New Approaches for Oral Communication Classes. Report of Two Educational Methods Used in Real Lessons : Introduction of Popular Culture and Classroom Transfromation.

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Introduction

In this globalized world in which we live, it is an unquestionable certainty that learning the English language has become almost essential for international communication, whether professional or private. In Europe, many non-English speaking countries have developed educational systems in which English plays a central role. As a result, the inhabitants of central and northern Europe speak English almost as fluently as native-speakers. In other parts of the world efforts are also being made to improve the level of English, as for example in Latin-America, given its proximity to the US (Cronquist, Fiszbein), or in Africa, where ten countries have English as their official language, one of them is Nigeria, the most populous country in the continent (africafacts.com).

In Asia, its most powerful countries, with the exception of Singapore (nippon.com), have a low English level compared to Europe, and their governments are trying to implement policies to improve this, although it is still too early to see results. The case at hand, Japan, has a low English level even within Asia, being ranked 53rd in the world in terms of aptitude in relation to the English language (EF EPI). In order to better understand what this position means in the world ranking, let me mention that Spain, a country that has a medium English level within Europe, is ranked 35th (EF EPI), that is, 18 places above Japan.

Thanks to my position as a University English teacher I have been able to verify this, since most of the students I have had so far have a very poor English level. The problem is not theoretical, since they know the grammar rules well (although sometimes they are wrong in their use, and are confused with the verb tenses), but rather practical. The middle and high school in Japan has been anchored in a grammar-focused, repetition-based English teaching approach, simply to prepare students for the college entrance exam (Noguchi 33). Since 2009, The Japanese Ministry of education (MEXT) has been implementing a series of guidelines to change educational methods regarding English language in primary and secondary education. Of course, these changes are focused on teaching approach in which students will be able to communicate their ideas and opinion in English orally (Noguchi 33). However, there are still no positive results in this regard, and the old method still has a great presence in schools so students who enroll in university are not able to express their ideas fluently in English, and of course they have a pronunciation with a strong touch

of Japanese.

The key to master a language is to practice it, and the only way to practice a language, apart from studying it, is by speaking in it. And for students to speak English in class, the approach to language learning must be radically changed, that is, using the communicative method. But here we come across the second problem, which is cultural in nature: the low participation of Japanese students in class because of their shyness and fear to speak in public in a foreign language . Therefore, even if a teacher wants to implement a communicative approach in English class, it will be a very hard task to make the students participate in class. And without participation in class students will never speak in English.

For all these reasons, in this paper I will explain the methods that I use in my oral communication classes at Kagoshima Prefectural College (Japan). One of this methods is based on using popular culture as common thread of the class, something that enhances students' interest in learning to speak English, and, hence, makes them participate more in class. In the other one I transform the classroom into various settings, a method that requires students to improvise by using their imagination and even make a performance in English. In this way they get to speak in English while reasoning and having fun.

So far these two methods have been successful in my classes, with more than 85% of the students in each lesson participating and speaking in English.

1. Using Popular Culture in Oral Communication Class for Japanese students

Japan-born characters such as the plumber Mario, from the *Super Mario Bros*. video game series, and the hero Son Goku, from the comic books series, *Dragon Ball*, are well known and loved all over the world. This popularity is due to the fact that Japan has the largest entertainment industry in the world, only below the US.

The manga and anime market value was 19.3 billion dollars in 2016, with an upward trend since 2010 (Chee 19). The video game industry alone generates more than 8 billion dollars every year (OECD 225). The third pillar of popular culture in Japan is the music industry, generating around 3 billion dollars annually (IFPI), especially thanks to the idol system (boy and girl-bands that have a huge fan base, who idolize them almost as gods). Because all this, Japan's music industry is the second greatest in the world.

All these figures are possible thanks to the fact that the Japanese people, especially youth population, massively consumes these products. This great support for popular culture is because Japanese fans are the most devoted in the world, striving to be the best fans of all (JW Magazine).

This popularity can be seen clearly in the Japanese media, where music band idols appear on television shows almost daily to promote themselves, and many of them became actors or actresses with main roles in the most popular TV series of the moment.

Comics and TV animation shows also have an essential role in Japanese Television and internet, with more that eight hundred new series being released every year (Anime Planet), something unthinkable in Europe and the US. Also, there are multiple references to this animation genre in mainstream TV shows,

such as variety programs. Apart from this you can see very oftenly people of all ages reading manga volumes on the train or on the bus. This also proves the enormous popularity of this comic genre in this country.

