〔Article〕

The Effectiveness of the "Reproduction" Interpreting Training Method in University English Teaching

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Ⅰ Introduction

English has been taught in public elementary schools in Japan as a part of the international education since 2002. The Ministry of Education, Culture, Sports, Science and Technology (hereafter MEXT) released an English education policy, "A Strategic Plan to Cultivate Japanese with English Abilities" on July 12, 2002(MEXT, 2002). The plan encouraged elementary schools to introduce English education in the class of "Period of Integrated Study" which allowed elementary schools to teach English as a part of education for international understanding. In consequence almost all Japanese elementary schools have provided English education in some way. Most public and private elementary schools have employed native speakers as assistant language teachers. In addition, MEXT proposed that Japanese teachers of English should conduct classes principally in English. Incidentally, author of this paper had been teaching English in elementary schools from 2002 to 2007. Even during these years, students as well as teachers spoke only English in the classes.

Now, the students who have been exposed to communicative English education from native speakers since elementary school have become university students. They can be said to be the new generation under the Japanese government's new Course of Study focusing on the communicative approach. Their pronunciation and intonation are much better and they are less hesitant against speaking English than the former generation. Therefore, they need a different approach from conventional English classes based on word by word translations. The interpreting training methods can be a breakthrough for students. They will feel content and improve their motivation because the methods are new to them.

In fact, some of the interpreting training methods are incorporated in English education. Moreover, the interest in interpreting training methods in university classes has been increasing. Teaching through the interpreting training methods has been of much interest and concern to professional interpreters and researchers since the late 1990's in Japan. There have been a number of studies on educational application of the interpreting training methods.

Therefore, the author took up reproduction and investigated its effectiveness for university students whose level is on average 400 of TOEIC, where most Japanese university students score. For the record, the average score of a university student in Japan is 445, according to ETS (ETS, 2011).

Furthermore, interpreting training methods are assumed to motivate the students in a traditional classroom. As a matter of fact, quite a few Japanese university students in English classes tend not

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to have a very high level of motivation because the courses are required as a compulsory subject to acquire credits. In other words, they attend only to meet the requirements for graduation.

They will never be able to improve their English skills if they simply sit down and listen to lectures passively. The interpreting training methods will help them lift their head up and concentrate on the lessons actively. This paper examines how the interpreting training method, reproduction, can motivate Japanese university students.

1．Interpreting Training Methods

There are various interpreting training methods which have been implemented at private interpreting schools to cultivate professional interpreters in Japan. With the aim of interpreting skill training, there are consecutive interpreting, simultaneous interpreting and sight translation. With the aim of language skill training, there are shadowing techniques which are called simultaneous repeating, reproduction which is called consecutive repeating, quick response, paraphrasing, summarization and note-taking（Someya, 1996）.

In this paper, reproduction is defined as consecutive repeating used to enhance memory retention. Reproduction is immediate verbatim repetition in the same language following an intentional pause. The following will take up reproduction.

2．Aims of the Thesis

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?
2．Can reproduction motivate students to learn English?
3．Does reproduction have the potential of increasing student satisfaction?

Ⅱ　Review of the Literature

The three main areas of literature related to this thesis are: the study of interpretation around the world and in Japan, shadowing, and reproduction.

1．The Study of Interpretation in Japan and around the World

Interpreting has become the subject of academic study in the late 20th century. According to Gile （2009）, over the last few decades, there has been a dramatic increase in the number of publications on interpreting and translation.

Interpreting originally started among the existences of multiple languages. The foundation of conference interpreting was established after World War Two by introducing the simultaneous interpreting system（Matsunawa, 2009）. Simultaneous interpretation began after World War Two at the Nuremberg trials which employed four official languages: English, German, French and Russian.

In Japan, conference interpretation advanced drastically as a formal profession after the Tokyo Olympics in 1964（Komatsu, 2001）. The profession of simultaneous interpreters was recognized for the first time all over Japan in 1969, when the US astronaut, Neil Armstrong, who passed away in

2012, stepped on the lunar surface. Japanese TV station broadcast his first words, saying, "That's one small step for (a) man, one giant leap for mankind" with simultaneous interpreting by Sen Nishiyama, which was seen by almost 100% of the viewers in Japan (Matsumoto, 2010). The broadcast of this event raised awareness of the interpreting profession for Japanese people.

Regarding the role of interpretation, Komatsu (2012) states that the role of interpreters is "to understand what the speaker say precisely and then to express the content to the listeners in an understandable way." This principle applies to all communication.

In Europe, interpreting training seems to be provided only for people who speak more than two languages as well as their native language. Seleskovitch (1978) argues that the would-be interpreter must already have acquired a command of the target language perfectly. This is a consensus of European interpreting researchers or trainers (Komatsu, 2012).

On the other hand, the situation in Japan is much different from Western nations. When interpreters translate the source language into the target language, interpreters in other countries need to interpret only from a foreign language to the native language. However, Japanese interpreters are required to interpret not only from the foreign language to the native language but also from the native language to foreign language. Komatsu (2010) stresses that interpreting trainees need to improve their language skills first. In Japan, interpreting training and second language acquisition are inseparable. At the same time, interpreting training methods in Japan can be useful for English learners (Komatsu, 2012).

