

Promoting L2 Learning through Spoken Rehearsal and Speech in University English Classrooms

Mutsuko NAGASAKI

Ehime University

1. Introduction

1.1. Background of the Study

As communicative language teaching became mainstream since the 1980s, second language (L2) learners have increased opportunities to receive input and produce output. One may assume that L2 classrooms where learners use a target language for communication inevitably create many opportunities for both input and output. Furthermore, many scholars supported the significant roles of input and output in L2 acquisition (e. g., Swain, 1995; Gass, 1997; Ellis, 2008).

L2 input and output opportunities seem to be more available in modern Japanese English classrooms. This is because both secondary and tertiary English curriculums have focused on fostering learners' communication abilities as their main objective¹⁾ since the early 1990s. However, a big challenge for English teachers in Japan is how to increase input and output opportunities outside classrooms, as such opportunities to use English are greatly lacking in daily life. Chances to speak are especially rare due to difficulties in finding interlocutors outside classrooms.

How can we then increase opportunities for students to speak English outside of the classrooms? The present study attempted to increase them by combining spoken (oral) rehearsals²⁾ at home with speeches in class. Twenty first-year university students were required to give eight speeches in an English class and to orally rehearse for the speeches at home. Since students can complete spoken rehearsals on their own, this task is expected to be a useful method for increasing output opportunities outside classroom. The study aimed to reveal the nature of outcomes that spoken rehearsals have.

2. Why is Rehearsal Important ?

From the perspective of the output hypothesis (Swain, 1995), the present study assumes that repeated spoken rehearsals are effective for L2 learning because output helps learners notice their linguistic problems. As one of the output functions, Swain states that "the activity of producing the target language may prompt second language learners to consciously recognize some of their linguistic problems; it may make them aware of something they need to find out about their L2 (p.129)." The significant role noticing plays in learning is also supported by most research in cognitive psychology and L2 acquisition (e. g., Robinson, 1995; Schmidt, 2001).

However, do spoken rehearsals actually promote noticing and L2 learning? Nagasaki's (2012) pilot study showed the technique's prospective role, where a female participant engaged in 74 spoken rehearsals regarding 58 topics during a 14-week data collection period. Every week, the participant gave a speech on a topic, which the researcher selects from the topics she had rehearsed at home. Then, 12 speeches and 20 rehearsals were selected, transcribed, and used for analysis. The study's results report that the participant noticed 74 linguistic problems while engaging in 20 spoken rehearsals. Furthermore, 60.8% of her linguistic problems were correctly solved by using a dictionary or thinking on her own, and 75.6% of these corrections were then correctly used in the speeches. This pilot study was able to demonstrate that individual spoken rehearsals facilitate learners' noticing, self-correction, and L2 learning.

Since spoken rehearsals require learners to instantly think of their speech content and then orally practice without any written scripts, this technique can be regarded as a challenging task. Furthermore, the student in the pilot study volunteered to be a

participant; thus, she may have been committed to spoken rehearsals. If so, the question whether spoken rehearsals actually work in L2 classrooms is raised. The present study aims to examine how implementing spoken rehearsals in L2 classrooms work as well as whether they can promote learners' L2 learning.

3. The Study

3. 1. Research Questions

Three research questions were generated in the present study to explore the previously discussed points.

RQ 1 : Do learners engage in as many spoken rehearsals as they are required to do ?

RQ 2 : Do spoken rehearsals promote learners' noticing, self-modification, and L2 learning ?

RQ 3 : Do learners think they benefit from spoken rehearsals and speeches ?

3. 2. Participants

The study's participants were 20 Japanese first-year students from a compulsory English speaking class at a national university in Japan. They were from the Humanities department; 14 were female students and 6 were male. The students took the TOEIC-Bridge test a day before Week 8's lesson (Table 1), and their mean scores were 144.8³⁾. The 90-minute lessons were held once a week, which totaled 15 classes over three and a half months. The class was taught by the researcher of this study.

