Chào buổi sáng. #WORDS #Sentences W/S SIMILES METAPHORS QUOTES (dialogue) MODALS IMPRESSION CONJUNCTIVE ADVERBS TIME MARKERS COMPARATIVES NEGATION CLAUSES QUESTIONS besides Have you ever? ADJECTIVES HIGHER LEVEL ADJECTIVES ADVERBS VERBS PESENT PERF I have lived in London for two years. VERBS PAST CONTINUOUS I was swimming. VERBS PRESENT CONTINUOUS I am teaching VERBS PRESENT PERFECT CONTINUOUS I have been teaching. VERBS PAST PERFECT I had read Keats. Figures of speech. Usain Bolt ran as fast as lightning. Her face was a beautiful flower.
Introduction

Dual Background: Liberal Arts and Engineering

● MTESOL, Arizona State University
● Ph.D., Tokai University, Materials Science Engineering (2014)
● M.S., Materials Science Engineering, Case Western Reserve University
  5-Year B.S./M.S. Pgm.
● B.S., Chemical Engineering, Case Western Reserve University

● Teaching English Writing, Reading, Speaking, Listening
  ESL and EFL Students in Japan and US

● TOEFL iBT, TOEIC

● Graduate Student Workshop Organizer

● Science English, Aerospace English, Laboratory Instruments: SEM, TEM, ESR, other Setup, Operation, How they Work

● Aerospace Engineering Company: Project Manager

● NASA Internship: Satellites and Space Shuttle

● Research Collaborations

Michael C. Faudree. Ph.D.
Tokyo City University
Introduction

My Classes at Japanese Universities
Introduction
Introduction
Research (Dual Background)

Liberal Arts

- Writing: Lexical and Syntactic Features of L2 Learners of English
- Phonology: L2 Acquisition and Phonological Theories
- Phonology: Voice Contrast of Initial, Medial and Final Obstruents by L2 Speakers

Engineering

- Materials: Strengthening of Materials for Aircraft, Space Vehicle Safety
- Environmental: Studies for Aircraft and Space Flight Safety
- Fluid Flow: Modelling
Writing ability is paramount to academic and professional success especially for EFL (English as a Foreign Language) students learning the foreign language in their homeland.

In Japan, very Few English Native Speakers Especially in Rural Areas

Japanese and English
Very different lexical and syntactic features, grammar, letters

Japan Ranked 148th of 170 countries in the 4-Skills TOEFL iBT 2017

Large “Linguistic Distance” between Japanese and English. Chiswick and Miller (2014)

English-Japanese Pair at Group 4 taking the longest to learn ACTFL (The American Council of Teachers and Foreign Languages)

Continued need for EFL teachers to find methods of increasing students’ writing skills
Japanese Sentence Structure Very Different than English

English is SVO [Subject-Verb-Object]

“*I went to New York with my friend.*”

Japanese is SOV [Subject-Object-Verb]

“*I, Friend together New York to went.*”

Watashi wa tomodachi to issho ni New York ni ikimashita.
“He was happily singing tunes while walking the beach.”

“彼はビーチを歩きながら楽しく歌を歌っていた。
Kare wa beach wo arukinagara tanoshiku uta wo utatteita.”
Background
Literature Studies

Lexical Density and Diversity (Gregori-Signes & Begoña-Arroitia, 2015)

Calculated Typed Writings by software
Lexical Density by Textanalyser
Lexical Frequency by RANGE

Lexical Density: Proportion of Lexical Items:
Nouns, verbs, adjectives, adverbs (Johansson, 2008)

Grades and Lexical Richness in Student Essays (Lemmouh, 2008).