2．Shadowing

There are a growing number of studies focusing on interpreting training methods. Several investigations have been carried out to examine the effectiveness of foreign language acquisition through these methods. For example, the interpreting training method such as "shadowing" is broadly applied to lessons not only in interpreting schools but also in junior and senior high schools in Japan. Shadowing is defined as the act of listening to, tracking and vocalizing English simultaneously (Tamai, 2005). In the TEFL handbook for Junior High School Teachers, shadowing is referred to as an interpreting training method and as a teaching method for improving listening skills (Kanatani et al. 2010). Previous researchers have found benefits in using shadowing in the field of teaching English as a second language. Kadota (2007) argues that the shadowing process engages not only the language areas but also various other large portions of the listener's brain which consists of sensory memory, short-term working memory and long-term memory. Shadowing contributes to the phonological loop of working memory. Kadota (2007) emphasizes that there are possible effects of shadowing training in L2, particularly in EFL learning. Shadowing facilitates automatic perception of input speech, the lower-level process which precedes comprehension of the message, and the improvement of listening skills (Kadota, et al. 2010). Shadowing might be effective for only Japanese learners. Some researchers investigated the effectiveness of shadowing for foreign students who study Japanese but they reported little significant difference (Mochizuki, 2006) (Iwashita, 2008).

If instructors try to teach shadowing in a traditional classroom in an effective way, headphones, earphones or computer-assisted systems are needed to check students' performances and discern

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other student's voices（Takizawa, 2002）. In terms of mental aspects, students do not have to worry about their voices being heard by other students or being interfered with by other students' voices in source language prosody, provided in a computer-assisted language learning（CALL）system environment（Iizuka, 2012）.

3．Reproduction

Several previous studies have suggested the interpreting training method, reproduction has a good effect on foreign language acquisition. Reproduction is defined as consecutive repeating which is immediate verbatim repetition in the same language. Some studies have shown that reproduction training and other interpreting training methods have been conducted simultaneously to examine the effectiveness（Tanaka, 2007, Iizuka, 2011）. However, no research has yet been carried out to focus exclusively on reproduction.

As an interpreting training method, reproduction is training to enhance memory. Komatsu（2005）emphasizes that reproduction training is not generally used for this, but is very effective to strengthen memory.

Reproduction is conducted not only in Japan but also around the world as interpreting training. Komatsu（2005）states that the only interpreting training he had at the United States Department of State in the early 1960's was reproduction. Komatsu（2005）explains the content of training. At first, a person in charge reads only several words of English text. As soon as interpreting trainees listen to it, they reproduce it precisely word by word. As they practice reproduction many times and continue to do it better, the person in charge makes the phrase longer. The process has three stages. First, they must listen to each word. Second, they must understand the meaning. Then they must remember the first and the last part of the sentences with concentration. Komatsu（2005）suggests that this training is good for improving listening skills, enhancing expressiveness and building up vocabulary for English learners.

There are two reasons why the author takes up reproduction. First, shadowing training needs special circumstances and devices such as earphones or headphones to prevent other noise including other students' voices. The number of students needs to be small. Reproduction needs limited equipment, only a CD player. Second, it is difficult for instructors to observe students' performance without special classrooms equipped with a computer-assisted language learning（CALL）system. When shadowing is taught in a traditional classroom and a student makes a silent gesture with his or her mouth, instructors will have a trouble discerning the actual voice from lip synchronization. In reproduction training, instructors can easily recognize that students let out their voices and check their performance. Required English lessons are always taught in traditional classrooms.

Japanese students of English as a foreign language（hereafter EFL）are not exposed adequately enough to English as long as they stay in Japan. As they live in a Japanese-language environment, they can take specialty courses and read academic and professional books in Japanese. It is not easy for EFL learners to acquire English in such circumstances. As for English lessons at university, they have English lessons only several hours a week. Even in English lessons, the amount of speaking is not adequate. That is to say, there is little opportunity for them to speak English. The interpreting training method, reproduction can be an effective teaching method in the EFL situation in Japan. It

provides students with opportunities of English utterances and improves their command of English.

Ⅲ　Methods

In order to investigate how effective the interpreting training method, reproduction is for Japanese university students, the author took both a quantitative approach and a qualitative approach. English lessons through the interpreting training method were conducted from April to July in 2012. Students responded to a questionnaire and gave some feedback on reproduction with an open-ended question. The data of the questionnaire was collected at the end of the first semester in July, 2012.

1．Participants

Participants of this study are 43 Japanese undergraduate students from first-year to fourth-year, who are not English majors at a university. They are 24 first-year students and 19 from second-year to fourth-year, 17 males and 26 females, with 19 of them having a TOEIC score. Their TOEIC scores range from 250 to 755 and the average score is approximately 400 out of 990. The average score of university students is 445 and the average of first-year students is 421 (ETS, 2011). Therefore, the participants score is a little lower than the national average. The number of students in each class ranges from 19 to 24.

