

The Consecutive Interpreting Approach and Its Effects on L2 Written Reproduction

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In 2009, the new Course of Study for senior high schools was announced by the MEXT for implementation in April 2013. It declares that English classes should be conducted in English by integrating four key linguistic areas. The aim of the present study was to examine how verbal practices based on the Consecutive Interpreting Approach, the basis of which is comprised of shadowing and reproduction, had an effect on L2 written reproduction. The approach was used with 105 students for 14 weeks. Written reproduction activities and their results were then examined. A quantitative analysis revealed that 96 students succeeded in accurately writing out 82.33% of the text consisting of 167 words. Also, the mean value for class satisfaction reached 3.80 out of 4.00. The suggestions made within this study should therefore assist in developing a new instruction method that conforms to the new Course of Study.

1. Introduction

In March 2009, the new Course of Study for Senior High Schools (the MEXT: Ministry of Education, Culture, Sports, Science, and Technology, 2009) was announced. High school English classes were revised as shown in Table 1 below.

Table 1. English classes for senior high schools

Before revision	After revision
English I	Basic English Communication
English II	English Communication I
Oral Communication I	English Communication II
Oral Communication II	English Communication III
Reading	English Expression I
Writing	English Expression II
	English Conversation

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The common objective of the new curriculum is to “nurture the ability to understand abstract contents for a wide range of topics and the ability to fluently communicate with English speaking persons”, while requiring the integrated teaching of the four key linguistic areas, namely listening, speaking, reading and writing. Furthermore, one concrete measure in the Course of Study is to “conduct English classes in English with high-level linguistic activities,” thus further emphasizing the development of practical communication skills. This new Course of Study came into effect from the 2013 academic year. For these reasons, the development of an instruction method that incorporates the aforementioned changes is a pressing issue for English education in Japan.

Iizuka (2009) sought ideas for developing an instruction method in “professional interpreter training,” which specializes in communication between different cultures. By integrating methods whose results were recognized in previous studies, Iizuka developed an instruction method called the Consecutive Interpreting Approach and then examined its practical application (Iizuka, 2010, 2011). Originally, this approach aimed to develop the verbal communication skills that stressed prosody. However, when written reproduction activities were included to analyze Interlanguage (IL) data, many students were able to accurately write out much of the text, which suggests that this approach could likely be expanded into writing instruction as well.

Accordingly, the main topic treated in this study was how oral practice that stresses prosody influenced written reproduction activities. The paper first provides an overall picture of the Consecutive Interpreting Approach along with its theoretical background. The written reproduction activities and their results based on this approach are then examined. Finally, language areas that are difficult to resolve in speaking-centered learning approaches are identified through IL analysis, and measures to improve them are investigated. Normally, *speaking* is the focus of oral communication or conversation classes, while *writing* is the basis of writing-activity classes. However, this research breaks away from this type of instruction method by integrating listening and reading (as input) with speaking and writing (as output). It then considers an instruction method that conforms to the new Course of Study.

2. Theoretical Background of the Consecutive Interpreting Approach

The Consecutive Interpreting Approach is a prosody-oriented instruction method developed for students in an English as a Foreign Language (EFL) environment to nurture the basis for verbal communication skills. First, the author discusses the theoretical background of the approach to clarify what this method attempts to produce.

2.1 Prosody

Prosody is a general term used to explain sound in language, and it includes accents, intonation, pauses between sense-groups, sentence stress, concatenation, reduction of sounds, and absorption (Someya, 1996). Prosody accounts for approximately 30 to 40% of meaning transmission in natural

communication (ibid.).

Each language has its own prosody. English tends to have a constant interval from one strong vowel to the next, regardless of the number of intervening weak vowels (Saito, 2008). This is called isochronism, and it is an important element that characterizes English prosody. An example of isochronism is provided in Table 2.

Table 2. An example of isochronism

Students ●	watch ●	movies. ●
The students ●	are watching ●	a movie. ●
The students ●	have been watching ●	a movie. ●

● sections are read at equal intervals.