Relationship Between Lexical Profile and Standardized English Proficiency Test (Webb & Paribakht, 2015)
Literature Studies

Lexical Density (LD), or Type to Token Ratio (TTR)

$$LD = \frac{\# \text{ of Word Type}}{\text{Total # of Words}}$$

However, need to take into account:

Word Difficulty
Different Types of Writings: Narrative, Comparative

(Gregori-Signes & Begoña-Arroitia, 2015)
Literature Studies

Lexical Frequency (LF)


Program RANGE Categorizes Percent (%) of Words Used According to Vocabulary Frequency Levels and Word Families

- First 1,000 Most Frequent
- Second 1,000 Most Frequent
- 570 Most Frequent Academic Words

Lexical Richness (LR) Defined as:
- Low Frequency Words
- Different Grammatical Forms of the same word
### Background

**How to Evaluate Writings?**

**Ferris (1994): Lexical and Syntactic Features Used in Statistical Analysis of English Essays**

<table>
<thead>
<tr>
<th></th>
<th>Number of Words</th>
<th>Impersonal Pronouns*</th>
<th>Coordination*</th>
<th>Definite Article Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Words/Sentence</strong></td>
<td></td>
<td>Adverbials*</td>
<td>Passives</td>
<td>Deictic Reference</td>
</tr>
<tr>
<td><strong>Word Length</strong></td>
<td></td>
<td>Special Lexical Classes*</td>
<td>Complementation*</td>
<td>Repetition</td>
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<tr>
<td><strong>Present Tense V</strong></td>
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<td>Relative Clauses*</td>
<td>Prepositional Phrases</td>
<td>Comparatives</td>
</tr>
<tr>
<td><strong>Past Tense/Perfect Aspect</strong></td>
<td></td>
<td>Modals*</td>
<td>Participials*</td>
<td>Lexical Inclusion</td>
</tr>
<tr>
<td><strong>1st/2nd Person Pronouns</strong></td>
<td></td>
<td>Negation*</td>
<td>Nominal Forms*</td>
<td>Synonymy</td>
</tr>
<tr>
<td><strong>3rd Person Pronouns</strong></td>
<td></td>
<td>Stative Forms*</td>
<td>Cohesive Features*</td>
<td>Reduced Structures*</td>
</tr>
</tbody>
</table>

*Combined variable.
Background

Ferris (1994): Use of Lexical and Syntactic Features Increased with English Level for ESL Students in the US

California State University
Arabic, Chinese, Japanese, Spanish Native Speakers

Determine Syntactic and Lexical Features Japanese and Other EFL Students Need to Improve on and Construct Easy to Teach Lessons

● Instead of ESL Students, EFL Students

● Instead of Combined Features, Use Direct Features

● Instead of Typed Essays, have Students Write by Hand
Why Have Students Write by Hand?

(S. Dehaene, V. Berninger. A. Mangen, P. Mueller, D. Oppenheimer, 2014 and others)

- It took the Advent of Computers Before We Realized Writing Skills are Enhanced with Hand Muscle Coordination in Forming Letters, not by Keyboard

- “Unique Neural Circuit is Activated” - Stanislas Dehaene

- Core Recognition in the Brain by Handwriting the Lines, Curvatures and Shapes of the Letters “Feedback Loop”


Why Have Students Write by Hand?

(S. Dehaene, V. Berninger. A. Mangen, P. Mueller, D. Oppenheimer, 2014 and others)

- Handwriting Activates the Brain as Opposed to Typing the Keyboard
- Children Expressed More Ideas, Brain Scans Showed Higher Neural Activation (Virginia Berninger, *Times*)
- Students Taking Notes Longhand Learned Better (Higher Recognition) than by Keyboard (Pam Mueller, Daniel Oppenheimer, 2014)


Methodology
Participants

Tokai University English Program, Hiratsuka, Japan

Corpus: 53 Japanese Native Speakers, University Students Living in Japan (EFL)

Age: Freshmen, Reading and Writing Class (RW1)

Task: Writing a Narrative about Anything: Non-Fiction, or Fiction…

Time: 60 min timed (mid-term written test)

No Dictionaries, No iphones

Writing is by Hand
Methodology

**Dependent Variable**

Number of Features Students Use per Essay, [#F/e]

Count Lexical, Syntactic and Figure of Speech Features from Written Papers
Independent Variables: Use of Lexical and Syntactic Features

Different than some Prior Research, We Use More Concrete

Independent Variables (No Combinations):

- [1] Modals [M]
- [2] Negation [N]
- [3] Adverbs-(ly) [ADV]
- [4] Adjectives (Simple) [ADJ]
- [5] Adjectives (Higher Level) [ADJ*]
- [6] Complex Verb Tenses (other than Simple Present or Past) [V*]
- [7] Comparatives [CP]
- [8] Time Markers [TM]
- [9] Conjunctive Adverbs [CA]
- [11] Number of Features Used [#F]
Independent Variables: Use of Lexical and Syntactic Features

**MODALS**
can, could, may, might, must, shall, should, will, would, can’t, couldn’t, might not, must not, shouldn’t, won’t wouldn’t, can’t, ..... 

