *What time will you go home today?*

Student: *It is 4.30.*

Oral interviewing not only promotes natural language use, but also provides a forum for students to discover the confluence of two language cultures. Learners can see the JTE not only as a teacher of the language, but as someone who knows the target language culture as well as the learners' culture. Many native English speakers are monolingual, but listening to dialogues such as the one between the near-native AET and the JTE in Appendix A and hearing informal conversations between the AET and JTE both in and outside the classroom indicate to students that JTEs are bilingual and not just grammar translators.

The Japanese EFL learners are not averse to interacting with English speakers, but simply lack the confidence to use the limited English vocabulary that they possess. Take for instance this exchange between me and a student which shows the student's willingness to initiate and take turns in a conversation:

Student: *Hey Okon, where do you live?*

Interlocutor: *In Kyoto with my wife.*

Student: *Kyoto is very far.*

Interlocutor: *Not really, it is only one hour from Takatsuki.*

A lot of writing (with little or no speaking) goes on in the language classrooms at the school where the research took place, as exemplified by many students who could only manage a single question such as *Do you like sports/music? What did you eat last night? What colour do you like?* during the free talk. It seems that the more the students focus on writing accurate sentences, the greater the likelihood that they will abstain from speaking English because of risk aversion. This reflects the language

learning culture and has the potential to influence the learning strategy preferences of beginner learners. During the interview students used different communicative strategies to get meaning across when they did not have access to the correct language. Consider the following excerpts:

Excerpt 1. Telephone chat with a native English speaker

Student: *The day before yesterday, I listen... I listen... I went to English class... juku eh eh.*

Interlocutor: *The teacher?*

Student: *Eh eh*

Interlocutor: *Somebody came?*

Student: *Wait a minute.*

Interlocutor: *OK, I'm waiting.*

Student: *Eh... mmm etc... in English classroom, etc... Wednesday, English classroom...sound.*

Interlocutor: *There was a sound?*

Student: *Telephone.*

Interlocutor: *Oh! The telephone rang.*

Student: *Yes, ring, rang, speak, foreigner speak English.*

Interlocutor: *With you?*

Student: *Yes.*

Interlocutor: *Good practice. Which school?*

Excerpt 2. Smelly natto

Student: *I don't like natto. Natto is bad... (fanning his nose with one hand).*

Interlocutor: *Natto has bad smell.*

Student: *Bad smell*

Excerpt 3. Loud voice

Student: *Okon's voice is number one.*

Interlocutor: *What do you mean? I don't understand.*

Student: *(Bellows).*

Interlocutor: *Oh! You mean loud voice, big voice.*

Student: *Yes, yes. Okon's voice is big voice.*

On seeking clarification the student in Excerpt 3 was able to create meaning without necessarily possessing the correct form. In Excerpt 1 the student used many turns to arrive at the message she was trying to convey. A simple gesture was enough for the student in Excerpt 2 to make himself understood. The interview thus revealed the learn-

ing strategy preferences of my students and I could use this information to remodel my teaching style to match their learning styles.

Data collected on the subtests was subjected to statistical analysis. Standard deviations (S) of 3.12 (listening) and 1.19 (speaking) and means (M) of 14.94 (listening) and 4.28 (speaking) were within the acceptable range. Cronbach's alpha (α) (Bailey, 1998) was used to determine intra-rater reliability (.94), which shows consistency in the oral interview scores. The r value of .17 is not strong enough to support a strong conclusion, and a low overlapping variance (r^2) of .03 appears to confirm that the subtests are measuring different language skills (Bailey, 1998). The dialogue, which was structured to reflect a slightly higher proficiency level, and to take into account students who had acquired English language skills beyond the classroom (Appendix C), had an average item discrimination (ID) value of .23. Items 1 through 4 yielded enough variance to show reliable discrimination between high and low scorers. When the same listening subtest was administered a week later, the students' scores improved slightly. This improved score and a high rater reliability index are indicators of test reliability. There may be no reason to change any question in a replicated test because even item 2 with low item facility (IF) of .31 has an ID value of .40 which is within the acceptable range. The small sample size used in the study means that the sample mean may not truly reflect the population mean. Hence, caution is needed if generalisations and inferences are to be made from these results. (See Appendix D for descriptive figures and tables).

