

## &lt;修士論文要旨&gt;

JAITS

## 論文題目 : The Effectiveness of an Interpreting Training Method, “Reproduction,” in University English Teaching

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**Abstract**

This study discusses the effectiveness of an interpreting training method, “reproduction,” used with Japanese university students in traditional classrooms. In this paper, reproduction is defined as consecutive repeating used to enhance memory retention (Someya, 1996). Reproduction is immediate verbatim repetition in the same language following an intentional pause. This study focuses exclusively on reproduction training.

English has been taught in public elementary schools in Japan as a part of international education since 2002, when the Ministry of Education, Culture, Sports, Science and Technology (MEXT) released their English education policy, “A Strategic Plan to Cultivate Japanese with English Abilities” (MEXT, 2002). Now, university students have been exposed to English from native speakers since elementary school. They are less hesitant to speak English than the former generations. Therefore, they need a different approach from conventional English classes based on word by word translation. The interpreting training methods can be a breakthrough for students.

On the other hand, quite a few Japanese university students in English classes tend not to have a high level of motivation because they attend required English classes only to acquire credits. They can never improve their English skills if they simply sit and passively listen to lectures. The interpreting training methods can help them participate actively and concentrate on the lessons. This paper examines how the interpreting training method, reproduction, can motivate Japanese university students.

The author’s hypotheses are as follows: first, reproduction is effective in improving students’ command of English in a traditional classroom setting. Second, reproduction can motivate students to learn English. Third, reproduction has the potential of increasing student

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satisfaction.

In Chapter 1, interpreting training methods which have been implemented in Japan are reviewed. There are various interpreting training methods to cultivate professional interpreters. Moreover, teaching through the interpreting training methods has been of much interest and concern to professional interpreters and researchers since the late 1990's. This study focuses exclusively on reproduction training.

The research questions to be investigated in this paper are the following:

1. Is the interpreting training method, reproduction, effective in improving students' command of English in a traditional classroom setting?
2. Can reproduction motivate students to learn English?
3. Does reproduction have the potential of increasing student satisfaction?

In Chapter 2, the five main areas of literature related to this study are reviewed. They are the study of interpretation around the world and in Japan, shadowing, quick response, consecutive interpreting, and reproduction.

In Chapter 3, the methods of experiment are provided. Participants, data collection and procedure are explained. To analyze the effectiveness, the author takes a mixed approach based on both qualitative and quantitative research.

Participants of this study were forty-three undergraduate students from first-year to fourth-year, who were not English majors ( $n=43$ ). Their level was on average approximately 400 of TOEIC. For the record, the average score of university students is 445 out of 990 (ETS, 2011).

Procedure: In the first semester, students had a pre-test and a post-test which equaled one-quarter of the TOEIC test. Reproduction training was incorporated for the last fifteen minutes out of ninety minutes in every lesson for fourteen weeks. First, students listen to source language. Then, the model voices are paused and students repeat a sentence that consists of 7-8 words, and then progressively more (Komatsu, 2005). The same students responded to a questionnaire with thirty-eight close-ended questions and gave some feedback on reproduction with an open-ended question.

In Chapter 4, the results of the pre-test and post-test are shown. The changes demonstrate a statistically significant increase in their scores of listening and reading parts. In order to examine the difference between the pre-test and the post-test, the fundamental statistics were computed and the *t*-test was conducted. In this case, the computed probability is 0.0000095 (two-tail), which is smaller than the value of 0.001 ( $p<0.001$ ). As a consequence, the mean score of the post-test was higher than the pre-test and the difference was statistically significant. The effectiveness of reproduction was proven in listening and reading skills. Reproduction was particularly effective in improving their listening skills. The results of a questionnaire were analyzed by both quantitative and qualitative approaches.

In Chapter 5, the results of the experiment, subjects, and materials are discussed. An analysis of the results of close-ended questions suggests that students evaluate themselves and show their beliefs about the effectiveness of reproduction. Reproduction is recognized as being effective for listening, reading, speaking, conversation, prosody, and pronunciation skills as well as vocabulary building. In addition, students considered that they improved their powers of concentration. On the other hand, students did not think that they improved their writing and grammar skills. It means that another approach will be needed for writing and grammar skills.

When it comes to the results of responses of an open-ended question, the qualitative approach reveals in-depth information about students' thoughts, feelings and motivation. Significantly, the changes in students can be seen before and after reproduction training. At first, students were hesitant to repeat out loud, but gradually they became able to produce output in English without hesitation. The effect of repetition gave the students confidence and feelings of the achievement.

In Chapter 6, limitations of the study and suggestion for future experiments are described.

In Chapter 7, conclusions clearly identify the effectiveness of reproduction and show that the data proves the hypotheses. Several conclusions can be drawn from the present study. First, the result of the pre-test and the post-test proved that reproduction is effective in improving reading skills and listening skills. Second, regarding the results of close-ended questions in the questionnaire, it can be concluded that students think that the method is effective in improving their skills in English such as pronunciation, prosody, conversation, vocabulary, and concentration. Third, another finding of this study from an open-ended question shows that reproduction training can make a positive influence on student motivation. Most importantly, the change in students' motivation levels before and after reproduction training was shown in their feedback. As they improved their English skills, they came to feel that English learning is enjoyable.

Finally, the results clearly indicate that reproduction can increase student satisfaction. In other words, reproduction training can stimulate students and enhance satisfaction. This paper concludes with practical suggestions for future prospects of teaching English in a traditional classroom setting through the use of reproduction.

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