**NEGATION**
don't, no, not, wouldn't, couldn't, didn't, weren't, wasn’t… Unlike ________…,

**-ly ADVERBS**
easily, quickly, slowly, happily, brightly, loudly, quietly,.....
Independent Variables: Use of Lexical and Syntactic Features

ADJECTIVES (simple level)
good, bad, nice, beautiful, special, big, small, little, fast, 
slow, happy, sad, delicious, yummy, surprised, excited, 
hot, cold, warm, cool, tired, tall, short, famous, real, 
surprised, glad, cheap, expensive, exciting, pleasant, 
huge, hard, powerful, bright, dark…

COMPLEX VERB TENSES (other than simple present or past)
PAST PERFECT  "(At that time,) I had lived there for six years."
PRESENT PERFECT  "I have lived there for six years."
PAST CONTINUOUS  "I was kicking the ball well."
PRESENT CONTINUOUS  "I am teaching English now."
PAST PERFECT CONTINUOUS  "I had been teaching English for 12 years at that time.
PRESENT PERFECT CONTINUOUS  "I have been teaching English for 12 years now."
Independent Variables: Use of Lexical and Syntactic Features

COMPARATIVES
smaller, smallest, larger, largest, more beautiful, most beautiful, most intelligent, least intelligent, better than, faster than, as tall as,…
"Tennis courts are few in Japan compared to __________...“
"...better than ________..."

TIME MARKERS
One day,... At that time,... After that, At 15:00, First, Second, The Next day,... Finally, ...seven months ago,... Next day,... The afternoon of the day, First day, That night, At AM, After going a little ways, When meeting a boat, Just before it ended, On Day 3, On the last day, In the evening, When I arrived in Kyoto,

CONJUNCTIVE ADVERBS
However, For example, Consequently, Nevertheless, Actually, Accordingly, Moreover, Furthermore, Similarly, Also, Hence, Namely, Still, Yet, Anyway, Then, Besides, Incidentally, Next, Thereafter, Certainly, Indeed, Nonetheless, Therefore, Instead, Rather, Now, Thus, First, Second, After that, Finally, Likewise, Otherwise, Undoubtedly, Further, Meanwhile, Soon, Besides this, By my imagination, I thought that, Other than that, ...
Independent Variables: Use of Lexical and Syntactic Features

CLAUSES
ADJECTIVE
The USB that someone forgot on the desk belongs to Jim.
I saw a child who was wearing a school uniform.
I saw the child of whom you are speaking.
I watched a movie which made me laugh a lot.
The car, which I like, consumes less fuel.
The building, where he lives, is in Queens.
With a big yawn, I woke up.
We were sleeping while riding the train.

CLAUSES
ADVERBIAL
I worked in a factory, when I was attending high school.
When we arrived in Cairo, we were approached by a man...
She laughed because her friend made a joke.
Call me when you need my help.
It had begun to rain before we arrived.
You live a happy life as long as you think positively.
You can succeed provided you don't give up.
During the return airplane flight, I watched movies.
Independent Variables: Use of Lexical and Syntactic Features

**CLAUSES**

**NOUN**

Whoever lost this hat, please call the information desk.
Whatever you do, don't go into that room.
What you eat determines your health.
I try to buy whatever I need.
Now I realize what you meant.
The sky was so blue, more than words could describe.
Methodology

Independent Variables: Use of Figures of Speech

- [12] Similes [S]
- [14] Idioms [I]
- [15] Proverbs [P]
- [16] Questions [Q?]
- [17] Quotes [“Q”]
Independent Variables: Use of Figures of Speech