Regarding the video-games industry, all you have to do to verify its popularity is to go to the surroundings of an electronics store on the eve of the release of a new installment of the JRPG (Japan Role Playing Game) *Dragon Quest*, just to observe the kilometer-long queues formed by fans eager to get a copy of the game as soon as possible (Meristation).

It it because of all these reasons that popular culture can be a very useful tool in English classes. Therefore, when starting a new course with new students, the first thing I do is to conduct a small survey to find out what the students like to do when they have free time. As is to be expected, more than 95% of them answered that they like listening to music (especially idol bands) as their main leisure activity, and they also usually choose another genre of pop culture, be it manga and anime or video-games, as a secondary leisure activity. As I pointed out previously, Japanese students are not familiar with expressing their ideas in class, and they will absolutely not do so if the topic that the teacher proposes in class does not capture their attention at all. But, by introducing a topic related to popular culture their interest will multiply, as they feel comfortable talking about something they are passionate about. This has been verified in my oral communication lessons: students who, with more general topics such as work, social relationships, or health, never showed any interest in participating in class, when, for instance, I proposed them to tell me a character or famous person who has moved them in some way, they began to list their favorite characters from video-games and mangas, and of course their favorite members from their loved idol band. They also reasoned why they were moved by them.

In other occasion, I asked the students to choose their favorite song of all time, and to reason why they had chosen that song. The incentive of this activity is the promise of playing a few minutes of each student's favorite songs (by searching them on Youtube, so please note that you will need connection to the Internet for this activity). With this the disposition towards, and the interest for the class increases greatly since they know they will listen to their favorite song if they speak in English, hence, for them this class becomes almost a leisure activity. In addition, the curiosity to know the favorite songs of their classmates also plays an important role, since they can be songs that are also to their liking so they start to comment on them in English. This activity had a participation rate of 100% and all the songs that the students chose belonged to the J-pop (Japanese pop idols) genre, hence the importance of introducing popular culture topics as music in the class of English for foreign students.

The common thread of another of my lessons of oral communication was superheroes. For this I prepared a PowerPoint presentation in which I inserted various images of superheroes from both Japan and the United States. So first I showed the students an image of a superhero without revealing his name and asked them who that superhero was. If they were right (they were right every time) I revealed the

superhero's name so that they could check they had been right. Then, I asked them to tell me anything they knew about that superhero, which led them to establish conversations with their classmates to exchange information and try to find some characteristics of the superhero. This part worked well when I showed them Japanese superheroes, with a participation of around 80%. It seems that they have never had an activity of this kind in their English classes, because some of them started to make pictures to the Power Point slide when I showed them the super heroines from the anime hit series Glitter Force (Pretty Cure in the original). But nevertheless, as I commented above, when I showed them images of American superheroes, as famous as Superman or Spiderman, most of the students were not able to tell me any characteristics of them. This has happened with all the students that I have been in charge of so far. Therefore, I have come to the conclusion that the average Japanese student does not have even a basic knowledge of American pop culture, since any student of the same age in Europe would be able to at least say that Superman can fly. Furthermore, despite the fact that another of the pillars of American pop culture, Disney, has incredible acceptance and success in Japan, that success is based only on how adorable Disney characters seem to the Japanese, since most of them have not seen a single classic movie from the legendary Californian animation studio.This reinforces even more the theory of the great attachment that Japanese people have to their own pop culture. So, I do not recommend using elements of popular cultures from other countries, unless the results of the survey at the beginning of the course show a considerable number of students (half of more of the class) who are interested in them.

The second part of this superhero-based class consists of first asking the students which superhero they like best out of the ones I showed them and why. Faced with this question, as expected, the students chose the Japanese superheroes as their favorite and reasonably explained in English why they were their favorite ones, having a participation of more than 75%. After that I showed the students a series of superhero skills, and explained them what each one consisted of. The next thing I did was tell them what my preferred skill was and why I would like to have it (to fly, because that way it would be much faster and cheaper to go to any place). I then asked the students to think of a superhero skill (they could choose one of the ones I had shown them) that they would like to have and to tell me why or what they would do with that skill. Of course they could discuss this with their peers. And so they did, maintaining more than 10 minutes of debate among themselves. Finally when I asked them to tell me which skills they had chosen and why, I got surprised to see that some of them gave free rein to their imagination as they invented their skills. In general there was a participation of more than 85%. So it is an activity that requieres a bit of preparation (PowerPoint) but offers very good results, since it not only encourages students to speak but also to use their imagination and express those ideas in English.