2．Procedure

For fourteen weeks, reproduction training was incorporated for the last fifteen minutes in every lesson. The process of reproduction is simple. Students listen to source language. Then, the model voices are paused and students repeat a sentence that consists of 7-8 words. To relieve the cognitive load on students, sentences should be cut into shorter phrases at the beginning of practice. They then attempt 10-15 words, and then progressively more.

In advance, a brief explanation of the method was given to the students by saying that reproduction training was one of the methods used by professional interpreters before the experiment. However, the specialty of the interpreting training method was not over-emphasized to prevent them from being influenced by suggestive effects.

In the reading classes, the procedure to be carried out was substantially as follows: first, students had to read about one page with about 300 words silently as input. Next, they had to read it aloud, and then, they had to understand meaning of the content through pair work as a process of comprehension. After that, they had to read it aloud again individually. Subsequently, students practiced reproduction training and reproduced all the sentences immediately after listening to a CD. After that, they tried to do it again without the text. While they copied it word by word, they had to pay attention to prosody such as rhythm, intonation and stress as well as pronunciation.

After completing all the lessons, they responded to two types of questionnaires, close-ended and open-ended questions.

3．Data Analysis

The participants filled out a questionnaire composed of 38 close-ended questionnaire items with a

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5-point rating scale and one open-ended question (Appendix A). The data of this study consisted of the responses of the questionnaire. To analyze the data, two approaches were adopted, which were quantitative analysis and qualitative analysis.

As for speaking and writing ability, in the questionnaire they were asked with thirty-eight questions to assess the effectiveness using self-evaluation. The record of the answers of the close-ended question was collected and the data was analyzed quantitatively. Regarding the open-ended question, the data was scrutinized and analyzed qualitatively. First, the data was divided into meaningful analytical units by segmenting. Next, the data was coded by meaningful categories of information. After assigning codes with qualitative data, enumeration was shown as quantifying data (Johnson & Christensen, 2011).

Ⅳ　Findings

On the questionnaire, participants affirmed that the interpreting training method, reproduction, was effective and helped to enhance their motivation. Moreover, it was found that students enjoyed and had satisfaction with the class. The interpreting training method played an important role in the English classes.

1．Questionnaire

As it is essential for this study to assess how students think about reproduction and its effectiveness for their motivation and their satisfaction, two types of questionnaire were conducted after all the lessons (Appendix).

1) Quantitative Analysis: Close-ended Questions

In response to Question 2-5 on the questionnaire, students answer what they believe their English skills are by self-evaluation. Regarding reading, 65% think their reading skills are fair or good. This is because English education including the entrance examination of universities in Japan focuses on reading. On the contrary, only 12% of them say that they are good at speaking, and 23% of them say they are good at listening. By their self-estimation, they need to improve their listening and speaking skills. In special circumstances for EFL learners in Japan, they have little chance to speak English in their daily life. Even in English lessons, they just listen to lectures most of the time. Therefore, they are assumed to need to have training such as reproduction which requires both listening and speaking.

Despite their short studying time, almost all of the students agree that they need to study English. They realize that English is the international language and the most common second language, and that it is essential in business due to globalization. In fact, many Japanese companies require a certain level of TOEIC scores of job applicants to evaluate their English skills.

From Question 8 to Question 20, students answered what skills were improved after fourteen weeks of reproduction training. 76% say that reproduction is good or very good for their listening skills. It is noteworthy that 71% of students say that it is effective in reading, though it was not anticipated.

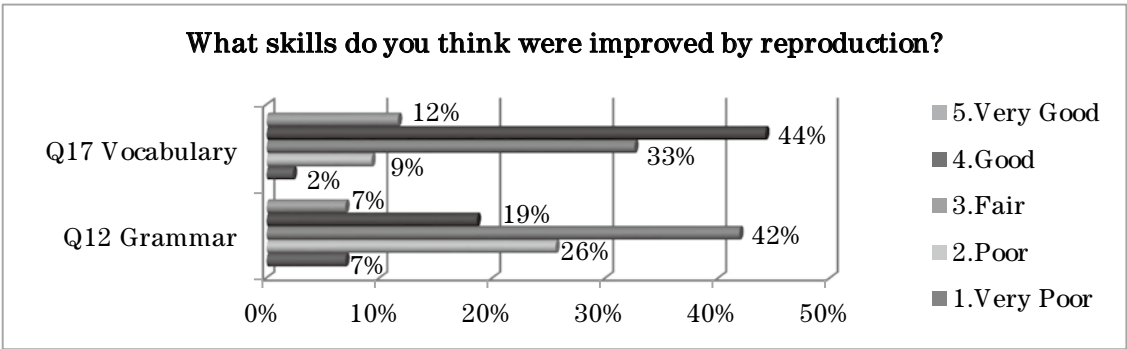**What skills do you think were improved by reproduction?**

Figure 1

Figure 1 shows that reproduction is not effective in grammar skills contrary to expectations. Reproduction training is word by word repetition. When learners make a mistake and recognize grammatical errors, it is expected to work on cognitive function and improve their grammatical processing. Therefore, it is assumed to be improving learner's grammar skills. According to this study, reproduction is not effective in grammar skills, but it is effective in vocabulary building. Regarding vocabulary, 56% say very good or good. In reproduction training, students repeat English sentences again and again, and this enables them to enhance their vocabulary.