On the other hand, Japanese is a language where rhythm is kept using moras (Saito, 2008), which combine a consonant and vowel into a single unit. Accordingly, if English is pronounced with Japanese prosody, isochronism is destroyed, introducing sounds not recognized by native English speakers. These prosody differences between languages also have an effect on listening. If a listener cannot acquire the prosody inherent to English, he or she cannot recognize the weak vowels buried between strong vowels, and thus cannot accurately grasp the meaning.

Murao (2006) used gating method to reveal that native English speakers are immensely dependent on prosodic information to understand spoken English. Furthermore, in the case of Japanese students of English, she also clarified that the lower the students' proficiency, the less they use prosodic information when decoding the meaning of spoken English.

Currently, the high school English textbooks authorized by the MEXT do not include audio CDs. It is thus not surprising that students who are forced to learn English in such a learning environment are not able to sufficiently acquire prosody. However, as the research above shows, prosody plays an important role in recognizing and transmitting spoken language. If Japanese students do not undergo a process of directly experiencing prosody, their English proficiency will not improve. This beckons the question as to what kinds of methods exist as means to obtain prosody.

2.2 Shadowing

To make non-native speakers more aware of prosodic information, Someya (op. cit.) stated that the faithful imitation of the original sounds through shadowing leads to an awareness of language rhythm and phonetic differences. Consequently, this nurtures a prosodic sense, which in turn

provides a foundation for listening skills.

There are two types of shadowing: prosody and content. The former focuses on the sound and the latter on content. Suzuki (2007) compared the results of a listening test between two shadowing groups: one with prior textual knowledge of the text to be shadowed, and the other one without such knowledge. Only the latter group showed a clear improvement in their listening skills after shadowing.

On this issue, Tamai (2002) stated from his study that the equation of “shadowing technique = listening skills” does not appear to be a workable formula, since the correlation between the two is low: shadowing is a product of phonological analysis while a listening test involves both phonological analysis and meaning comprehension. To understand spoken conversation, we do not simply engage in surface-level sound construction analysis using technical sound processing (bottom-up processing); our background knowledge is also used to carry out knowledge-based processing (top-down processing). Only a combination of both processes will lead to an improvement in listening skills. As to why a significant improvement was recognized for the latter group (a group working with an unfamiliar text) in Suzuki’s research, she considers that the students practiced shadowing while guessing what the spoken content should be, thus stimulating a top-down process. In other words, prosody and content shadowing should be used in tandem to induce an improvement in listening skills.

Regarding the influence of shadowing on speaking skills, it is clear from Someya’s findings that prosody obtained through shadowing aids in 30 to 40% of speech output. However, shadowing still lacks a crucial element as a method for further improving verbal communication skills. Simply repeating a sound after hearing it does not go beyond imitation, as students lack a sense of transmitting their own opinion. In other words, seen from a wider context, shadowing must be classified as an activity that tends toward input.

Krashen (1985) noted that in L1 acquisition, there are many cases of infants who are unable to speak going on to use perfect sentences once they begin speaking, suggesting that the comprehending input is an important mechanism for language acquisition and affirming the input hypothesis. Similar cases were observed not only in L1 acquisition but in L2 acquisition as well, and there are many reports of children who went to live overseas when a parent relocated for professional reasons and who passed through a silent period only to suddenly begin speaking (Shirai, 2008). These cases suggest that output is not essential in language acquisition. On the other hand, after observing children placed in immersion programs in Canada, Swain (1985, 1988) noted many grammatical errors when the children spoke regardless of the amount of input that they had. She therefore advocated the output hypothesis. By producing their own utterances, students can become aware of the various aspects of language, such as syntactic structures; furthermore, they learn to correct themselves. Without this type of metalinguistic awareness, automatic language output is not achieved. With this in mind, the author examines the type of activities that focus on

output, which may be sought in literature related to reproduction.