3. 3. Implementing Rehearsal and Speech in Class

As Table 1 shows, the students were required to give eight different speeches during the course. The topic of each speech was related to the previous week's content. At the beginning, 20 minutes of eight lessons were used for the speech activity; in small groups, each student took turns and gave an unscripted speech. They were also asked to evaluate their group members' performances based on five aspects: (1) vocabulary and expressions; (2) pronunciation, rhythm, and intonation; (3) fluency; (4) content and structure; and (5) grammar.

At home, students were required to orally rehearse for a speech at least five times and record them with an IC recorder. They were told not to write down a script prior to their rehearsal. Immediately following the rehearsal, students wrote down any problems they

Table 1
Data Collection and Class Schedule

	Class	Home
Week 1	Class Orientation Unit 1: Meeting People	
Week 2	Pretest, Unit 2: Let's Chat	
Week 3	Rehearsal Orientation Unit 3: Hometown	Rehearsal: Hometown
Week 4	Speech 1: Hometown Unit 4: Favorite Things	Rehearsal: Favorite Things
Week 5	Speech 2: Favorite Things Unit 5: Daily Life	Rehearsal: Daily Life
Week 6	Speech 3: Daily Life Unit 6: Memorable Event	Rehearsal: Memorable Event
Week 7	Speech 4: Memorable Event Unit 10: Talking on the Phone	
Week 8	Unit 7: Review	
Week 9	Unit 8: Traveling	Rehearsal: Traveling
Week 10	Speech 5: Traveling Unit 9: Movies	Rehearsal: Movies
Week 11	Speech 6: Movies Unit 11: Opinions 1	Rehearsal: Opinions 1
Week 12	Speech 7: Opinions 1 Unit 12: Opinions 2	Rehearsal: Opinions 2
Week 13	Speech 8: Opinions about 2 Unit 13: Suggestions	
Week 14	Posttest, Survey, Review	
Week 15	Final Test	

noticed or questioned regarding the above five aspects in the note-taking files provided. If they found answers for their problems by checking resources (e. g., dictionaries or reference books), they were also asked to write them down. Finally, students were encouraged to listen to their recorded rehearsals and write down any additional problems they notice in the same files.

Students received orientation on how to rehearse using an IC recorder and to take notes in the notebooks in Week 2. Rehearsing at least 5 times for each speech was set as the class assignment. Points were given corresponding to the frequency of rehearsals, up to 5 rehearsals per speech.

3. 4. Survey

An anonymous survey was conducted online in Week 14 to examine how students felt about their rehearsal and speech experiences. The 14-question survey includes both a five-point Likert scale and open-ended questions (See Appendix).

4. Analysis

To answer the first research question, all IC recorders and note-taking files were collected; the rehearsal frequency was tabulated based on both data

sets.

As for the second research question, the process-product approach was adopted. In this approach, if linguistic problems learners could solve through scaffolding were later self-generated, they are regarded as evidence of learning (e.g., Donato, 1994; Storch 2002).

The process-product approach is also useful to the present study for investigating whether spoken rehearsals lead to L2 learning. As Figure 1 shows, this study assumes the technique promotes L2 learning if the data is able to demonstrate that spoken rehearsals facilitate students' ability to (1) notice their linguistic problems, (2) to correctly modify the problems, and (3) to correctly use the modified problems in their in-class speeches.

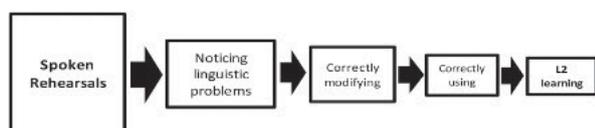


Figure 1
How spoken rehearsals contribute to L2 learning

Three steps were taken to elicit evidence of L2 learning. First, all the note-taking files were collected and the number of linguistic problems students wrote down on the five aspects (i.e., vocabulary, pronunciation, fluency, content, and grammar) was counted as a noticed problem (NP)⁴. Table 2 shows examples of NPs from each aspect.