For the final examination of the course (a 7-minute presentation in English) I gave them the option of choosing a free topic or a topic related to popular culture. And although there were several students who chose free subjects such as "my pet" or "my best friend", most of the class chose subjects related to

Japanese popular culture. And I have to say that the presentations that had a theme related to pop culture as their axis were the most elaborate and brilliant. Many of them brought videos and images (about their favorite anime or music group) to illustrate and support their presentation. The students enjoyed talking about big names in Japanese pop culture like *Detective Conan* or relatively new music groups like *Back Number*. More than an exam it seemed like a conversation between friends due to the naturalness and passion shown by the students. Of course they all got great final grades. This shows that even in activities that the students may consider complicated or even tedious, such as an exam, the use of popular culture can be a great ally of the student, because as I pointed out previously, the students had fun while testing their communicative skills in English.

Finally, I would like to comment on a new trend in popular culture in Japan. This trend is related to the enormous success of Korean idol music groups. They are so popular in Japan that almost all of their songs have a Japanese version, and many of the members of these groups can speak Japanese well. Japan is the first target of this industry outside of Korea, as the Japanese idol culture has great similarities with the Korean one. Therefore, a fusion between both cultures of musical idols is taking place, since some of their songs in Japanese version have served as opening or closing themes of anime series as famous as *One Piece* (*Toho Shinki*), just as their Japanese homologues have had the opportunity countless times to have the honor that one of its songs was used as the opening or ending of an anime series or television series. It is true that the songs of Korean idols have been penetrating the Japanese market for years, in fact the strongest Korean wave (passion for all things Korean) started in 2003 with the broadcast on NHK of the Korean drama-series Winter Sonata, starred by actor Bae Yong-joon, who unleashed an unprecedented fan phenomenon in Japan for a Korean product (Sung 35), but in the last two or three years their success has grown significantly. And all this is thanks to the group of young idols BTS, the acronym for the Korean expression "BangTan Sonyeondan", in English meaning Bulletproof Boy Scouts, which has become the most successful Korean music group in history (VOX). And of course this is not an exception for my oral communication students. Some of them have told me that this group has helped them to be who they are and to love themselves, and even to overcome trauma. Because the differentiating aspect of this group, apart from its staging and dances, is the social issues the lyrics of their songs focus on. In them topics such as mental illness, adolescent problems, loss, or the way to love yourself are touched on (Nación K-Pop).

Thanks to BTS (who are equally successful in Europe and the US), other groups of the so-called K-pop (Korean pop), such as the girl band TWICE, have penetrated into the Japanese and other international markets and therefore into its pop culture(allkpop.com). For all this, as I have already pointed out, I have observed that my students are more and more interested in this Korean musical wave, in fact some of them have gone from J-pop to K-pop, for its energy and expressiveness (this ideas are taken from a real final report written by one of my students from the seminar I am in charge of at Kagoshima Prefectural College).

For all these reasons I thought it would be very useful to include this Korean element of Japanese pop culture in class. I have not brought it to my oral communication classes yet, but I did introduce it to the popular culture seminar I am in charge of. I asked my students as warm-up activity what was the differentiating characteristic of K-Pop over J-Pop. The results were fabulous, as they all gave their opinion in English. In addition, they were talking about the subject very comfortably and with great confidence, trying to explain with great passion also the good points of K-pop (song lyrics with a lot of message, expressiveness, a mixture of styles and very elaborated choreographies). Therefore I think that in oral communication classes it would work well too. It has many possibilities, from creating a debate on what are the differences between K-pop and other genres or repeating the same activities I described above that consisted on playing the students' favorite songs, but this time focusing on K-pop bands, to ask the students to make a presentation about their favorite member in a band and so on. Because of all the reasons I have already explained, it is very likely that there will be a high level of participation, and of course they will improve their English communication skills while having fun.