Figure 2 gives the results for other skills that reproduction training provides students. 42% think it provides quick response skills, whereas 73% affirm that it improves their concentration. It shows

What skills do you think were improved by reproduction?

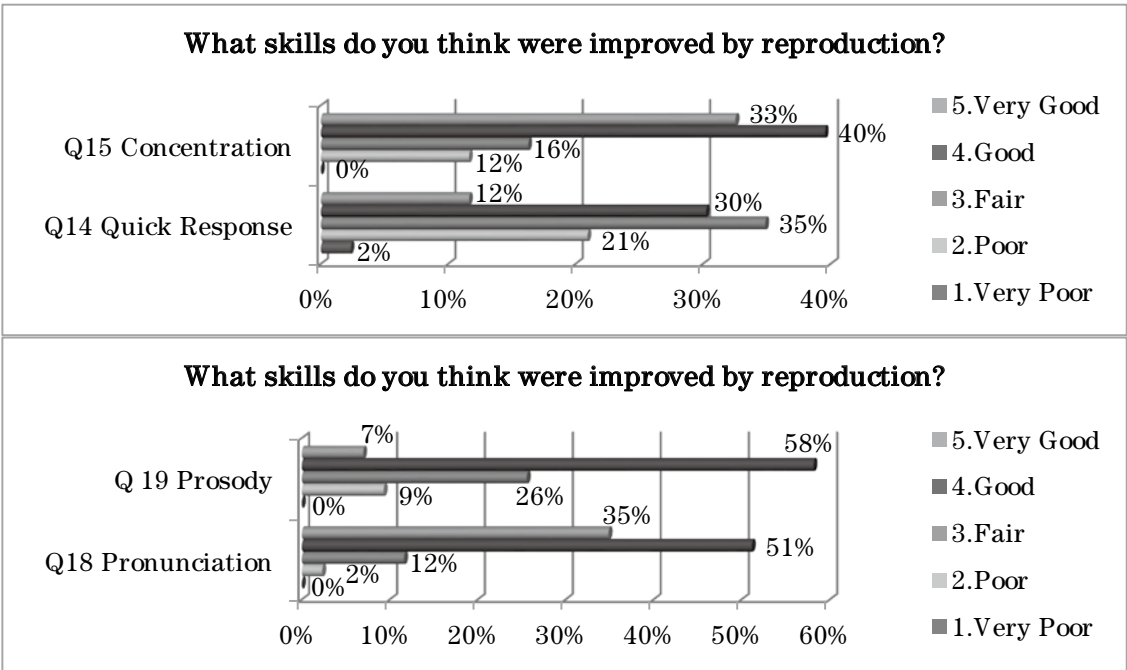**What skills do you think were improved by reproduction?**

Figure 2

that reproduction makes a distinguishable contribution to their concentration abilities (Q15).

Not surprisingly, 65% of the students respond very good and good about prosody. Prosody means the pattern of rhythm, intonation, and stress in spoken language. It is generally agreed that interpreting training methods such as reproduction and shadowing are effective in prosody (Someya, 1998). Remarkably, 86% of students answered that their pronunciation improved due to reproduction and that 35% chose very good. This result seems to be natural because reproduction is vocalizing training.

What skills do you think were improved by reproduction?

Q20 Communication: 9%, 33%, 44%, 14%, 0%
Q13 Conversation: 16%, 44%, 33%, 7%, 0%

Legend:
■5.Very Good
■4.Good
■3.Fair
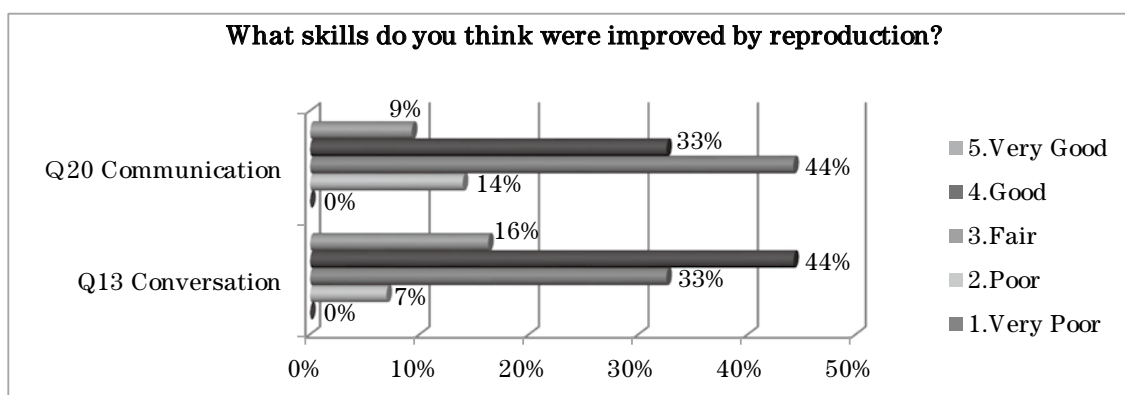■2.Poor
■1.Very Poor

(0% to 50% axis)

Figure 3

Figure 3 presents the fact that 42% of students assess their communication skills as good or very good, 44%, fair. Meanwhile, conversation skills acquire 60% of students' affirmative reply. It means reproduction training promotes conversational skills.