Second, as Table 2 shows, only the NPs that were specifically written on three aspects (i.e., vocabulary, pronunciation, and grammar) were divided into three categories, namely (A) specific and solved problems, (B) specific and unsolved problems, (C) unspecific problems. NPs in fluency and content were not divided into the three categories because most problems here were too general to be categorized⁵. As examples in (A) of Table 2 shows, if students wrote answers for their NPs, they were regarded as solved NPs (=SNPs).

Third, only the problems in category (A) were further used to analyze whether they were correctly solved and whether they were correctly incorporated in students' speech. The researcher of this study and a native English speaker judged this data separately. An initial inter-rater agreement of 93.1% was established; the two parties then discussed areas they judged differently and later reached 100% agreement.

As for the third research question, the results of the survey were analyzed.

Table 2
Examples of Noticed Problems (NPs) in the Target Five Aspects

Vocabulary	<p>【A: specific & solved】 Specific problems were written and solved. [e.g., “夜景 a night view”]</p> <p>【B: specific & unsolved】 Specific problems were written but not solved. [e.g., Only Japanese words were written without any English words for them.]</p> <p>【C: unspecific】 Not clear enough to decipher which specific problem was described. [e.g., “I used the same words repeatedly.” / “I can't use the words appropriately.”]</p>
Pronunciation	<p>【A: specific & solved】 Specific problems were written and solved. [e.g., bicycle [báisikl] / planetárium]</p> <p>【B: specific & unsolved】 Specific problems were written but not solved. [e.g., Only English words were written without any phonetic symbols or any solutions.]</p> <p>【C: unspecific】 Not clear enough to decipher which specific problem was described. [e.g., “Rhythm is not good” / “My pronunciation sounds like Japanese.”]</p>
Grammar	<p>【A: specific & solved】 Specific problems were written and solved. [e.g., “When I was talking about a plural noun, I used there <i>is</i>. It should be there <i>are</i>”]</p> <p>【B: specific & unsolved】 Specific problems were written but not solved. [e.g., Only questions were written without any solution.]</p> <p>【C: unspecific】 Not clear enough to decipher which specific problem was described. [e.g., “I have to be careful with tense.” / “I can't use conjunctions appropriately.”]</p>
Fluency	<p>【comments】 Comments regarding fluency were written. [e.g., “I was talking very slowly.” / “I often got stuck.”]</p>
Content & Structure	<p>【comments】 Comments regarding content and structure were written. [e.g., “I should make the content richer.” / “I should explain about each person in details.” / “I need to make a clearer outline.”]</p>
Ambiguous or Unrelated	<p>【ambiguous】 [e.g., comments like “so-so” / “not good” / “okay” / “difficult”]</p> <p>【unrelated】 [e.g., comments like “I failed to record my rehearsal.” / “I'm tired.”]</p>

Note. Italics were parts that were translated from Japanese to English.

5. Results

5.1 RQ1: Do learners engage in as many spoken rehearsals as they are required to do?

Table 3 shows frequencies and proportions of student rehearsals. The mean rehearsal frequency was 32.2 times. Since students were required to give a speech eight times in class and to orally rehearse at least five times per speech at home, students were supposed to give 40 or more spoken rehearsals during the course. Therefore, the students completed 80% of their required assignment.

As seen in Figure 2, 10 students (50%) engaged in more than 40 rehearsals, however 4 students (20%) attempted less than 20 rehearsals. The maximum

Table 3
Frequencies and Proportions of Rehearsals

	n	%	M	SD
Topic 1	108	16.8	5.4	2.6
Topic 2	88	13.7	4.4	1.5
Topic 3	80	12.4	4.0	2.0
Topic 4	77	12.0	3.6	2.2
Topic 5	69	10.7	3.5	2.3
Topic 6	67	10.4	3.4	2.3
Topic 7	74	11.5	3.7	2.3
Topic 8	81	12.6	4.1	2.1
Total	644	100.0	32.2	13.1

Note. M = mean, SD = standard deviation

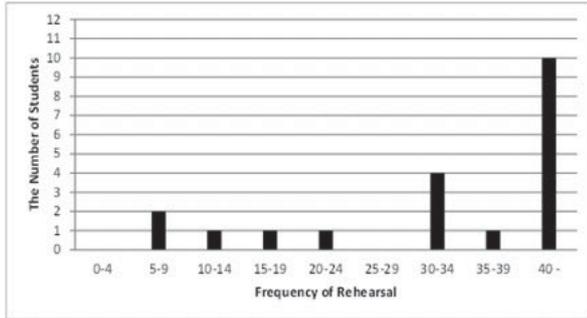


Figure 2
Numbers of Students and Rehearsal Frequencies

rehearsal frequency was 52, while minimum was 5.