2.3 Reproduction

Foreign language output requires the simultaneous processing of several types of information, which represents a considerable cognitive burden. Therefore, if the work demands exceeded students' abilities, there would be a high risk of the task ending in failure if the students did not receive some kind of assistance. One approach that may prove effective is reproducing the sentences of a text that students have already read or listened to. For instance, Maeda (2008) and Ikenabe (2004) promoted students' output by having them reproduce texts using keywords as a support. Both experiments resulted in an increase in English-language production as well as an improvement in grammatical knowledge. However, as both experiments focused on writing, even though an increase in output ability was achieved, no improvement was observed in students' oral communication skills.

Taking into account the results of these prior studies, the author integrated shadowing and reproduction, to create the Consecutive Interpreting Approach, which focuses on both verbal input and output.

2.4 A new approach – the Consecutive Interpreting Approach

In consecutive interpreting, the interpreter listens to the speaker while taking notes, and when the speaker pauses, the interpreter renders a portion of the message in the target language (TL) based on the notes taken. In the Consecutive Interpreting Approach, a part of this pattern is altered, as students reproduce the TL in their own English. Figure 1 shows the order of activities used in this approach. Each step is summarized as follows.

Step I (Target Language). The TL is an audio recording from the textbook.

Step II (Listening and Shadowing). Students shadow an unknown text with no printed reference material to look at. This corresponds to the content shadowing. If the text is too difficult to shadow, students carry out listening and shadowing alternately.

Step III (TL Analysis). The words and grammar used in the TL text are explained to help students understand the content.

Step IV (Parallel Reading and Shadowing). Once the content has been understood, students alternately carry out a parallel reading with the text, and then prosody and content shadowing by listening to the audio soundtrack alone.

Step V (Listening and Note-taking). Students take notes while listening, writing down keywords necessary for reproduction. If the work demands exceed students' abilities, an instructor helps students create these notes.

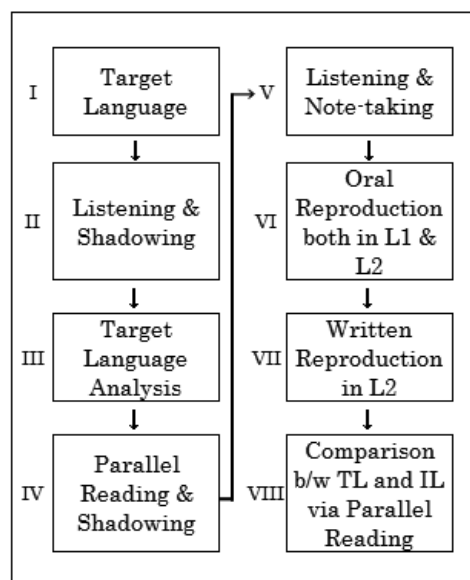
Step VI (Oral Reproduction both in L1 and L2). Students reproduce the text orally in both L1

(Japanese) and L2 (English) while looking at their notes from Step V.

Step VII (Written Reproduction in L2). Once the contents can be replicated orally in L2 (in Step VI), students are asked to write out what they are able to reproduce orally in English while referring to the keywords.

Step VIII (Comparison between TL and IL via Parallel Reading). Students carry out a parallel reading while referring to their written reproduction (from Step VII), therefore enabling them to identify any differences between the correct TL prosody and the mistakes made in their written reproduction.

Figure 1. The Consecutive Interpreting Approach



3. Method

3.1 Purpose of the present study

This study was motivated by the research described in Iizuka and Nagahashi (2013). The original experiment was replicated because its conclusions were difficult to generalize, as (a) the participants were all students at the same upper secondary school, (b) the number of students was very small: 39 and 36 students in the 1st and 3rd year, respectively, and (c) the research was carried out in a language laboratory. Therefore, the present study investigated the following three research questions (RQs):

- (1) Will the instructional approach bring about the same effects regarding students' written reproduction as in the previous research?
- (2) Will the approach work in a large university English class with approximately 100 students?
- (3) Will the approach function in a normal classroom without the L.L. equipment used in the

previous research?