Implications for pedagogy

Some free conversation was included in the interview to encourage the participants to draw on their interlanguage to make and negotiate meaning and dissuade them from memorising language features for the interaction. The range of items on display adds to the apparent authenticity of the exchange.

During the post-test period, students showed a marked increase in their willingness to make verbal contributions in the classroom; however, this increase in motivation needs to be harnessed before it is lost. The increased participation by learners who were previously non-committal indicates that oral interviews have the potential to lower psychological barriers and create a positive washback on learning.

The interview also reveals students who possess a lot more vocabulary than the class average (See Appendix C). These students were likely bored by the regular classroom activities and consequently

would often resort to inattentive and disruptive behaviour or sleep through the lesson. The interviews may provide evidence for teachers about which students could benefit from higher-order language tasks that challenge them and minimise undesirable classroom behaviour. Rather than offer uniform tasks from the textbook, which some students find either too difficult or easy, a mix-and-match approach in the design of lesson materials could cater to the different abilities of the learners in the class.

Although it may be desirable for a native speaker to be the interlocutor, the JTE can be a better role model and motivate learners more than a native English speaker. This is illustrated by the following anecdote, not directly related to this study. After showing *The Last Samurai* to third grade students, out of 148 students, 140 said they were impressed with Ken Watanabe's spoken English. There were 132 who indicated they want to speak English like Ken Watanabe, and none mentioned Tom Cruise, Watanabe's co-star. This response is a testimony to the suitability of the JTE as a role model to Japanese language learners.

JTEs owe it to their students to resist the temptation of teaching according to the teaching methods they (the JTE) studied under, since our understanding of SLA and best practice has come a long way in the past few decades. Current realities dictate a fresh approach to teaching English to beginners, an approach that avoids risk-averse classrooms. Silence does not always mean students do not know the correct forms. When students laugh at a class member who produces a faulty sentence, it means that those laughing (even when they do not volunteer it) know the accurate form. If oral interviews were routine, learners would accept that making mistakes and amending utterances is part of spoken discourse. Awareness of this and student-friendly error correction on the part of the JTEs will endow the students with the confidence to risk embarrassment and interact in a variety of contexts.

If the teacher only engages a few individuals in an exchange during the lesson, the general level of understanding may not be obvious, because the teacher-student exchange does not cover a cross section of the class, and choral responses often drown out whatever phonological, grammatical, or lexical deficiencies some learners may have. Table 1 serves as an example of an assessment tool for

the teacher. Teachers can revisit a particular lesson or redress faulty application of a linguistic feature revealed in the oral interview. The grid not only allows the teacher to provide individual feedback and support to those who need it, but it also reveals error trends in the class as a whole.

Conclusion

The ability, resources, and opportunities JTEs have to promote speaking are vast and their skills and creativity can be harnessed to bring about a change in learner attitudes to spoken English. When speaking L2 with a non-native interlocutor, learners worry less about making mistakes and are less likely to be anxious about their phonological flaws. This translates into greater fluency, and the more fluent a learner becomes, the fewer the phonological errors that learner is likely to exhibit. This study indicates that it is possible for a non-native foreign language teacher to design and implement oral interviews. The test used in this study was valid and reliable because it measured what it was designed to measure and had a positive washback on learning.

The participants in this study had only one interview and the use of closed questions limited production. Open questions would have allowed for lengthier responses and as such, future studies may want to employ open questions and offer more interactional opportunities. Participants should ideally be able to repeat the oral interview several times. Furthermore, having a control group would help to determine if skills learnt during task repetition can be transferred to similar but new situations. The more frequently learners are engaged in oral tasks the more natural it should seem to them to use the language communicatively. This could have a positive influence on motivation, and possibly change learner perception of foreign language learning in schools.