**SIMILES**
People seemed so big like giants…
The airplane went as fast as a bullet…
Walking by the sea is just like being in an oil painting…
They were working as if given strict orders…
I felt like I was in a Spirited Away world…
The ride (Harry Potter) seems to really fly in the sky…

**METAPHORS**
All the world’s a stage.
He has a heart of gold.
The long river was a snake running through the land.

**IDIOMS**
Better late than never
Thà muộn còn hơn không

**PROVERBS**
Necessity is the mother of invention.
Patience is the mother of success.
Kiên nhẫn là mẹ thành công
Calculation of Each Feature (i) Used Per Essay (Average) [#F/e]

\[
[#F/e]_i = \frac{\sum_j F_j}_i}{\sum_j S_j}
\]

where,

\( F_i \) = frequency of a given feature, \( i \) of a Participant, \( j \);
\( F = 0, 1, 2, 3 \ldots \)
\( S_j \) = Student (Participant)
\( i \) = Feature Number: M = 1, N=2, ADJ=3, etc.
\( j \) = Participant Number = 1 to \( N \)

[#F/e] is calculated for each feature.
For example, for Modals, \( i = M = 1 \):

\[
[#F/e]_M = [#F/e]_1 = \frac{\sum_j F_j}_1}{\sum_j S_j}
\]

Data Set 1 (Medium Level) \( i \to 1 \) to 27
Data Set 2 (Higher Level) \( i \to 1 \) to 26
Hypotheses

Predicted Correlations for Features Used per Essay [#F/e] for Japanese EFL Learners of English Writing

<table>
<thead>
<tr>
<th>Student Level</th>
<th>% Features Used/Essay [#F/e]</th>
<th>Reading Score Correlation</th>
<th>Holistic Score Correlation</th>
<th>Length of Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Level</td>
<td>Higher Level More Features</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Lower Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lexical, Syntactic and Figures of Speech

1) The Corpus Can be Separated into Higher and Lower Levels by Number of Lexical and Syntactic Features Used [#F/e]

2) Higher Reading Test Scores Will Predict Higher Writing Proficiency [#F/e]

3) Higher Holistic Evaluations will Predict High [#F/e]

4) Longer Essays Predict Higher Writing Skills [#F/e]
Results

Average Number of Features Used per Essay, [#F/e]
Results

Hypothesis 1 Confirmed

Higher Level Students Had Higher Average Number of Features Used per Essay, [#F/e]

Higher Level Avg. [#F/e] = 8.7
Medium Level Avg. [#F/e] = 4.8
Results

Table Summary

Lexical / Syntactic

<table>
<thead>
<tr>
<th>KEY</th>
<th>Feature</th>
<th>Medium Level</th>
<th>Higher Level</th>
<th>N/% Imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV</td>
<td>Adverbs</td>
<td>0.15</td>
<td>1.59</td>
<td>960</td>
</tr>
<tr>
<td>N</td>
<td>Negation</td>
<td>0.3</td>
<td>1.46</td>
<td>387</td>
</tr>
<tr>
<td>V*</td>
<td>Complex Verb Tenses</td>
<td>0.41</td>
<td>1.38</td>
<td>237</td>
</tr>
<tr>
<td>CP</td>
<td>Comparatives</td>
<td>0.26</td>
<td>0.77</td>
<td>196</td>
</tr>
<tr>
<td>M</td>
<td>Modals</td>
<td>0.7</td>
<td>1.62</td>
<td>131</td>
</tr>
<tr>
<td>CA</td>
<td>Conjunctive Adverbs</td>
<td>0.78</td>
<td>1.77</td>
<td>127</td>
</tr>
<tr>
<td>ADJ*</td>
<td>Higher Level Adjectives</td>
<td>0.78</td>
<td>1.61</td>
<td>106</td>
</tr>
<tr>
<td>CS</td>
<td>Clauses</td>
<td>1.9</td>
<td>2.7</td>
<td>42</td>
</tr>
<tr>
<td>ADJ</td>
<td>Adjectives</td>
<td>7</td>
<td>7.9</td>
<td>13</td>
</tr>
<tr>
<td>TM</td>
<td>Time Markers</td>
<td>2.8</td>
<td>2.5</td>
<td>-11</td>
</tr>
</tbody>
</table>