5.2 RQ2: Do spoken rehearsals promote learners' noticing, self-modification, and L2 learning?

The analysis of students' note-taking files found 1,176 noticed problems (NPs) during their rehearsals, which resulted in 59 NPs per student (Table 4). With regard to NPs while listening to their own recorded rehearsals (Table 5)⁶, the study identified 268 NPs.

Table 4
Frequencies and Proportions of NPs

	n	%	M	SD
Vocabulary	417	35.5	20.9	18.6
Pronunciation	167	14.2	8.4	8.7
Fluency	173	14.7	8.7	6.7
Content	264	22.4	13.2	8.2
Grammar	155	13.2	7.8	8.0
Total	1176	100.0	59	43.2

Note. NPs = Noticed Problems, M = mean, SD = standard deviation

Table 5
Frequencies and Proportions of NPs while Listening to Rehearsals

	n	%	M	SD
Vocabulary	35	13.1	1.8	1.9
Pronunciation	43	16.0	2.3	2.6
Fluency	59	22.0	3.0	3.7
Content	106	39.6	5.3	4.6
Grammar	25	9.3	1.3	1.9
Total	268	100.0	13.4	10.0

Note. NPs = Noticed Problems, M = mean, SD = standard deviation

Table 6
Frequencies and Proportions of SNPs

	specific NPs	SNPs	%
Vocabulary	325	320	98.5
Pronunciation	32	26	81.3
Grammar	92	72	78.3
Listening (V,P,G)	21	19	90.5
Total	470	437	93.0

Note. SNP = Solved Noticed Problem, NP = Noticed Problem, V = Vocabulary, P = Pronunciation, G = Grammar / Listening (V, P, G) shows the total number of additional specific NPs in the three aspects, which the students noticed while listening to their own rehearsals.

More specifically, each student noticed an average of 13.4 NPs while listening to their own rehearsals.

There was a strong correlation between the frequency of rehearsals and NPs ($r=0.747$). Pearson r was significant at $p<.01$.

As Table 6 shows, among all the NPs, 470 problems were specifically written in the note-taking files. Out of the 470 specific NPs, students solved 437 NPs (93.0%). These SNPs can be broken down into 320 vocabulary-SNPs, 26 pronunciation-SNPs, 72 grammar-SNPs, and 19 while-listening-SNPs⁷.

The study further examined how students solved these SNPs. However, since there were so many vocabulary-SNPs, only 20% (64) were randomly selected for this analysis. Thus, a total of 181 SNPs were further analyzed. As Table 7 shows, 167 (92.3%) were correctly solved, while 14 (7.7%) were incorrectly solved.

The study also found that among 167 correctly solved noticed problems (CSNPs), 109 (65.3%) were also correctly used in speech; 12 (7.2%) were incorrectly used; and 46 (27.5%) were not used. Concerning 14 incorrectly solved noticed problems (ISNPs), none of them (0%) were correctly used; 12 (85.7%) were incorrectly used; and 2 (14.3%) were not used.

5.3 RQ3: Do learners think they benefit from spoken rehearsals and speeches?

Table 8 shows the results of the 8 questions that used a five-point Likert type scale. The highest scale, 5 means that the students strongly agree with the statements, while the lowest scale, 1 means that they strongly disagree with them (see Appendix). Cronbach alpha internal consistency reliability was a value of .780. A mean value of Question 1 was the highest ($M=4.00$). Means of Questions 2 and 6 were 3.35, and the others were between 3.50 and 4.00.