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Table 1. Feedback grid.

Class No	Name	Q1	Q2	Q3	Q4	Q5	Free talk	Score	Comment
1	Fine Student	+	+	-	+	-	2	5	rising tone on <i>wh</i> - question

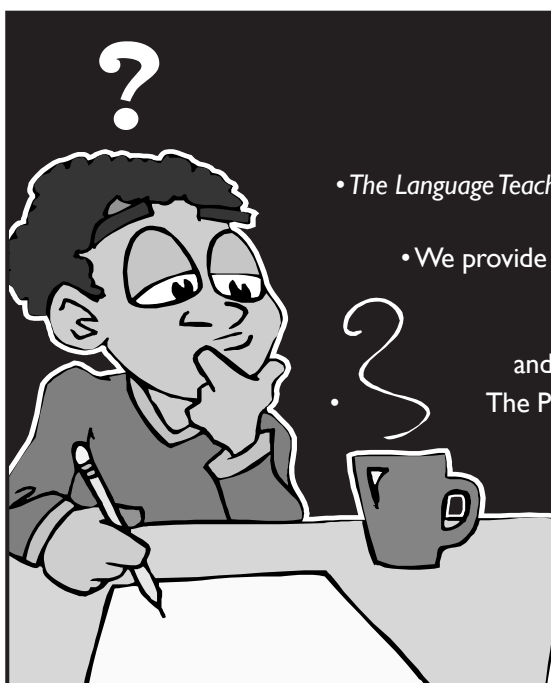
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Appendices

The appendices for this article are available online at <jalt-publications.org/tlt/resources/2009/0911a.pdf>

Okon Effiong is currently a doctoral student at Southampton University, U.K. In the four and a half years he lived in Japan, Okon taught in five junior high schools in Osaka as an Assistant English Teacher (AET), and most recently was teaching English at Ritsumeikan University, Kusatsu Campus and Kogakkan University, Nabari and Ise campuses. He also ran a small private language school (KE-House) where he taught English to children with autistic spectrum disorders (kantanenglish.com). His current research interest is identifying performance-enhancing strategies that can promote fluency among EFL learners.



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Appendix A. Going shopping

Listening Test (20 minutes, 20 points)

A pre-recorded listening task played twice over the PA system to students in class and the multi-choice questions the participants were expected to answer.

Part 1: Dialogue between a near-native AET and a non-native JTE.

- M: What are you going to do tomorrow, Aya?
 A: I'm going shopping with my mother.
 M: Good. Where are you going?
 A: A shopping mall in the next town. We'll go by bus.

Question: Who is going shopping?

- Makun and his mother.
- A shopping mall in the next town.
- **Aya and her mother.**
- Aya and Yamada.

- A: I think that girl is beautiful.
 M: Who?
 A: The girl under the tree.
 M: I see many girls. Which girl? Is she singing?
 A: No. She is reading a book.

Question: Are there many girls under the tree?

- (a) Yes, there is.
 (b) Yes, there are many girls.
 (c) No there aren't any.
 (d) No, just a few girls there.
- M: I think this pink T-shirt is nice.
 A: Hmm.....I think you look better in the blue one. Try this.
 M: Ah! Yes, but I like the pink. I'll buy it.
 A: Ok.

Question: Will Makun buy the pink T-shirt?

- (a) **Yes he will.**
 (b) No, he won't.
 (c) Yes, he is window shopping.
 (d) No, he is going home instead.

M: Do you think that Michael likes chocolate cakes?

A: No, I don't think so. Why?

M: His birthday is tomorrow.

A: Oh, I didn't know that. Then, let's go and choose his cake together.

M: Good idea. Thanks.

Question: What are they going to do together?

