## 目次·Table of Contents

## 授業実践報告·Teaching Practice Report

Implementation of Data-Driven Learning (DDL) in a Course	
for English Reading and Writing	
Aika Miura & Yoshiho Satake	1
How Difficult is Debate? Proficiency-Based Lesson Modifications in ESL Debate	
Andrew Tyner	18
Why Teachers Should Use Journals in Their Reflective Practice Throughout Their Teaching Career	
Aviva Ueno	25
Rikkyo University's FLER CLIL Seminars:	
History Course-Design Thought Process and Piloting	26
Diane C. Obara	36
A Guide to Using a Mobile Application to Track Spoken Fluency  Heather Woodward, Joshua Rappeneker, & Keiko Fujino	47
Current News Through English Media:	
Teaching Critical Consumption of the News  Jason Clarke	57
vason clarke	57
Getting Started With Graded Readers in the Classroom:	
Five Pre-Reading and Reading Activities  Jeremiah Dutch	67
Utilizing Flip to Boost Class Cohesion	
Jon Mahoney	76
Reflections on the "Study Abroad Preparation: IELTS" Level 1 & 2 Pilot Courses	
Kathryn Mabe & Alexander L. Selman	89
Improving the Japanese College Students' Academic Vocabulary Mastery on Synonyms With <i>Kahoot!</i>	
	100

Product, Process, and Content:			
Practical Strategies for Differentiation on a University Debate Course			
	Russell Mi	nshull	110
レシピを読むスペイン語授業の実践報告	松木	旬子	125
投稿規程・Manuscript Submission Guidelines	14/14	∺0 1	123
執筆者·Authors			
九丰石 Aunois			