3.2 Participants

Our institute accepts 105 students annually. As a requirement for graduation, students must choose at least one foreign language class from among English, Spanish, and Chinese. These language classes are open to first- and second-year students, and this year all the first-year students took the English class known as “Basic English”. This is held once a week, 14 times during the first semester. We also provide medical English classes called “Medical English Communication” and “Medical English” as electives. This experiment was implemented in the Basic English class with 105 enrolled students.

3.3 Assessment of students’ language ability

Prior to this study, the overall language ability of the 105 subjects was assessed using a Test of English for International Communication (TOEIC) practice test. A sample of items (28 listening and 25 reading questions) was used to make a shorter version of the test, without changing the test format.

The listening test results are shown in Table 3. The mean score for the 28 questions (1 point per question) was 14.50, giving a correct response rate of 51.79%. Similarly, the reading test results in Table 4 reveal an average of 9.39 points for 25 questions (1 point per question), giving an average correct response rate of 37.56%. The overall correct response rate for listening and reading test combined was 44.68%, which approximates to a TOEIC score of 442 points out of 990. Taking into account the 2011 national average TOEIC IP score of 447 (IIBC, 2012), the subjects’ English proficiency would be considered just about the same as that of the average university students in Japan.

Table 3. Listening test results

N	Min	Max	Mean	SD
101	7	23	14.50	3.74

Results from 28 questions

Table 4. Reading test results

N	Min	Max	Mean	SD
103	2	16	9.39	2.85

Results from 25 questions

3.4 Procedures followed in each class

The Consecutive Interpreting Approach was used over a period of 14 weeks (once per week) with

the first two lessons assigned to clarify how the instruction method works by explaining its theoretical background.

With every new chapter in the textbook, the lesson began with Step III (TL Analysis), in which the texts were explained so that students fully understood the contents, including new words, their pronunciation, and the grammar used in the passages. This step was crucial because it formed the basis for the following activities.

Next, students engaged in Step IV (Parallel Reading and Shadowing). The audio recording was played, and the students were instructed to do both parallel reading and shadowing. This was repeated several times until the students were able to precisely mimic the voice patterns without looking at the textbook.

Many of the students found Step V (Listening and Note-taking) too challenging and were unable to produce effective notes for reproduction. After several failed attempts, the author decided to create notes for them. Table 5 provides an example of the text along with the corresponding notes.

Table 5. An example of the text and its corresponding notes

1. Hi, Toshi. Long time no see. How is everything going? 2. Hi, Amy. I've been here just over a month now but I still feel confused about some things. 3. Like what? Maybe I can help answer your questions. 4. Well, my sociology professor wants me to write a paper in APA style and I'm not sure what that means.			
1. H, T. 久 どう？	2. H, A. → ここ jt ↑1月 bt 未 感困 s. ths	3. 例？ かも 助 答 yQs	4. M 社 prof 欲 me 書 pp in APA & ×分 何意

These notes were shown as a PowerPoint (PPT) slide on the screen, and the explanation of which letter corresponds to which part of the text was provided.

Step VI (Oral Reproduction both in L1 and L2) was the main activity of the class. Oral reproduction training was carried out for the entire class as they looked at the PPT slide. First, the author demonstrated reproducing the text in L2, sentence by sentence, and then had students repeat it. After all of the students were correctly able to repeat the text in L2, they worked in pairs, verbally reproducing the English alternately. From time to time, the author asked some of the students to perform their oral reproduction in front of the class.