Figures of Speech

<table>
<thead>
<tr>
<th>S</th>
<th>Similes</th>
<th>0.11</th>
<th>0.38</th>
<th>245</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT</td>
<td>Metaphors</td>
<td>0</td>
<td>0.27</td>
<td></td>
</tr>
<tr>
<td>Q?</td>
<td>Questions</td>
<td>0.11</td>
<td>0.31</td>
<td>182</td>
</tr>
<tr>
<td>“Q”</td>
<td>Quotes</td>
<td>0</td>
<td>0.42</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Idioms</td>
<td>0</td>
<td>0.038</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Proverbs</td>
<td>0</td>
<td>0.038</td>
<td></td>
</tr>
</tbody>
</table>
## Results

### Hierarchy of Improvement in Average Number of Lexical and Syntactical Features per Essay ($N_f/e$)

<table>
<thead>
<tr>
<th>KEY</th>
<th>Feature</th>
<th>Medium Level ($N_f/e$)</th>
<th>Higher Level ($N_f/e$)</th>
<th>% Imp</th>
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<tr>
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<tr>
<td>#F</td>
<td>#Features</td>
<td>4.8</td>
<td>8.7</td>
<td>81</td>
</tr>
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#### Japanese EFL Students’ Use of:

- **Adverbs:** Increased 960%  
- **Negation:** Increased 387%  
- **Complex Verb Tenses and Comparatives:** Increased ~200%.  
- **Modals, Conjunctive Adverbs, Higher Level Adjectives:**  
  Increased ~100 to 130%.  
- **Clauses (Relative) and Adjectives**  
  Improved 42 and 13%, respectively.  
- **Time Markers Reduced** -11%  
  With higher Repertoire, “Higher Level” Ss probably used less Time Markers “replacing” with a wider variety of Features.
Order of Difficulty of Lexical-Syntactic Features

Medium Level

- ADJ
- TM
- CS
- ADJ* CA
- M
- V* N CP ADV (-ly)

High Level

- ADJ
- CS
- TM
- CA M ADJ* ADV (-ly) N
- V*

Adjectives: beautiful, good, nice ➔ Easier

Complex Verb Tense, Negation, Adverbs and Comparatives are Acquired Later ➔ More Difficult
Although Higher Level Students used More Figures of Speech: Similes, Metaphors, Questions, Quotes, Idioms, Proverbs
Both Groups Need More Practice in their Lessons

<table>
<thead>
<tr>
<th>KEY</th>
<th>Feature</th>
<th>Medium Level (N/0/e)</th>
<th>Higher Level (N/0/e)</th>
<th>% Imp</th>
</tr>
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</tbody>
</table>

Simile and Question Use Increased.

In addition, the higher levels used Metaphors, Quotes, Idioms, and Proverbs in their writings.
Correlation Between:
Number of Features per Essay [#F/e]
and
Unified Reading Test Scores [R]
Results

Hypothesis 2 Refuted

Data Shows No Correlation Between:
Reading Comprehension and Writing Skill Level
as Defined by Lexical and Syntactic Features

<table>
<thead>
<tr>
<th>KEY</th>
<th>Feature</th>
<th>Medium Level (Nf/e)</th>
<th>Higher Level (Nf/e)</th>
<th>% Imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>[R]</td>
<td>Reading Test x/40</td>
<td>19.4</td>
<td>18.8</td>
<td>-3</td>
</tr>
</tbody>
</table>
New Procedure Applying Engineering Statistical Method to Linguistic Data
Hypothesis 3 Confirmed

Engineering Statistical Method Applied to Linguistic Data Shows Reliable Improvement Showing Agreement Between Data and Holistic Evaluations

Therefore, our Method of Evaluation by Number of Features Agrees with Holistic Evaluation given prior to Essay Data Evaluation

Results

Accumulative Probability, \( P_a \)

Individual Students’ Number of Features Used per Essay, \([#F/e]\)
Correlation Between: Number of Features per Essay [#F/e] and Essay Length [#W/e]
As Expected, Data Shows Number of Words, Sentences and Sentence Length Does Not determine a Good Writer.