Table 9 shows the summary of comments written in

Table 7
Correct or Incorrect Use of CSNPs and ISNPs in Speech

At the rehearsal stage	At the speech stage	Vocabulary		Pronunciation		Grammar		While listening		Total	
		n	%	n	%	n	%	n	%	n	%
Correctly solved (n=167, 92.3%)	Correctly used	44	72.1	9	34.6	41	66.1	15	83.3	109	65.3
	Incorrectly used	3	4.9	7	26.9	2	3.2	0	0	12	7.2
	Not used	14	23.0	10	38.5	19	30.7	3	16.7	46	27.5
Total		61	100	26	100	62	100	18	100	167	100
Incorrectly solved (n=181, 100%)	Correctly used	0	0	0	0	0	0	0	0	0	0
	Incorrectly used	2	66.7	0	0	9	90.0	1	100	12	85.7
	Not used	1	33.3	0	0	1	10.0	0	0	2	14.3
Total		3	100	0	0	10	100	1	100	14	100

Note. SNP = Solved Noticed Problem, CSNP = Correctly Solved Noticed Problem, ISNP = Incorrectly Solved Noticed Problem

Table 8
Results of the Rehearsal and Speech Survey

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
M	4.00	3.35	3.59	3.94	3.82	3.35	3.59	3.76	3.88
SD	0.50	0.70	0.71	0.75	0.64	0.70	0.51	0.66	0.99

Table 9
Summary of Comments in the Rehearsal and Speech Survey

Q7 (2) (9 answered) [improved speaking ability (n=7)] • I think recording encouraged us not to make pauses. So it helped me to improve my fluency. [obtained speaking opportunities (n=2)] • <u>I have almost no opportunity to express my opinions and thoughts in English in my daily life.</u> So I think doing the rehearsal assignment gave me good opportunities to use English.
Q8 (2) (10 answered) [promoted noticing (n=10)] • I could know what I am poor at and what errors I often make. I think I would have not realized them if I hadn't listened to my recordings.
Q9 (2) (11 answered) [want to improve speaking or to give a good speech in class (n=10)] • At first, I rehearsed because it was the class assignment. But <u>having tried once made me think that it was a good opportunity to improve my English.</u> [others (n=1)]
Q9 (3) (1 answered) • I had plenty of time to work on rehearsals, but I was lazy. Since I am not good at speaking English, I hesitated to actively engage in this assignment.
Q10 (9 answered) [improved speech (n=2)] • Because I had to practice many times, the more I practiced, the richer the content of my speech became. [obtained speaking opportunities (n=1)] • <u>I rarely had opportunities to speak English before,</u> but thanks to this activity, I could become accustomed to speaking in English. [promoted noticing (n=2)] • Listening to my English objectively made me notice what I am not good at. [others (n=4)]
Q11 (2 answered) • I felt lonely when I rehearsed at home alone. I wanted to have a partner who listens to my rehearsal.
Q12 (10 answered) [improved my speech or got used to giving speeches (n=2)] • Rehearsing alone at home wouldn't have improved my ability to convey my thoughts and ideas to others. But giving a speech in front of others in class did improve this. [advantages in speaking in front of classmates (n=3)] • We could talk with group members during the speeches in class. It was a good practice because I had to answer the questions from them after my speech. [advantages in listening to classmates' speeches (n=2)] • Listening to my classmates' speech made me realize that what I couldn't do well. It helped me improve my speech. [Others] (n=3)

Q13 (2 answered) • It might be better if we have a chance to speak in front of more people.

Q14 (2 answered) • It was a challenging assignment, but thanks to it, I am now able to give speeches in front of others.

Note. All the comments were translated into English.

No comments were written in 7(3) and 8(3).

the open-ended questions of the survey (see Appendix). The comments written in each question were grouped according to its content, and the title that summarizes the opinions of the group is given in square brackets. A representative opinion was then presented.