As it would be unreasonable to expect an improvement in students' verbal skills after only 14 lessons, an assignment was given each week throughout the entire semester. The students were instructed to come to each class, fully prepared for Step VI (Oral Reproduction both in L1 and L2). In addition, the students were expected to practice Step VII (Written reproduction in L2), Step VIII (Comparison between TL and IL via Parallel Reading), and Step II (Listening and Shadowing) as preparation for the next lesson. Thus, the subsequent classes began with Step VI, after which the entire procedure detailed above was repeated while the class progressed with the textbook. The students were assessed based on their performances in Steps VI and VII with the author examining the extent and accuracy of students' reproductions. With students' permission, Step VI was video recorded in Medical English Communication class using this approach, and uploaded on YouTube at: <http://youtu.be/ZdPh15RUqbI>.

3.5 Data collection

After implementing the approach in 12 lessons, a new TL passage and its mp3 sound file were distributed to class to investigate the effects on writing using this approach. The passage and its corresponding notes used in the data collection are included as Appendix 1. Students were expected to come to the class with preparation for Step VI (Oral reproduction both in L1 and L2) presentation. Then, in class, Step VII (Written reproduction in L2) was carried out instead, to assess how the oral practice influences their writing skills. A worksheet (Appendix 2) for Step VII was given to students and they were instructed to write down what they were able to reproduce orally by looking at the keywords. In order to grasp their overall reproduction rates and to extract their IL trends, the author devised an evaluation sheet that is included as Appendix 3.

As shown in the evaluation sheet, the students' written reproductions were verified against the TL and they were scored on four evaluation criteria: (○) the number of perfectly matching words (perfect match), (Δ) the number of typos or spelling mistakes, (×) the number of irrelevant words, (?) the number of words that students cannot evaluate by themselves.

In addition, an optional survey, a part of our Faculty Development initiative, was distributed to review this instructional approach from the students' perspectives.

4. Results

4.1 Reproduction

Table 6 is the descriptive statistics for the perfect match reproduction rates that are extracted from Step VII (Written reproduction in L2). Overall, the students proactively wrote out the English text with the mean value reaching 82.33%, meaning that 96 students in the class understood much of the content learned and succeeded in reproducing 82.33% of the text perfectly.

Table 6. Perfect match reproduction rates

N	Min	Max	Mean	SD
96	11.40	100.00	82.33%	21.17

Figure 2 shows the perfect match reproduction rate and the number of words contained per sentence. As observed in Figure 2, the reproduction rate displayed a decreasing trend, especially after sentence 5 where a total number of words exceeded 80. Still, they managed to reproduce over 75% of the words precisely even after sentence 6.

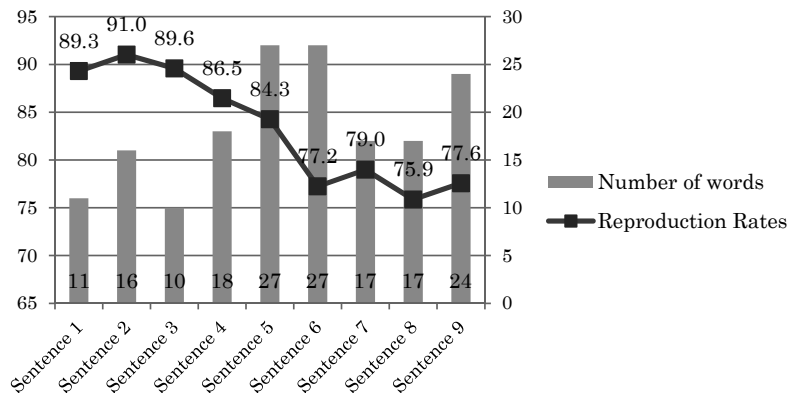


Figure 2. The perfect match reproduction rate and the number of words contained per sentence

4.2 Survey results

The survey used a 4-point scale, where: 4 = very true, 3 = true, 2 = somewhat true, and 1 = not true. Table 7 presents the evaluation items along with the statistical analysis of the responses. As observed in the Table, the overall mean value reached 3.80 out of 4.00. Figure 4 is a radar chart based on the mean scores for this survey. The students' comments regarding how they perceived this approach are also listed in Appendix 4; these comments are translated into English in section 5.2 below.