- (a) They are going to eat a chocolate cake.
 (b) They are going to sell a cheese cake.
 (c) They are going to make a fruit cake.
 (d) **They are going to buy a birthday cake.**

Part 2: Monologue read by the near-native AET.

Hello, my name is Koji. I live in Takatsuki. I am in the brass band. I play the trumpet every day. I like music. My classroom is very big. We have thirty students, fourteen boys and sixteen girls. In my bag, I have The Beatles CD, five textbooks and six notebooks, but I don't have an English textbook. Oh! I forgot, I have a trumpet too.

5. My name is -----
 (a) Kenji, **(b) Koji**, (c) Kofu, (d) Makun
6. I play the ----- everyday
 (a) clarinet (b) trombone **(c) trumpet** (d) brass band
7. I like-----
 (a) **music** (b) mews (c) muffin (d) musical
8. I have The ----- CD in my bag
 Bee Gees **(b) Beatles** (c) B'z (d) Business
9. I have -----boys in my class.
 (a) 40 (b) 16 (c) 30 **(d) 14**
10. I forgot to bring my -----textbook.
 (a) Math (b) Japanese **(c) English** (d) Science.

KEY: 1c, 2b, 3a, 4d 5b, 6c, 7a, 8b, 9d, 10c.

Appendix B. Oral interview questions and answers

Oral interview (5 points)

- Q1: How many sisters do you have? (I have *x* sisters/*x*)
- Q2: Where do you eat your lunch? (I eat my lunch in the classroom/classroom)
- Q3: What time do you normally get up? (I get up at *x* o'clock/*x* o'clock)
- Q4: Does Nobita like Shizuka-chan? (Yes, she does)
- Q5: When do you watch TV? (I watch TV in the evening/on weekends/after dinner/at *x* o'clock)

Free Talk: Now is your turn to talk about anything you like with me. Anything is OK (gesturing to the items on the table).

Items: Nokia mobile phone, carton of soy milk, a pot of *natto* (fermented soybean), holiday photographs, wristwatch, laptop computer, digital voice recorder, books, eyeglasses, mechanical pencil, pen, and an electronic dictionary.

Appendix C. A conversation with a student who previously was always silent in class.

- S: (Looking at holiday pictures).
- IL: I went to Spain with my wife.
- S: You have many money.
- IL: No, I don't have a lot of money. Much money or a lot of money. Not many money.
- S: I want to eat French food, and *eto...*Italian em...
- IL: *Paella* is Spanish.
- S: ...and cheese.
- IL: Cheese is common in Italian food. Let me show you *paella* picture I took in Barcelona (selects a photograph).
- S: No, it is not *paella*. Only shrimp and fish.
- IL: That was the fish market in Barcelona. Here is *paella* picture.
- S: Oh! *Oisiso* (looks appetizing). Which country do you go?
- IL: Which countries have I been to... you mean (counting a few countries).
- S: You go to.....you gone to many countries.
- IL: No.
- S: Okon is... you can... eh... eh you can play table tennis very well.
- IL: A little. I played a long time ago.
- S: Your wife, can she speak English?
- IL: Very well.
- S: *Yapari*
- IL: We speak English in the house.
- S: She is... she is... *nanteke...* sensei...
- IL: Is she a teacher you want to ask? Go on, try.
- S: She is ... speak English?
- IL: I teach her English.
- S: Ms X (JTE) *yorii* ... your wife.
- IL: Speak better than?
- S: Ms X can speak English a little.
- IL: (produces another photograph)
- S: *nani aro*
- IL: Eiffel Tower.
- S: What food do you recommend? For example, McDonald.
- IL: McDonald is rubbish.
- S: Do you like McDonald?
- IL: No. it is junk food.
- S: (looks up the meaning of "junk" in the electronic dictionary) High calorie.
- IL: Yes.
- S: Tennis club members go to ... McDonald every Saturday.
- IL: After practice?
- S: Yes.
- IL: With teacher?
- S: No, friends only. Do you know megamac?
- IL: Yes, I do. I go to McDonald, Veloce, Starbucks and Seattle cafes to teach English to my private students.
- S: I like Starbucks. I recommend caramel, caramel... tea.
- IL: I drink Passion tea only because I can't have milk.
- S: The day before yesterday, I listen... I listen... I went to English class... *juku* eh eh.
- IL: The teacher?
- S: eh eh
- IL: Somebody came?
- S: Wait a minute.
- IL: OK, I'm waiting.
- S: Eh... mmmm *eto...* in English classroom, *eto...*Wednesday, English classroom sound.