In conclusion, the use of popular culture (especially Japanese and Korean) in Oral Communication classes is an enormously useful tool since it not only increases the participation of students in class but also has them express their ideas and emotions in English in a relaxed way and with great confidence as they are subjects that they are passionate about, and for that reason they do not feel pressure or fear of being wrong when speaking in English. Therefore, I firmly recommend its use in classes aimed at improving student's communicative skills in English.

2. Making performances in oral communication classes: the transformation of the classroom

In order for Japanese students to participate in class, it is necessary to stimulate them to do so, otherwise they will never raise their voices in class by themselves, because they are used to the teacher doing all the work and also they feel very shy when it comes to speak in English in class because they are afraid of being wrong. For this reason, as we have seen in section one, introducing aspects of popular culture can be a useful tool to achieve that stimulus. But it may happen (only sometimes) that our students have no interest in anything about pop culture, and in that case the strategy has to be changed. For that I propose to play a bit with the students' imagination, and this is exactly what my second approach to education in oral communication classes is about: performances through the imaginary transformation of the classroom.

According to my students, their English teachers so far simply taught 90-minute lectures in which they did not give the students the option to participate or even to think about the contents of that lesson. This fact makes them unfamiliar with conversation activities in class, which, in turn, frustrates them, because they would like to speak in class, but they do not feel capable of it, having no experience in this regard. But what if they are not only encouraged to express their opinions but also stimulated to use their imagination as they have never done in an English class until now? It is clear that this will increase their level of concentration and interest in the class, therefore their participation will also increase. This is the

stimulus we are searching for.

In an oral communication III class (second year students), at the beginning of it, I told the students to forget that they were in a classroom, and that from that moment they were on a television set . I gave them 3-4 minutes to put the image of a television set into their minds (before this, of course I described what it is like, since there could be students who did not have a mental image of what a television set is like). After this, and without any warning, I began to act as a presenter for a television program, welcoming them to an interview show, in which that day they were going to talk about unusual jobs. Needless to say, the beginning of my performance surprised them, but made them understand perfectly what was happening: the imaginary transformation of the classroom into a television program.

They had prepared a presentation for that class on exceptional and surprising jobs, but they did not know that they were going to have to deliver the presentation as a television program interview, which in turn, was a challenge, since they had never done something like that. So, I asked for a volunteer to be the first guest of the program. Quickly one of the students raised her hand, and I introduced her with great fanfare, just like in a television program they introduce celebrities. I also wrote her name on the board accompanied by the following sentence: "Today in Kentan on the Scope: (the name of the student)." When she came to sit next to me for the interview, I played music to announce her entrance, like at late night shows. The questions were what her job consists of, what is the best and worst of that job, why she thinks that job is special and how that job contributes to society. The student responded to all the questions with surprising fluency (we had seen vocabulary and expressions about jobs in the previous class) and with great confidence. I also observed that she was having fun acting like an unusual job professional who is being interviewed on a popular television show. When I finished, I thanked her again, and she thanked me as well, and, before leaving the set, she repeated courtesy formulas to me and the program. When this student returned to her seat I asked for the next volunteer, and before finishing the sentence, there were already several students with their hands up. I repeated the same formula with all of them, and they made quite good presentations, counting this activity with more than 90% of participation.

In conclusion, thanks to this imaginary performance in which the classroom is transformed into a totally different setting, the students' interest in the lesson increases greatly, since they are very curious about this new type of class. Therefore participation also goes up. In turn, this interest in the class makes students want to make a good presentation. The result of all this is the improvement of their English communication skills because the presentations are full of confidence and enthusiasm, making correct use of everything seen in previous classes regarding the topic of the interview-presentation.

In another class, I asked students to practice in pairs a textbook conversation about a party. The conversation was between two characters (a man and a woman) who were talking about how they had met the organizer of the party (after introducing each other, we see through the conversation that the boy knows him because they play tennis together and the girl because she is his girlfriend). After having practiced the

