

Hamada, Y. (2012). An effective way to improve listening skills through shadowing. *The Language Teacher*, 36(1), 3-11.

Abstract

While improving listening comprehension skills has been one of the most difficult areas for language teachers and learners, shadowing has been playing a sensational role in improving learners' listening skills in Japan in recent years. Most studies reported the effectiveness of short-term shadowing training in terms of learners' listening skill improvement. However, how teachers can improve the skills effectively has not been fully examined. In order to explore a more effective procedure for teaching through shadowing, this study examined the shadowing procedure as a method of teaching listening. The research question was to determine whether the use of a combination of two levels of materials for shadowing improves learners' listening comprehension skills better than materials of similar difficulty levels. The results show that a combination of the two different difficulties of materials improves learners' listening comprehension skills more than offering materials at only one level of difficulty.

リスニング力向上は教師・学習者にとって最も難しい分野であるが、近年シャドーイングは日本で重要な役割を担っている。多くの研究では、短期間のシャドーイング訓練の効果自体は報告されているが、どのように効果的に向上させるかについては十分には深められていない。シャドーイングを用いた、より効果的な指導法を研究するために、本論ではその方法を追及する。本論の目的は、難易度の異なる教材を組み合わせた場合と同程度の難易度の教材を使用した場合のどちらが効果的かを検討することである。その結果、難易度の異なる教材を組み合わせた場合の方が効果的だということが確認された。

Jones, C., Lees, M., Donohue, N., & Smith, K. (2015). Teaching spoken English as junior high school – A comparison of TPR and PPP. *The Language Teacher*, 39(1), 3-14.

This article reports on an experimental methods-comparison study, which was undertaken with beginner level junior high school students (aged 12 and 13) in Japan. The study aimed to investigate which type of teaching, Total Physical Response (TPR) or Present Practice Produce (PPP), was more effective in developing productive and receptive knowledge of a set of collocations. Results showed that both types of teaching had a significant impact upon the development of understanding and using the target language. However, there were no significant differences between the effectiveness of TPR and PPP, apart from a short-term benefit for PPP in terms of receptive knowledge. This shows that both types of teaching can have a positive impact upon learners of this age and level and that there is a need for further research to investigate the effectiveness of these communicative methodologies in this context.

本論は日本における初級レベルの中学生（12～13歳）を対象とした実験方法・比較研究を紹介したものである。本研究では、一連の連語の生産的・受容的知識を習得するために、Total Physical Response (TPR—身体の動きを通して「聞くことの」の能力を発達させる方法)と、Present Practice Produce (PPP—教師が提示、学習者が練習・産出)のどちらの教授法がより効果的かを調査した。この2つの教授法は学習者の目標言語（英語）の理解や使用に重要な影響を与えると、いう結果がでた。しかし、受容知識における PPP の短期間の利点を除けば、両教授法に有意差

はなかった。したがって、この2つの教授法はこの年齢と学習レベルの学習者には肯定的な効果をもたらすことを示しているので、これらのコミュニケーション教授法の効果を調査するさらなる研究が必要になるであろう。

Mulligan, C., & Garofalo, R. (2011). A collaborative writing approach: Methodology and student assessment. *The Language Teacher*, 35(3), 5-12.

Abstract

This paper will review a collaborative writing methodology designed for the authors' EFL university classes in which students work in pairs to produce co-authored paragraphs and essays. Throughout the step-by-step procedure, students use the target language to plan, negotiate, draft, and revise their writing assignments, and thus make meaningful, task-oriented use of multiple skills at all stages of the process. At the end of the year-long course, the authors asked their students to submit written feedback about their experience in order to assess the efficacy of the collaborative approach. This paper provides background information on collaborative writing, outlines the actual program put into place, analyzes student feedback and concludes with suggestions for improvements that could be made to the program.

本論では、著者らが大学のEFLクラスのために考案した協働的ライティング手法について概説する。この手法では、学生が2人1組でパラグラフとエッセイを作成する。学生は段階的な手順に従い、目標言語を使ってライティング課題の計画、交渉、草案、修正を行うことで、プロセスの各段階において複数のスキルを有意義かつタスク指向型の方法で用いる。1年間のコースの終わりに、この協働的ライティング手法の効果を評価するため、学生達自身の体験について書面によるフィードバックを求めた。本論では、協働的ライティングの背景と実際に導入されたプログラムの概要について述べ、学生からのフィードバックを精査し、最後にプログラムを改善するための提言を行う。

Nutt, J. (2014). The use of peer-assisted learning for review presentations in heterogeneous classes. *The Language Teacher*, 38(5), 42-45.

Peer Assisted Learning benefits both higher and lower level students, either from the act of teaching, or by learning from more capable classmates. With this in mind the author devised a presentation task, for a heterogeneous (mixed ability) ESL class in Japan, to review units from the course textbook. Students were placed in groups consisting of two pairs, each pair with a high and low level student, and were asked to prepare presentations within a limited timeframe. The objective was to see whether students could cooperate, learn from each other, and complete the task while under time constraints. Aided by the use of L1 in the planning stages, one pair explained in English, key speaking/listening strategies from the textbook, the other illustrated them using dialog. In anonymous questionnaires, the class agreed that they had either helped or been helped by their peers and that the task had been beneficial to them.

ピアアシスト（生徒相互補助）学習は、教えるという行為や、より能力の高い仲間から学ぶことによって、高いレベルの学生にも低いレベルの学生にも有益である。これを踏まえて筆者は、能力の異なる学生からなる日本の ESL クラスのために、テキストの単元を復習するためにプレゼンテーションを行うという課題を考案した。高いレベルの学生と低いレベルの学生で1組になり、2組で1グループを構成した。学生たちは限られた時間内にプレゼンテーションを準備することになった。目的は、学生たちが協力しあえるか、互いから学べるか、時間的に制約された中で作業をやり遂げられるかを見ることであった。立案段階ではL1（日本語）の使用に助けられ、グループ内の1組は、教科書の重要なスピーキング／リスニングのストラテジーを英語で説明し、もう1組は対話により説明した。無記名アンケートで学生たちは、お互いに助けたり助けられたりして、この課題は自分にとって有益だったと回答した。

Cook, M. (2013). The multipurpose entrance examination: Beliefs of expatriate ELT faculty. *The Language Teacher*, 37(1), 9-14.

Abstract

Entrance examinations for Japanese universities have come under fire from various sources for having a negative influence on communicative language teaching (Cook, 2010; Sakui, 2004; Sato & Kleinsasser, 2004), for being less valid and reliable than they could be (Brown, 2000; Leonard, 1998; Murphey, 2004), and for largely not having been written by experts (Aspinall, 2005). While these criticisms may be valid to some extent, it is important to realize that university entrance exams may only marginally serve pedagogical purposes; their economic, social, and public relations functions may, in some cases, even outweigh educationally-related concerns. This paper presents some initial findings from an exploratory Japan-wide study of tertiary-level, expatriate English teachers' perceptions of entrance examination creation (specifically with regard to the English portion) and results reveal that these tests may be fulfilling more functions than we might at first expect.