IL: There was sound?
 S: Telephone.
 IL: Oh! The telephone rang.
 S: Yes, ring, rang, speak, foreigner speak English.
 IL: With you?
 S: Yes.
 IL: Good practice. Which school? NOVA? ECC?
 S: No, XXXX near Kirindo.
 IL: Who is your English teacher?
 S: Tomoko.
 IL: Young or old?
 S: So so. She is 30 years old.
 IL: What did you say to foreigner?
 S: About...
 IL: When did you start *juku*?
 S: Before *ninense* ago. 1, 2, 3, 4, 5 years ago.
 IL: (Surprised) Five years ago you went to *juku*? You were in *ninense* elementary school.
 S: Speaking class.
 IL: Good. Do you want to be an English teacher?
 S: No, only home stay.
 IL: Home stay. Where?
 S: Australia.
 IL: How long?
 S: One month *gurai*.
 IL: When?
 S: In future.

Appendix D: Additional figure and tables.

The polygon below was obtained using Microsoft Excel 2007. It is relatively exemplary of normal distribution. The maximum obtainable points for the speaking and listening subtests are five and twenty points respectively.

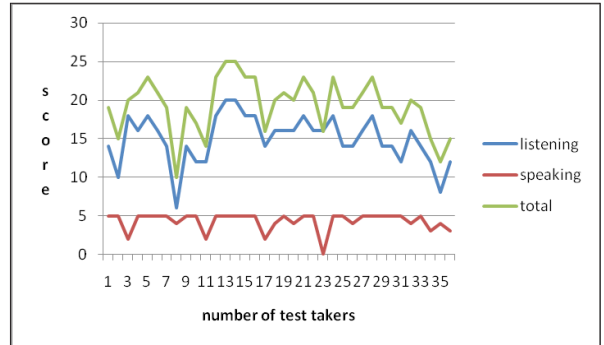


Figure 1. Graph for the subtests and total scores

A fairly similar value of the mean, mode and median for the subtests can be seen in the table below. *S* value is slightly greater in listening than speaking.

Table 2. Descriptive statistics (adapted from Brown, 2005, p. 108)

Statistics	Listening	Speaking	Total
<i>N</i>	36.00	36.00	36.00
total possible (<i>k</i>)	20.00	5.00	25.00
Mean (<i>M</i>)	14.94	4.28	19.17
Mode	14.00	5.00	19.00
Median	16.00	5.00	19.50
Range	6-20	0-5	10 -25
Variance	9.71	1.43	12.39
Standard Deviation (<i>S</i>)	3.12	1.19	3.52

Table 3: Item Facility (I.F.) Chart (n = 36) (adapted from Bailey, 1998, p. 133)

Item	Students who answered item correctly	I.F.
1	28	0.78
2	11	0.31
3	23	0.64
4	21	0.58
5	35	0.97
6	30	0.83
7	35	0.97
8	34	0.94
9	33	0.92
10	32	0.89

Table 4: Item Discriminability (I.D.) Chart (n = 36) (adapted from Bailey, 1998, p. 137)

Item	High scorers (top nine) with correct answers	Low scorers (bottom nine) with correct answers	I.D.
1	9	6	0.30
2	6	2	0.40
3	8	3	0.51
4	7	4	0.30
5	9	8	0.10
6	8	6	0.20
7	9	8	0.10
8	9	9	0.00
9	8	6	0.20
10	9	7	0.20