■Q24 I repeated, but I didn't understand the meaning.

5.Strongly Agree: 5%, 33%
3.Neutral: 35%
1.Strongly Disagree: 9%, 19%
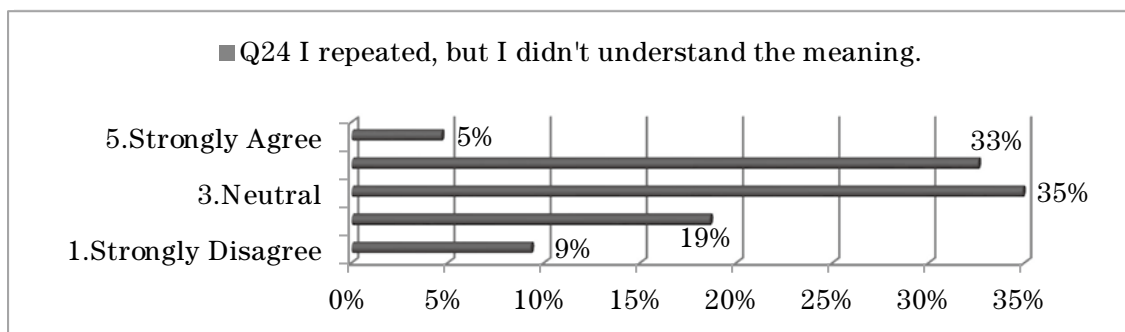
(0% to 35% axis)

Figure 4

The above Figure 4 illustrates whether they understand the meaning during the reproduction activity or not. As pointed out by past studies (Someya, 1998), if the material speed is too fast to follow or if the content is too difficult, it may be like a parrot response and meaningless. 38% of students say that they do not understand the meaning. This would be a problem to be solved. More than 60% of students think there is no problem in understanding while repeating.
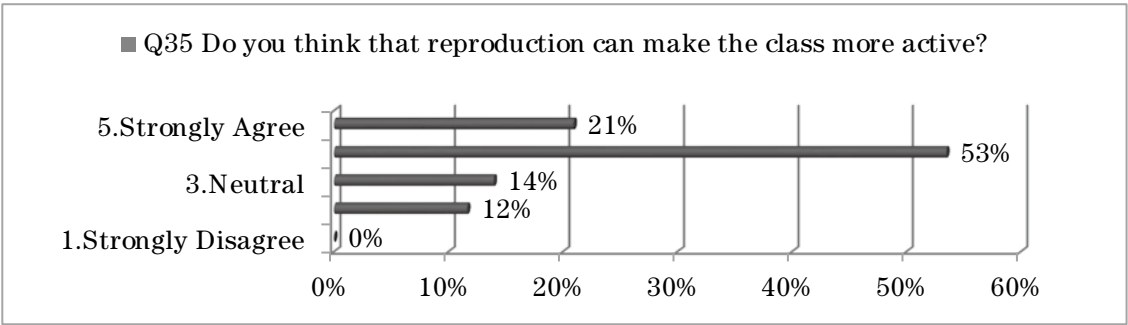
■ Q35 Do you think that reproduction can make the class more active?