conversation several times, I told them to close the books and have the conversation again. But changing the subject of it a bit. To do this, I wrote on the board several topics that you can talk about at a party with someone you just met (with their corresponding example sentences and expressions). These topics are: the weather; about the party itself (food and drink, music, decorations etc.); the most popular television series of the moment; about sports; about job or studies; about current news. I then informed the students that before their conversation began I would transform the classroom into a party. To do this, I placed a series of paper plates on the tables that were unoccupied, and put various types of snacks into them. After that, I distributed a paper cup to each student and put whatever drink they wanted in them (I brought several soft drinks). Next, I started to play typical party music on my smartphone (namely dance music, techno and Latin rhythms) and told them that I accepted requests thus becoming the party's DJ. Once the party was organized, I asked them to start their conversations, which I also joined. At first the students were a bit perplexed by all the change the classroom had undergone, and they did not really know what to do. But little by little they were carried away by the new festive atmosphere and began to talk among themselves about the topics that I had proposed on the board. Laughter and faces of enjoyment were the general trend during this activity. Some of them made song requests to me (all in English of course). This activity requires a little less imagination than the previous one, but still the students have to use their minds to adapt to the sudden change in the classroom. This change, from a boring and nondescript environment of a university classroom to a relaxed and festive one, makes the students not feel complex when expressing their ideas in English on the proposed topics. In addition to this they had a lot of fun while having conversations, as it was a totally atypical activity, which made them feel that they were really at a party. To this must be added that the students had never experienced this type of European-style party (music is not played at house parties in Japan for example), which made their interest in the activity increase even more. All this means a 100% participation rate. As I had joined the conversations, I was able to verify that the students did not fall into the use of Japanese and did their best to speak in correct English, based on the tips I had written on the board.

　The only impediment to this performance is that it can be a little more complicated to carry out since an internet connection is necessary (as in the one in which I played the students' favorite songs), although today we all have a smartphone connected to the network. Anyway, if you do not have a smartphone or your university does not have an internet connection, I recommend that you make a selection of party music at home (there are very cheap music CDs of this type in any music store) and take it to the classroom to play it on your computer or on the music player that your university provides you. Regarding food and drink, if eating and drinking in classrooms is prohibited in your educational institution, bring only paper cups and plates, and ask students to make a greater imaginative effort so that they can visualize their content.

　Another activity in which I introduced this classroom transformation approach was in a conversation-

performance based on a job interview. I wrote on the board examples of jobs and the questions and their corresponding answers that are usually asked in an interview with the candidate for that position (for example, if you want to be an English teacher they will ask you what your educational philosophy is; if you want to be a cook they will ask you what is a good dish in your opinion; if you want to be a police officer they will ask you about your sense of loyalty and justice; besides they will ask you what are your skills regarding the job you aspire to). Then I asked them, based on the tips on the board, to think of a job they would like to do (or the job they want to do once they graduate) and prepare for an interview to get that job. They could discuss how they were going to do it with their classmates. At first it seemed very complicated to them, so I told them to remember the interviews they did for their part-time jobs (almost all of them had this kind of jobs), and simply imagine that instead of this being for a convenience store or a restaurant it was for the company or the place where they wanted to work. After this, I gave them a few more minutes to think about how they were going to face the interview. I asked for a volunteer for the first interview, who this time took a little longer than usual to make her mind up. This first student wanted to be a nutritionist at a local food company. So I asked her what a balanced diet was from her point of view. At first she hesitated for a few seconds, but, since her dream was to get this job, she ended up responding with confidence and great fluency. The second question was to prepare a balanced menu for me for one day, and this time she did not hesitate much and answering with great confidence as well (on the blackboard I had also written examples for the work of nutritionist as the majority of the students in this course belonged to the nutrition department of the university). This first student managed to break the ice, so the following volunteers were raising her hands more quickly. As most of them want to be nutritionists, the answers to the interviews were similar, but I can say that they improved their level of spoken English and also learned expressions and words related to a job interview and the job they wanted to do. The turnout was 70% of participation.

This activity, despite having a high participation rate, was not as successful as the previous ones. This time it was not about imagining a relaxed setting like a party, or a unique experience like being on a television show, but rather it was a serious situation and perhaps somewhat stressful. For this reason the students took longer to decide to participate, and not all did the performance. Another reason for this may be that I designed this activity for a first-year course, so they are still not very clear about what work they will choose when they graduate. Despite all this, as I say, participation was high, and the students who did the interview answered the questions correctly and fluently in English. So the strong point of this activity is that the students dare to speak because they are going to do so about their dream job, as well as for being curious to know what a job interview is like (I acted as an interviewer for a Japanese company, because I have the experience of having attended several real interviews in Japan, but if you do not have that experience you can act as an interviewer for a company in your country). Thanks to this they improved their communication skills and also learned expressions and vocabulary on this topic. According to the

results that this performance had with first-year students, I can assure that with students in higher grades or who are about to graduate (they will already know what to do with their future) it can be a sure success.