Table 7. Evaluation items and their statistical analysis

	N	Min	Max	Mean	SD
Item 1. The gist of the lesson was easy to understand.	94	2.00	4.00	3.77	.45
Item 2. The textbook and teaching materials were easy to follow.	94	2.00	4.00	3.79	.44
Item 3. The voice of the instructor was clear.	94	2.00	4.00	3.83	.41
Item 4. The lesson raised my motivation and interest.	94	2.00	4.00	3.81	.45

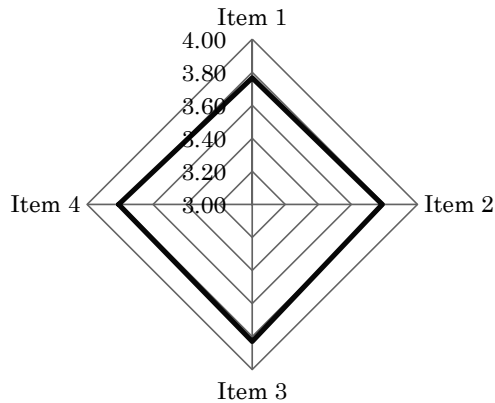


Figure 4. Mean score radar chart for the survey

5. Discussion

5.1 Reproduction

Initially, the author had expected that the students would produce different varieties of English in Step VII (Written reproduction in L2), but in reality, after practicing shadowing and reproduction numerous times, the English they wrote out became almost identical to the TL, which resulted in the high ratio of perfect match reproduction rates. However, this should not be regarded as a negative effect because, regardless of the fact that their reproduced English being almost the same as the TL, students are accumulating phonetic or syntactic items orally through this approach and this should serve as the foundation for verbal communication skills.

One note of caution lies in the sharp drop observed in sentence 6 reproduction rate as indicated in Figure 3. In order to investigate its causes, the students’ IL has to be analyzed. The sentence is comprised of 27 words and is among the longest in the TL. Table 8 presents samples of typos or spelling mistakes (Δ), irrelevant words (×), and words that students cannot evaluate by themselves (?). They are extracted from the evaluation sheet (Appendix 3).

Table 8. Samples of students’ ILs in sentence 6

Typos or spelling mistakes (Δ)	Irrelevant words (×)	Words impossible to evaluate (?)
remote → remort a handful of <u>times</u> → time intimidating → imtimding / intiming	my parents separated → my parents <u>was</u> separated → my parents <u>is seprating</u> a handful of times → a <u>piece</u> of time	After the age of five → after <u>at</u> the age of five I saw him → I <u>met</u> him when I did → when at the time a handful of times

intimidating intimidated handful → hundfull my parents → <u>parent</u> pearent separated → sepalated	→ a handful piece of time → <u>a</u> only handful of times after the age of five → after the age of <u>time</u>	→ a handful times → a handful of the times When my parents separated → when my parents separating
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From this qualitative point of view, it is noted that reproduction was difficult for words with spelling characteristics that differed from the phonological habits of the mother tongue such as ‘separated’ and ‘remote,’ or for a word like ‘intimidating’ that consists of more than four syllables. With the exception of students confusing some content words and writing them out incorrectly, most of these errors involved with function words and local expressions, so the results did not impair an overall understanding of meaning. It should be noted that the same IL trends were observed in the prior research; thus, the language items should be identified as ones that are difficult for EFL students to learn.

Furthermore, attention should be given to the number of words treated in each session. As displayed in Figure 2, a decrease was observed in the reproduction rate when the number of words exceeded 80. Adjusting the amount of TL in view of the proficiency of students and promoting satisfactory performance through splitting up the content into several parts may contribute to sustaining students’ drive to learn. Given the results of both the prior and current studies, the ideal number of words treated with this instructional approach should be about 80 to 100, which can be adjusted according to students’ proficiency levels.