6. Discussion and Conclusion

For the first research question, it appears that about 80% of the required assignment was completed on average (Table 3). However, 50% of the students met the minimum requirement for task completion (Figure 2). The assignment was challenging for the students because they rarely had opportunities to speak in English outside classroom prior to this task, as indicated by the survey comments (see underlined comments in Q7 (2) and Q10 in Table 9). Considering this, it is reasonable to conclude that the result was satisfactory because the half of the students met the rehearsal requirement.

The reason why some students actively engaged in spoken rehearsals can be explained by how they thought the task helped them improve their speaking abilities. As the underlined comments in 9(2) of Table 9 show, almost all of the students who actively engaged in rehearsals stated that they did so to improve their speaking abilities or to give good speeches in class.

On the other hand, 20% of the students did less than half of the required rehearsals (Figure 2). Even though repeated spoken rehearsals were required and

points were given according to the frequency of a rehearsal, these conditions did not motivate these students enough to engage in rehearsals.

Overall, it appears that students' motivation to become better speakers encouraged them to engage in rehearsals more than the fact the tasks were assigned to the student.

For the second research question, it seems that spoken rehearsals promoted students' self-learning. The results showed that (1) each student noticed an average of 59 NPs through spoken rehearsals over eight speeches; (2) students correctly solved 92.3% of 181 SNPs; and (3) out of 167 CSNPs, 65.3% of them were also correctly used in students' speech. That is to say, the data support the L2 learning process in Figure 1, namely that spoken rehearsals facilitated students' ability to notice their linguistic problems, to modify the problems correctly, and to use them correctly in their later performance.

From the pedagogical point of view, the results indicate two important implications for L2 classrooms. First, the study found that the CSNPs occurring while students were listening to their rehearsal were most correctly used in their speech (83.3%, Table 7). It can be said that listening to their own output promotes students' noticing, self-modification, and L2 learning even more than just producing output. Therefore, it is important for teachers to encourage learners to reflect on their oral output by recording and listening to it.

Second, the study found that the students' incorrectly solved noticed problems (ISNPs) were also incorrectly used in their later performances. As Table 7 show, 85.7% of ISNPs were incorrectly used in students' speeches. Since the present study aimed to examine whether spoken rehearsals lead to self-learning, no feedback was given to the students in terms of their noticed problems. However, some instructional intervention or feedback might be crucial to further promote students' L2 learning.

Regarding the third research question, the students generally feel they benefited from spoken rehearsals and speeches. As Table 8 shows, the mean scores of all the rated questions were higher than 3.35. Among the five linguistic aspects, students seemed to think spoken rehearsals were most effective in improving their vocabulary. On the other hand, they considered that spoken rehearsals were the least effective in improving their pronunciation and grammar.

Interestingly, students' opinions about the effects of spoken rehearsals correspond to their actual performances at the rehearsal and speech stages. As Table 4 shows, repeated spoken rehearsals promoted the students' ability to notice their vocabulary problems the most (35.5%) among the five aspects. Furthermore, they encouraged students to correctly modify most of the vocabulary NPs during rehearsals and to correctly use 72.1% of them in the speech (Table 7). This percentage was the highest among the vocabulary, pronunciation, and grammar aspects.

In contrast, the study found that the proportion of students' pronunciation-NPs was the second lowest (14.2%), with grammar-NPs as the lowest (13.2%) among the five aspects. In addition, the proportion of correctly modified pronunciation-NPs and grammar-NPs as well as the proportion of correctly using them in speeches were lower than those of vocabulary-NPs (Table 7).

From the results above, it can be demonstrated that the more students notice the problems and modify/use the correct forms, the more likely students would feel that spoken rehearsals are effective in improving their L2.

In conclusion, the present study was able to successfully implement spoken rehearsals and speeches in L2 classrooms because as the data revealed that the tasks helped increase students' output opportunities outside classroom and promoted their self-learning. Although it was the first attempt to implement rehearsals and speeches in class, they appear promising. The research on spoken rehearsal and speech will be continued to further explore more effective ways of implementing them in classes to promote L2 learning.