The last activity I would like to present here was used for a final presentation (exam) of Oral Communication I. For this exam I asked my students to think of a cooking recipe to present in class. On the day of the test, just before the exam started, I told them to pretend they were on a cooking TV show called "Delicious Kentan." In order to give the performance more realism, I brought kitchen toy utensils and food to class. They found the latter very original and fun, so I did not have to wait long for the first volunteer to come to my table to do this performance-exam. Once again I got into the role of TV host and introduced her as if it were a real show. Of course I wrote the names of the students again on the blackboard accompanied by this phrase: "Today at Delicious Kentan (here the name of the student) comes to delight us with her cooking." All this serves to enhance the imagination of the students and to fully immerse themselves in their role. Then I explained to her that I would be the one cooking according to the instructions in her recipe. So the student began to tell me step by step what I had to do, and I therefore "cooked" using the toy utensils and food. Thanks to this performance, the student forgot the typical nerves that one has before an exam, and made a presentation full of confidence and with fluent English. The rest of the students also made good presentations, with 80 being the average grade for this test.

The main objective of this activity is for you to have fun while speaking in English. As I could see during the development of the test, the students were very curious to see how I was going to "cook" their recipes, so they could not wait to make his presentation. This means that they were totally immersed in the new classroom environment, having fun, which made their level of concentration and interest in the activity increase greatly. In turn, all this caused the pressure and nervousness that they could have to do a good presentation disappear, so they were very relaxed, which also contributed to the good quality of their presentations. By this I mean that the students made a totally correct and intelligent use of the expressions and vocabulary about food, drink, and culinary recipes that we had worked on in previous classes.

This activity can also be used in a normal lesson. The result will be basically the same, greater concentration and interest in the content of the class, which will mean a high percentage of participation and, of course, will also cause students to make an effort to speak in English as best as possible according to what has been seen in class on the topic at hand.

Conclusion

Japanese students are generally not used to expressing their ideas and comments on a topic in oral English class. This is because since primary school they have received a second language education (English) based on memorization and repetition, articulated around the grammatical learning of the language. For this reason, along with the natural shyness of Japanese people of speaking in a foreign language in public, when they become university students, speaking classes, such as Oral Communication, are a new world for them. That means that they do not participate in class at all.

But if students do not speak in oral communication classes, they will never learn to express themselves in English correctly. To solve this, I propose two methods that have been very useful to me in my classes at the university. The first of these methods is based on the use of popular culture as the common thread of the classes. Japanese popular culture (manga, anime, J-pop, video games) has so deeply penetrated the Japanese that it has a very large influence in the country, especially among younger people, the population target of this article. In my classes I have used anime, manga and video game characters to do oral communication activities, I have reproduced the songs of the students' favorite J-pop groups to encourage them to talk about it, and even gone further by using one of the pop culture emerging interests among young Japanese people, K-pop. All of this had optimal results, since the participation of the students in class rose dramatically. In turn, it led to a considerable increase in their level of concentration and interest in the class, and with it the desire to speak in English as correct as possible (according to what was seen in class) also rose notably, which ultimately means improving their communicative English skills.

The other method consists of performances through the imaginative transformation of the classroom. To do this, I have the students imagine that they are not in a university classroom but in a very different place, such as a television set where they are going to be the protagonists of an interview for a show or a party, with music included (real music as we have seen in the explanation above), where they will have to interact with other guests. For their visualization of the new scenario, I take on the role of a television host or a DJ. Thanks to all this, the students are totally immersed in the new classroom environment, which also increases their interest and concentration on the class on a large scale, and so does their participation in it. Finally, they end up speaking English in a relaxed way and, of course, as correctly as possible, while having fun in the place where their imagination has taken them thanks to these performances.

In my first experiences as a teacher of Oral Communication at the university, I had great difficulties getting students to participate in class through traditional topics and methods, so I had to devise something to make my students speak in class without problems. The results of that effort are these two methods that I have explained in this paper. I highly recommend them to all teachers who have difficulties getting their students to express themselves orally in class, as in my case they have reported great success. My intention is to continue designing classes based on these methods and polishing them so that no student is silent in class.

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