<table>
<thead>
<tr>
<th>KEY</th>
<th>Feature</th>
<th>Medium Level (N_f/e)</th>
<th>Higher Level (N_f/e)</th>
<th>% Imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>#W</td>
<td>Number of Words</td>
<td>167 (41)</td>
<td>200 (42)</td>
<td>20</td>
</tr>
<tr>
<td>#S</td>
<td>Number of Sentences</td>
<td>20</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>W/S</td>
<td>Words per Sentence</td>
<td>8.4</td>
<td>9.2</td>
<td>9.6</td>
</tr>
</tbody>
</table>

Std. Dev. Correlation Coefficient = ??

Little Correlation Between: Level and [#W, #S, and W/S]
Results

#Features vs. RDG Test Score

![Graph showing the relationship between written essay length and reading test score. The x-axis represents written essay length in words, and the y-axis represents reading test score. The graph includes two lines: one for high level and one for medium level, with data points scattered around them.]
“Matrix” Illustrating “Density” of Features vs. Level
Results

Comparison of Data Set Matrices Show Higher Level Using More (Higher Density of) Features

Data Set 1
(Medium Level)
$N_s = 27$

Data Set 2
(Higher Level)
$N_s = 26$

Therefore, Higher and Lower Levels Can be Determined by the Set Features
Increase in Number of Students Using Features, [#F/e]
Results

Number of Students, $N_s$

Number of students Using Lexical / Syntactic, and Figures of Speech Features was Increased

Higher Level Students, $N_s = 26$
Medium Level Students, $N_s = 27$

<table>
<thead>
<tr>
<th>KEY</th>
<th>Feature</th>
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<th>Higher Level</th>
<th>$N_s$ Imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Negation</td>
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<td>Time Markers</td>
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| S   | Similes                  | 2            | 8            | +6        |
| "Q" | Quotes                   | 0            | 6            | +6        |
| MT  | Metaphors                | 0            | 3            | +3        |
| Q?  | Questions                | 2            | 5            | +3        |
| I   | Idioms                   | 0            | 1            | +1        |
| P   | Proverbs                 | 0            | 1            | +1        |
Class Exercises
Exercises: Complex Verb Tenses with “I” (other than Simple Past, Present)

I **had lived** there for five years. Now I live in an apartment.
I _______ tennis for three years. Now I play ping-pong
I **had** ____________. Now I ____________.

I **have lived** there for five years now. I like it.
I ________ played the guitar for three years.
I have _____________________________.

I **was walking** around the shop area.
I _______ _______ track and field in high school.
I was ______ing _________________________.

I **am attending** university here in Ho Chi Minh.
I _______ _______ to my dance class every week.
I am __________ _________________________________.

I **had been playing** on the baseball team for only one year. So, I needed to increase my skills.
I _____ _______ _______ the train for three hours. So, I was very tired.
_____ **had been studying** ________________________. So, ________________ _________________.

I **have been teaching** English for 12 years.
I _____ ______ _______ IT since junior high school. So, I can do it well.
_____ have been __________ for the TOEIC test. So, I hope I can get a good score.
Exercises: Similes

Similes and Metaphors

Please try to use 1 or 2 similes or metaphors in your writing.