5.2 Survey

As observed in Table 7, the overall mean value reached 3.80 out of 4.00, which indicates that the majority of students felt quite positively about the instruction method based on this approach. Below are some of the encouraging comments that the author received (Appendix 4).

“It was the first time for me to speak English by looking at notes or diagrams. I achieved a sense of creating English in my mind. Thank you, the class was a lot of fun.”

“Mr. Iizuka’s approach helped improve my pronunciation and fluency, which raised my interest toward English even more.”

“So far, all my English classes were centered on reading and writing and I rarely had opportunities to speak English. For the first time, I had a sense of achievement that I really learned English because I spoke a lot and had enough exposure to real English. I loved your English class. Thank you.”

“I didn’t expect too much from “English class” since our university is a medical one. However,

Mr. Iizuka's English class was quite interesting and rewarding. As I kept on speaking English, I realized that I was actually acquiring speaking skills."

"I had lots of opportunities to speak English in the class. It was good because I was able to practice making a presentation in front of other students."

"The class was a lot of fun. It was my first time to actually feel that English class was interesting."

6. Conclusion

This paper focused on the Consecutive Interpreting Approach and examined how its verbal input and output practices had an effect on L2 written reproduction. From a quantitative point of view, 96 students succeeded in accurately writing out 82.33% of the TL consisting of 167 words, which was an extremely high level of achievement. In the previous study, the perfect match reproduction rates were only 69.7% and 51.4% for the 1st and 3rd year high school students, respectively. Hence, the answers to the RQs 1 and 3 are yes.

As shown in the survey results, the mean class satisfaction score was 3.80 out of 4.00, which also supports as a positive answer to RQ 2.

The major issue with this instructional approach is the students' strict adherence to the SL, as stated in section 5.1. Therefore, as a subsequent stage, it would be preferable for instructors to seek out activities that elicit more voluntary output from students. For example, by switching from language reproduction, which was at the core of the approach, to summarization activities, it should be possible to expand the breadth of language utilization, such as the control and reorganization of learned expressions. At the same time, by having students add comments and opinions related to the text, their creative capacity can be increased naturally.

Furthermore, using the consecutive interpreting notes as prompts may provide helpful aids for high-level linguistic activities such as improvised speeches or debates. Whichever development activities are pursued, it is crucial to gradually increase students' creative capacity while considering their language abilities, and not to force them to suddenly develop perfect self-expression.

The suggestions made in this study should assist in developing a new instruction method that incorporates the four key linguistic areas - listening, speaking, reading and writing - and provide useful insights for language teachers who wish to incorporate interpreting and interpreter training into their classes.

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Appendix 1. The passage and its corresponding notes used for data collection

1. Growing up as John Lennon’s son has been a rocky path. 2. All my life I’ve had people coming up to me saying ‘I loved your Dad’. 3. I always have very mixed feelings when I hear this. 4. I know that Dad was an idol to millions who grew up loving his music and his ideals. 5. But to me he wasn’t a musician or a peace icon, he was the father I loved and who let me down in so many ways. 6. After the age of five, when my parents separated, I saw him only a handful of times, and when I did he was often remote and intimidating. 7. I grew up longing for more contact with him but felt rejected and unimportant in his life. 8. Dad was a great talent, a remarkable man who stood for peace and love in the world. 9. But at the same time he found it very hard to show any peace and love to his first family — my mother and me.

<p>1. 育 JL 子 險 道</p>	<p>2. →生 持 人々←言  Dad</p>	<p>3. I alw 持 m.feel 聞</p>	<p>4. I 知 D id to mil. (育  音 理)</p>	<p>5. Bt →me D ×mus ×平 ic D 父 (I  me↓ 多)</p>
<p>6. Aft 5, 親 別 I 会 D 一握 時 D oft 離 怖</p>	<p>7. I 育 望 cont w/D bt 感 拒 ×imp D’生</p>	<p>8. D 偉才 特 男 (立 平 愛 世)</p>	<p>9. Bt 同 D 分 困 示 安 愛 To 初家 母 me</p>	