5.Strongly Agree — 21%
— 53%
3.Neutral — 14%
— 12%
1.Strongly Disagree — 0%

0%   10%   20%   30%   40%   50%   60%

Figure 5

In terms of classroom learning, what do students think about lessons through the interpreting training method, reproduction? From an examination of Figure 5, more than 70% of the students think that reproduction training can make the class more active. In other words, reproduction training can stimulate and energize students.
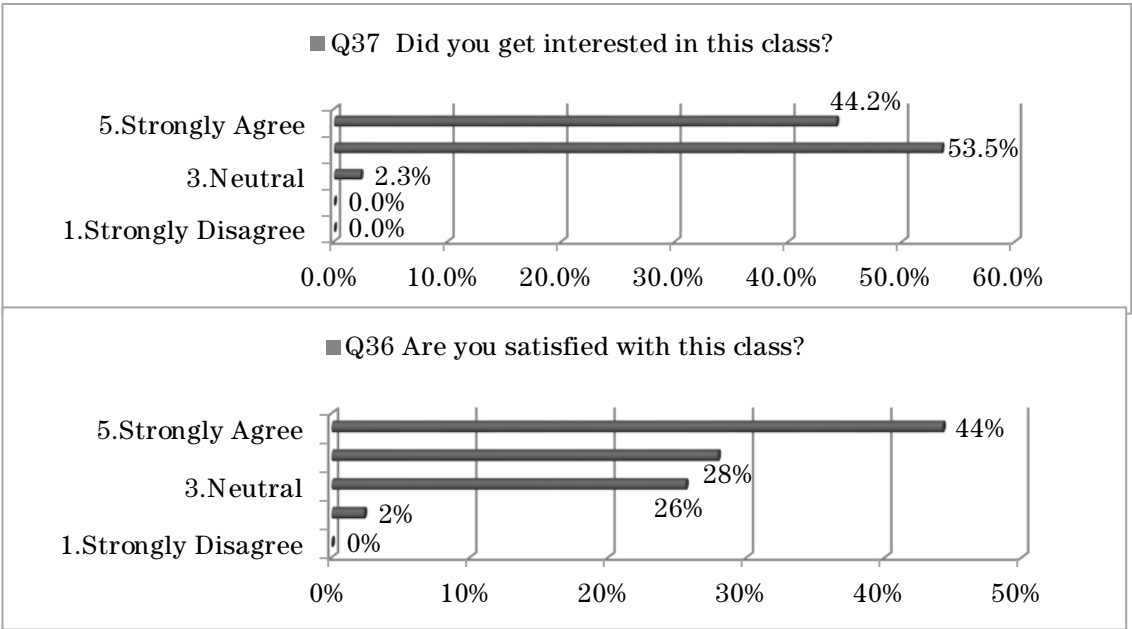
■ Q37 Did you get interested in this class?

5.Strongly Agree — 44.2%
— 53.5%
3.Neutral — 2.3%
— 0.0%
1.Strongly Disagree — 0.0%

0.0%   10.0%   20.0%   30.0%   40.0%   50.0%   60.0%

■ Q36 Are you satisfied with this class?

5.Strongly Agree — 44%
—
3.Neutral — 28%
— 26%
— 2%
1.Strongly Disagree — 0%

0%   10%   20%   30%   40%   50%

Figure 6

Furthermore, observation on Figure 6 suggests that students have an interest. More than 97% of the students say that they got interested in the lesson. If they have an interest, they will participate in the lesson positively.

One of the purposes of this study is to measure the student satisfaction with university English lessons through the interpreting training method, reproduction. 72% of students are satisfied with the class through reproduction.

It is the fact that student satisfaction with the class is very high. 98% of the students answer that

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it was good to take the class（Q38）. The interpreting training method results in great student satisfaction. This satisfaction will further enhance students' motivation for learning.

2 ）Qualitative Analysis: Open-ended Question

Qualitative analysis through the interpretation of the responses of an open-ended question helps obtain in-depth information about participants' thoughts, feelings and motivations. Participants of this study responded to the questionnaire which includes one open-ended question about reproduction. Students could express their own opinions freely.

(1)Qualitative Approach: Categorization

Participants responded to an open-ended question which asked "Please feel free to write your comments on reproduction training". Students describe briefly about their own ideas on reproduction.

Data was analyzed by segmenting, coding and developing category systems（Johnson & Christensen, 2011）. First, the responses to an open-ended question are examined carefully line by line, and then, divided into meaningful units by segmenting. Forty-three students submitted their responses expressed in less than ten sentences. These text data were divided into 125 meaningful units. Next, coding is the process of marking segments of data with descriptive words as labels. Key words and phrases are picked up from the data. There are fourteen labeled codes. After assigning codes to qualitative data, similar or relative labels are integrated into three categories emerging from the coding. These three categories were determined by examining the responses and sorting them into these inductive categories.

The enumeration process helps to understand how much frequency coded data happens in the text data. Code frequencies determine the importance of words and ideas. Three categories are listed: impression of reproduction training, English language skills and positive feelings. There are fourteen codes, which are divided by positive feedback and negative feedback. Positive feedback is 108 out of 125 meaningful units and negative feedback is 17. These three categories and codes emerge from examining descriptive data and will be discussed in the following section.

(2)Category 1: Impression of Reproduction Training

The categorization was conducted by responses to the open-ended question, asking "Please feel free to write your comments on reproduction training". The first category is labeled as "learner impression of reproduction training". It consists of five codes: Hesitation at first, Enjoying a new method, Effect of vocalizing, Effect of repetition and English speed.

From the first code "Hesitation at first", while practicing reproduction, students seemed to feel embarrassed to repeat aloud, hesitant by a new method and having little motivation. However, getting used to reproduction training gradually, they think they became less hesitant and had a good effect by it.

The second code "Enjoying a new method" shows that reproduction is new to them and they feel it is new and exciting. However, one of the students said that he wanted to be informed about reproduction in details.

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As the "Effect of vocalizing" shows, there are thirteen examples of positive feedback. Students feel the vocalizing effect on understanding the meaning of the content and memorizing words and sentences because they repeat out loud and listen to their own voice simultaneously. They also notice the "effect of repetition" which improves their speaking, listening and ability to understanding.