**Simile** = saying something is like something else; (直喩; like, as などを用いて、あるものを直接地のものと比較る)

**Metaphor** = saying something is something else; (隠喩; 暗喩; メタファー)

For example, (例)

**Similes**

The old man’s hair was (as) white as snow. あの老人の髪は、雪のように白かったです。

He was (as) brave as a lion. 彼は、ライオンのように勇敢でした。

Mr. Smith works so hard like a robot. スミス氏は、ロボットのように働きます。

Outside, it was hot as an oven. 外は、オープンと同じくらい暑かったです。

It was raining like buckets of water. それは、雨が降っている大量の水でした。

bucket = 水のバケツ

My friend is intelligent as Einstein. 私の友人は、アインシュタインと同じくらい知的です。

Her face was beautiful as a flower. 彼女の顔は、美しい花のようにでした。

**Now write your own!!**

1. ____________________ was (as) __________________________ as (a) ____________________.
2. ____________________ was (as) __________________________ as (a) ____________________.
3. ________________________________________________________________.
4. ____________________________________________________________________.
Exercises: Metaphors

Metaphors

All the world’s a stage. -Shakespeare

The new guy, I had to show him the ropes of working here.

I had to weather the storm until I passed the difficult test.

After high school, should I go to university, or just work?
I came to a fork in the road in my life.

I thought, “What should I do?” I came to a crossroads in my life.

It was so cold that winter. But I had cabin fever from being in the house all the time.

I can’t understand math. It is all Greek to me.

Her face is a beautiful flower.

Now write your own!!

The iPhone can be a hero in an emergency.
The movie star’s eyes were sparkling diamonds.

1. _________________________________________________________________
2. _________________________________________________________________.
Exercises: Time Markers and Conjunctive Adverbs

LONG WRITING #1 (180 to 230 words)
Write a paragraph about:

A Narrative (Story) “Have you ever?…
Any story OK, for example,
Have you ever been to Kyoto? Let me tell you a story…

One day…. My friends and I were….. My family was… I was…
It was a dark night… It was a crisp, beautiful day… Suddenly,…

Have you ever seen or heard a ghost?

Have you ever helped someone? Has someone ever helped you?

Have you ever won a championship game?

Have you ever met a genie? One day, I found an old bottle in a…
Grey smoke came pouring out of the bottle… Suddenly, a man appeared…
He was wearing… He said I could have three wishes…

KNOW SIGNAL WORDS (Conjunctive Adverbs)

First, Second, Next, Therefore, = そのことから、
In addition = さらに
Already = すでに
Nevertheless = それでも、それにもかかわらず…
Consequently = したがって

One day… The next day,… One dark night,…
Later,… After that,… At 3:00,…
Exercises: Time Markers and Conjunctive Adverbs
(Example Long Writing 1: Narrative)

My Trip to Kyoto

Have you ever been to Kyoto? Let me tell you a story. One day, six months ago, I bought a shinkansen ticket to go to Kyoto. I went alone. I boarded the Hikari at Odawara Station. I was surprised because the train went as fast as a bullet. I guess that’s why they call it a “bullet train”. That morning it was raining outside, but suddenly the clouds cleared. The sun started to shine brightly.

When I arrived in Kyoto, I went directly to the Golden Temple by the number 43 bus from Kyoto Station. The temple was as beautiful as a golden charm. I marveled at the design of such an ancient building with its square shape and curved roofs. I also observed the Silver Temple and Kyomizu Temple. At Kyomizu Temple, the scene was beautiful. The temple is mostly made of old dark wood that has traditional Japanese character. You can see the green leaves of the trees swaying in the wind against of the temple's brown wood. It was a beautiful sight!

Next, I went to the shop area. There were many interesting traditional Japanese gifts and foods. I went into a gift shop and was looking at wooden dolls. Suddenly, someone tapped me on the shoulder. He said, “Long time, no see!” I turned around. I said, “Hey! What’s up?” I was very glad to see him. It was my junior high school friend, Tomohiro. I joined him and we went to lunch…
Exercises: Comparatives (things that are the same)

Both of the cities have many international restaurants.
_____ my best friend and I like Vietnamese food.
Both ____________________________.

Both my best friend and I are over 170 cm tall.
_____ my mother _____ I like chocolate cake.
Both ______________________ and ________________________.

Neither Hadano nor Isehara have professional sports teams.
_______ my brother ______ I watch movies.
Neither __________________ nor I ________ ____________.

My new jacket is similar to the one my best friend bought.
My room _______ my best friend’s room.
__________________ is similar to __________________________.

In summer, Tokyo is just as hot as Ho Chi Minh.
In winter, my hometown is _______cold _____ Cleveland, Ohio.
__________________________ just as _______ as ______________.