Notes

- 1) Since 1989, junior high schools and high schools began focusing on fostering students' positive attitude toward communication as an objective. At the tertiary education, the JACET (The Japan Association of College English Teachers) handbook (1992) proposed that the primary objective of university English education should be to promote learners' communication abilities.
- 2) The study defines rehearsals as "performing a task in preparation for a demonstration of that task." This definition is close to that of Ellis's (2008). In the context investigating the effects of task planning on student performance, he indicates that "rehearsal entails providing learners with an opportunity to perform the task before the

'main performance' (p.492)."

- 3) According to the ETS (Educational Testing Service), 140 on the TOEIC Bridge test approximately equivalent to 395 on the TOEIC test: 150 on the former is equivalent to 479 on the latter.
- 4) Any noticed problems (NPs) or comments that were irrelevant to the five aspects were not included in the analysis. NPs that were repeatedly mentioned by a student in the rehearsals for the same speech would only be counted once.
- 5) Unspecific NPs (e.g., type C) and NPs in fluency and content were not used for these analyses. This is because they were too ambiguous for evaluating how they were solved during rehearsals as well as how they were used in speeches.
- 6) They were the NPs students did not notice while rehearsing but noticed for the first time when listening to their rehearsals.
- 7) SNPs here include the total number of additional specific NPs in the three aspects (i.e., vocabulary, pronunciation, and grammar), which they noticed while listening to their own rehearsal.

References

- Donato, R. (1994). Collective scaffolding in second language learning. In J. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp.33-56). Norwood, NJ: Ablex.
- Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
- Gass, S. (1997). *Input, interaction, and the second language learner*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Robinson, P. (1995). Attention, memory, and the "noticing" hypothesis. *Language Learning*, 45, 283-331.
- Schmidt, R. (2001). Attention. In P. Robinson (Ed.), *Cognition and second language Instruction* (pp.3-32). New York: Cambridge University Press.
- Storch, S. (2002). Patterns of interaction in ESL Pair Work. *Language Learning*, 52, 119-158.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp.125-144). Oxford: Oxford University Press.
- 大学英語教育学会ハンドブック作成特別委員会(編)(1992)『大学設置基準改正に伴う外国語(英語)教育改善のための手引き(1)』大学英語教育学会(JACET).
- 長崎睦子(2012)「第二言語習得におけるスピーキングによるリハーサルの効果」『情報文化論』10, 108-127.

Appendix

The Survey for Rehearsal and Speech

Note: This survey was administered in Japanese and translated by the author.

This questionnaire asks you about your rehearsals in your Communication English A class. Please respond as honestly as possible. Your answers will be consulted for improving the university's English Education. **Your answers will have absolutely no impact on your grades**

The Rehearsal Activity is when you (1) orally rehearsed for a given topic and recorded it to your IC recorder at home and (2) wrote down anything you noticed or questioned in the notebooks right after recording.

1 = Strongly Disagree 2 = Disagree
3 = Neither 4 = Agree 5 = Strongly Agree

1. Rehearsals improved my ability to use vocabulary and phrases to express myself when speaking English.
2. Rehearsals improved my pronunciation, rhythm, and intonation when speaking English.
3. Rehearsals improved my fluency when speaking English.
4. Rehearsals made my spoken content richer when speaking English.
5. Rehearsals improved content structure when speaking English.
6. Rehearsals improved my grammatical accuracy when speaking English.
7. Rehearsals improved my overall English ability.
(2) To those who answered 4 or 5 above, please explain your rating.
(3) To those who answered 1 or 2 above, please explain your rating.
8. Listening to my recorded rehearsal on the IC recorder improved my English abilities.
(2) To those who answered 4 or 5, please explain your rating.
(3) To those who answered 1 or 2, please explain your rating.
9. I actively engaged in rehearsals.
(2) To those who answered 4 or 5, please explain your rating.
(3) To those who answered 1 or 2, please explain your rating.
10. Please write down any positives about rehearsal activities.
11. Please write down anything that needs to be improved with rehearsal activities.
12. Please write down any positives about the in-class speeches.
13. Please write down anything that needs to be improved with the in-class speeches.
14. Write down any other comments or opinions you have about the rehearsals and speeches.