Appendix 2. Worksheet for Step VII (Written reproduction in L2)

Foreword by Julian Lennon

①~⑧までの英文を reproduce しなさい。

① 育 子 懐 道	② 一生 持 人々へ言 つた Dad	③ I Alw 持 ra. feel 期	④ I 知 D id to mil. (育 音 理)	⑤ But →me D ×mus ×平に D 父 I me i 多
⑨ AR 5, 親 別 I 会 D 一程 時 D soft 離 悔	⑩ I 育 望 cont w/D bt 感 拒 ×imp D'生	⑪ D 保才 持 男 位 平 委 我)	⑫ But 同 D 分 因 示 安 交 To 初家 母 me	

⑨ But at the same time
he found it very hard
to show any peace and
love to his first family
— my mother and me.

- ① Growing up as John Lennon's son
has been a rocky path.
- ② All my life I've had people coming
up to me saying, I loved your Dad
- ③ I always have very mixed feelings
when I hear this.
- ④ I know that he was an idol to
millions who grew up loving his
music and his ideals.
- ⑤ But to me he wasn't a musician
or a peace icon, he was the
father I loved and who let me
down in so many ways.
- ⑥ After the age of five, when
my parents separated, I saw
him only a handful of time,
when I did, he was often
remote and intimidating.
- ⑦ I grew up longing for more
contact with him, but felt
rejected and unimportant in
his life.
- ⑧ Dad was a great talent,
remarkable man who stood for
peace and love in the world.

Appendix 3. Evaluation sheet

- ① リプロダクションで書き出すことのできた英文をオリジナル英文の下欄に入力しなさい。
- ② 上のテキスト本文と比較して、次のとおり赤ペンで各単語に印をつけ、採点しなさい。

○...上のテキストと完全に一致している単語
 ▲...元の単語が推測できそうな、惜しい／小さなつづり間違いのある単語
 ×...完全に意味のおおらない単語（書き出せなかった単語はカウントしない）
 ?...▲か×で、判断の難しい単語（該当の単語にはマーカーを引いておくこと）

	Sentences	○	▲	×	?
①	Growing up as John Lennon’s son has been a rocky path.	11			
②	All my life I’ve had people coming up to me saying ‘I loved your Dad’.	16			
③	I always have very mixed feelings when I hear this.	10			
④	I know that Dad was an idol to millions who grew up loving his music and his ideals.	18			
⑤	But to me he wasn’t a musician or a peace icon, he was the father I loved and who let me down in so many ways.	27			
⑥	After the age of five, when my parents separated, I saw him only a handful of times, and when I did he was often remote and intimidating.	27			
⑦	I grew up longing for more contact with him but felt rejected and unimportant in his life.	17			
⑧	Dad was a great talent, a remarkable man who stood for peace and love in the world.	17			
⑨	But at the same time he found it very hard to show any peace and love to his first family — my mother and me.	24			

Appendix 4. Comments from the students

四ヶ月で話せる英語の授業は初めてで、自分の頭の中で"英語を話す"の感覚があった。

授業、楽しかったぞ！ ありがとうございまして。

先生の教育方針に従って受けていたから、少しは発音が良くなり、耳にスラスラ聞こえるようになったと思う。英語がさらに好きになった。

今まで英語の授業は、読み書きばかりで、英語を話すことは殆どありませんでした。なのでこの授業でたくさん話して、たくさん生の英語に触れることができて、今までで一番、「英語を学んだ！」と思うことができました。先生の授業、とても好きです。ありがとうございまして。

医療系大学なので英語の授業はあまり期待していませんでしたが、飯塚先生の授業は為になる楽しい授業でした。話していくうちに英語が身についていくことを実感しました。

英語を話す機会がたくさんもてた。

プレゼンテーションをして、人前で話すことの練習ができて良かった。

楽しい楽しい授業でした。英語の授業が楽しいと初めて思いました。