My best friend is just as tall as me.
My brother is ________ tall as my uncle.
____________ just as tall as ____________________.

Autumn in Ohio has many beautiful red leaves. Likewise, Kyoto’s leaves are beautiful.
Winter in Hokkaido, Japan has a beautiful Snow Festival. ________, my hometown has a Winter Festival.
______________________________
Likewise, ________________________

In high school, I always met my friends in clubs. Similarly, at university, I meet my friends at our basketball club.
In table tennis you hit a ball with a racquet. ___________, in tennis you use a racquet.
_________________________ Similarly,
Exercises: Comparatives (things that are different)

A pen is cheaper than a diamond.
Buying things at 100 yen shop ____________ buying things at a department store.
____________________________ is cheaper than ________________.

Tokyo is more expensive than my hometown.
New York City ________________ than my small hometown.
______________________ is more expensive than ________________.

Dave is faster than Mark in the 100 meter run.
A rabbit ________________ a turtle.
_______________________ is faster than ____________.

I like skateboarding, while my best friend likes to read books.
I like classical music, ________ my brother likes indie.
I like________________________ while ________likes_________________.

Mathematics is different than literature.
My fashion style ________________ my brother’s fashion style.
____________________ is different than ____________________.

The air in my hometown is crisp and clean. In contrast, the air in Kawasaki is often grey, dirty and polluted.
The farm has lots of nature, ________________, Tokyo has many tall buildings.
____________________________. In contrast, ________________________________.

My personality is very quiet and shy. On the other hand, my best friend’s personality is very talkative and outgoing.
On weekends, I like to go to the city. ________________, my sister likes to stay home and read books.
On the other hand, ________________________________.
Baseball and American Football

I will compare playing baseball and playing American football. First, baseball uses a diamond and four bases, first, second, third and home plate. In contrast, American football uses a long field, 100 yards (meters) long with goal posts at the end. But similarly, both sports are played on a green grass lawn. The ball in baseball is different than in football. Baseball is small, round and white, while the football shape is larger, long, pointy and brown. Both balls have leathery surface. In baseball you hit the ball, but in football you run with the ball to get a touchdown. Both sports are team sports, however, American football has 11 players on a team, while baseball has 9 players on the team. That is to say, neither baseball nor football is an individual sport. Both require teamwork. The team leader in baseball is the pitcher, while leader is the quarterback (QB) in American football. Both sports you wear a helmet to protect your head. Similarly, in American football you wear pads to protect your body. In contrast, in baseball you don’t have to wear so many pads. Football is a contact sport, where you tackle your opponent, but baseball you just tag with the ball with the glove. Unlike in baseball where you get one point from a home run, in American football you get six points by running across the goal line holding the ball. Baseball uses a bat, while football doesn’t. Baseball is much more slow-paced and relaxing than American football. Football is high energy and exciting. Both baseball and American football are popular in my country.

269 words
Conclusions

1) Hypothesis 1 Confirmed. The Corpus Can be Separated into Higher and Lower Levels by Number of Lexical and Syntactic Features Used [#F/e] Reliably.

2) Hypothesis 2 Refuted. Higher Reading Test Scores Do Not Predict Higher Writing Proficiency [#F/e].

3) Hypothesis 3 Confirmed. Higher Holistic Evaluations Predicted Higher Writing Skills as Defined by [#F/e].


5) Results of this study gave us information to make Writing Lessons to help EFL and ESL students based on Lexical, Syntactic, and Figures of Speech Features.
References


Future Work

1) Analyze data from Tokyo City University.

2) Analyze Handwritten vs. Typed.

3) Analyze for Compare-Contrast Essays.
Thank you all very much.

Cảm ơn tất cả các bạn rất nhiều.

どうもありがとうございました。

고맙습니다.

非常感谢你们

Merci Beaucoup.

شكرا جزيلا
Hello, My name is Michael Faudree. I am from Tokyo City University in Yokohama, Japan near Tokyo. I was born in Cleveland, Ohio, USA. Thank you all for attending my presentation.