Regarding the "English speed", there are five examples of negative feedback. They feel frustrated about the English speed. They say that they cannot catch up with the fast speed and try desperately to follow it. The CD's speed used in the class is about 120 words per minutes. According to Someya (2011), the English speed of 120 ± 20 words per minutes is appropriate for beginners. However, these comments indicate that instructors will have to consider the speed of the materials at the beginning of the lesson.

（3）Category 2: English Skills

The second category is labeled as "English language skills. From an examination of descriptive data, the following facts emerge: students feel their listening ability improved. The feature of reproduction training is concentration on listening and repetition in a loud voice, therefore, it seems to be effective in enhancing listening ability. After fourteen weeks they think their conversation skills and speaking ability became better than before by reproduction training. Their skills of conversation and speaking were not measured in this study, but they are sure their ability improved. From an instructor's point of view, their conversation skills became much better than before.

On the other hand, many of the students are aware of building their vocabulary by reproduction because of repeating. However, one student states that reproduction training had no effect on vocabulary building. As for grammar, contrary to expectations, students feel no effect. To enhance grammar skills, another approach will be needed. Most of the students said that pronunciation, stress and accent improved by reproduction, as expected.

Regarding understanding the meaning of content, there are twelve examples of positive feedback and eight examples of negative feedback. Some students described that by reproduction training, they could understand meaning easily or naturally. One student says, " … I repeat English immediately after the CD in every lesson. At first, I felt embarrassed to repeat in a loud voice, but gradually my embarrassment faded out and I reproduced in a loud voice. Though I could not understand English perfectly, my listening comprehension improved much better than before. I was able to study English in a really enjoyable way." It is found that the content is difficult for students to understand at first but as they grow accustomed to reproduction, students learn to understand the outline.

（4）Category 3: Positive Feelings

The third category is labeled as "Positive feelings". It has three codes: motivation, concentration and enjoyment.

As the first code "Motivation" shows, reproduction training produces motivation in various areas. In open-ended question, the highest number of descriptions is about motivation. Seventeen out of forty-three students wrote comments on motivation. Many of the students describe that they will

continue practicing by themselves and will do their best with conscious efforts.

Regarding concentration, more than 70% students think that their concentration improved. Many students think their concentration abilities improved. A student states that he concentrated unusually hard during reproduction, and another says that she can concentrate on listening.

The third code "Enjoyment" illustrates a positive effect of the interpreting training method on students. In the descriptive data, the second highest number of comments is about enjoyment of the class. A number of students described that they enjoy taking the lesson every week. If they enjoy learning, their motivation for learning will be raised as intrinsic motivation.

Why do they feel that the lessons are enjoyable? The following comments may be an answer to this. One student answers, "As the speed of teaching is at a brisk pace, I was studying English at a comfortable pace. More than anything, I really enjoyed taking the lessons." It is found that the interpreting training method brings a brisk speed and pace in the lessons. As she noticed her English skills were improving, she felt that she could achieve her goal and gradually felt more enjoyment. Consequently, the feelings of achievement and enjoyment enhance students' motivation as well as their satisfaction.

Ⅴ　Discussion

To summarize the findings of this study in terms of the research questions, the first research question argued that reproduction is effective in improving students' command of English in a traditional classroom. Consequently, reproduction was effective in improving their reading skills and particularly effective in improving their listening skills.

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

It is a noteworthy that the result clearly indicates that reproduction would enhance students' motivation and contribute to feelings of satisfaction. That is to say, reproduction training results in great student satisfaction. Satisfaction will also enhance student motivation. Furthermore, more than 97% of the students say that they will become interested in the lesson. If they have interest, they will participate in the lesson positively and enhance motivation to learn. This will answer the second and third research questions that reproduction can motivate students to learn English and has the potential of increasing student satisfaction.

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

method, they may have feelings of the achievement. Besides, their motivation may also improve. Many of the students noticed their changes and became convinced in the improvement of their skills of English. Moreover, most of them state that they enjoyed reproduction training. Once students have noticed that learning English is enjoyable, their motivation improves and they start to learn actively. It will bring them persistence of learning. In fact, many students made a comment that they want to continue practicing reproduction in the future.

Ⅵ Conclusion

The purpose of this study was to investigate the effectiveness of the interpreting training method, reproduction in university English teaching. The central research questions were: 1. Is the interpreting training method reproduction effective in improving students' command of English in a traditional classroom? 2. Can reproduction motivate students to learn English? 3. Does reproduction have the potential of increasing students' satisfaction with a class?

Several conclusions can be drawn from the present study. First, 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 of English such as pronunciation, prosody, conversation, vocabulary and concentration. However, it has little effect in improving writing and grammar skills. This study has a limitation in that speaking ability was not measured in this study. In the EFL situations in Japan, students are not exposed to English adequately. In addition, the amount of speaking time for each student is very limited since there is little opportunity to speak English even in class. Therefore, reproduction can be said to be an innovative method to provide an opportunity for students to output in English for a longer duration. Future research is needed to understand the extent that reproduction can have on the improvement of speaking skills.

Another finding of this study from an open-ended question showed that reproduction training can make a positive influence on student motivation. Motivated students are more likely to engage in lessons. Motivation will influence students' efforts and persistence for learning. Most importantly, the change in students' motivation levels before and after reproduction training was shown in their feedback. As they improve their English skills, they come to feel that English learning is enjoyable.

Finally, and most significantly for the present discussion, the results clearly indicate that reproduction could increase student satisfaction. In other words, reproduction training can stimulate students and enhance satisfaction as well as their motivation to learn.

This paper concludes with practical suggestions for future prospects of teaching English in traditional classrooms through the interpreting training method, reproduction.

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Appendix
Questionnaire Results

	Year	1st year	2nd-4th year	Total
		24	19	43
	Gender	male	female	Total
		17	26	43

Q1 English level	Mean	MIN	MAX		
TOEIC Score	400.2	250	755		
Q2-Q5 How good are your skills?	1. Very Poor	2. Poor	3. Fair	4. Good	5. Very Good
Q2　Reading	4	11	18	10	0
	9%	26%	42%	23%	0%
Q3　Writing	5	20	16	2	0
	12%	47%	37%	5%	0%
Q4　Listening	6	14	13	9	1
	14%	33%	30%	21%	2%
Q5　Speaking	9	16	13	3	2
	21%	37%	30%	7%	5%
Q6　How many hours do you study English a week?	1hour	2hours	3hours	4hours	5hours-
	2	8	11	4	18
Q7　Do you need to study English?	0	0	1	8	34
	0%	0%	2%	19%	79%
Q8-20 Which English skill do you think was raised by reproduction training?					
	1. Very Poor	2. Poor	3. Fair	4. Good	5. Very Good
Q8　Reading	0	3	10	19	11
	0%	7%	23%	44%	26%
Q9　Writing	1	14	17	8	3
	2%	33%	40%	19%	7%
Q10　Listening	0	2	8	19	14
	0%	5%	19%	44%	33%
Q11　Speaking	0	4	16	13	10
	0%	9%	37%	30%	23%
Q12　Grammar	3	11	18	8	3
	7%	26%	42%	19%	7%
Q13　Conversation	0	3	14	19	7
	0%	7%	33%	44%	16%
Q14　Instantaneous force	1	9	15	13	5
	2%	21%	35%	30%	12%
Q15　Concentration	0	5	7	17	14
	0%	12%	16%	40%	33%
Q16　understanding	0	4	17	15	7
	0%	9%	40%	35%	16%
Q17　Vocabulary	1	4	14	19	5
	2%	9%	33%	44%	12%
Q18　Pronunciation	0	1	5	22	15
	0%	2%	12%	51%	35%
Q19　Prosody	0	4	11	25	3
	0%	9%	26%	58%	7%
Q20　Communication	0	6	19	14	4
	0%	14%	44%	33%	9%
What do you think about reproduction? Tell how much you agree with each of the statement.					
	1. Strongly Disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly Agree
Q21　I was interested in the textbook.	3	4	8	18	10
	7%	9%	19%	42%	23%

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Q22	Reproduction helped to understand contents.	2	4	20	10	7
		5%	9%	47%	23%	16%
Q23	English speed was fast.	2	9	13	14	5
		5%	21%	30%	33%	12%
Q24	I repeated, but I didn't understand the meaning.	4	8	15	14	2
		9%	19%	35%	33%	5%
Q25	At first, it was difficult to follow but gradually I can.	0	7	18	16	2
		0%	16%	42%	37%	5%
Q26	I was annoyed with other people's voice.	18	13	8	3	1
		42%	30%	19%	7%	2%
Q27	I think it is better to practice as homework.	4	7	15	11	6
		9%	16%	35%	26%	14%
Q28	I think it is better to translate all the sentences.	2	9	6	20	6
		5%	21%	14%	47%	14%
Q29	I was able to understand roughly without translation.	1	8	10	18	6
		2%	19%	23%	42%	14%
Q30	I came to understand English as it was.	5	13	11	10	4
		12%	30%	26%	23%	9%
Q31	I think I got a concentration power.	0	7	10	19	7
		0%	16%	23%	44%	16%
Q32	Reproduction improved intonation and pronunciation.	3	8	14	15	3
		7%	19%	33%	35%	7%
Q33	It maks me feel less hesitation in speaking English.	2	15	11	8	7
		5%	35%	26%	19%	16%
Q34	I think it is better to input and output English.	3	13	19	4	4
		7%	30%	44%	9%	9%
Q35	Do you think reproduction activate lessons?	0	5	6	23	9
		0%	12%	14%	53%	21%
Q36	Are you satisfied with this class?	0	1	11	12	19
		0%	2%	26%	28%	44%
Q37	Did you get interested in this class?	0	0	1	23	19
		0.0%	0.0%	2.3%	53.5%	44.2%
Q38	Do you think that it was good to take this lesson?	0	0	1	15	27
		0%	0%	2%	35%	63%
Q39	Please feel free to write your comments on reproduction training.					

（2013年７月19日掲載決定）

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