

## A STUDY OF TEACHING TO INCREASE STUDENTS' MOTIVATION TO LEARN AND OF THE STUDENTS' EVALUATIONS

(Case studies on the effective use of mother tongue in reading English)

### 1. Abstract

The purpose of this study is to motivate students to learn more English. In this paper, we will concentrate on reading with less attention to writing, speaking and listening.

We first examine the current state of English education in high school and the students' motivation to read. The result clearly shows that the effective use of mother tongue will increase the students' motivation to read more English.

A close examination of the Yakudoku Method offered a key to understanding this study.

Next, we assume three types in English reading.

Lastly, we report the students' evaluation of our lessons.

### 2. Introduction

#### 2-1 THE CURRENT STATE OF ENGLISH EDUCATION IN JAPANESE HIGH SCHOOLS

The course of study emphasizes the development of students' communicative competence in English as the primary goal of instruction. In fact, teaching English in English is thought to be the ideal teaching method and the Yakudoku Method (the Japanese variant of the Grammar-Translation Method) is often denigrated as antiquated and impractical.

However, most of the Japanese high school English teachers are expected to prepare students for university entrance exams by using this method. But the students, especially on the beginning level, are uneasy without translation. Is using our mother tongue in reading English useful or not? There is little agreement on this question.

We will begin our discussion by checking students' motivation.

#### 2-2 PRELIMINARY INVESTIGATION

To check the students' motivation to read, we conducted a survey by using the following questionnaire at the end of June. (Total 370 students)

	Yes	Yes if anything	No if anything	No
Q1. Is reading English enjoyable?	15%	31%	36%	18%
Q2. Do you feel motivated to read more with translation?	28 %	39%	25%	8%
Q3. Do you feel at ease when teachers say or hand out the translation?	55%	31%	11%	3%
Q4. After reading the translation, do you feel that you can understand the text itself?	22%	49%	21%	8%
Q5. Do you want to understand the text without translation?	39%	35%	20%	6%

As Question 1 shows, more than 50% of the students don't think reading is enjoyable.

However, Questions 2 and 3 show that they are motivated and feel more at ease with translation.

On the other hand, Question 5 indicates that they think that translation is not the primary goal for their study and they want to understand the text in English without translation.

From the investigation, this paper suggests that the effective use of the mother tongue will motivate students to learn more English.

In this paper, we concentrate on translation and are not concerned with other aspects of the mother tongue in teaching English, such as giving instructions in Japanese.

To go to the heart of the problem of translation, it may be helpful to consider the advantages and the disadvantages of the Yakudoku Method.

## 2-3 THE ADVANTAGES AND THE DISADVANTAGES OF THE YAKUDOKU METHOD(\*)

### ADVANTAGES

1. It is the least stressful method for the students at the beginning level.
2. It is useful for teachers to explain some technical terms, abstract items or grammatical structures.
3. It is not the obstacle but the process of top down reading.
4. It can be taught to a class of any size.
5. Tests of grammar rules and of translations are easy to construct and can be objectively scored.

### DISADVANTAGES

1. Little or no attention is given to pronunciation.
2. Little or no attention is paid to the use of language in communication and the activities of listening and speaking.
3. The role of the students in the classroom is a passive one.
4. It limits the speed at which the students read. (Hino, 1988)
5. It does not allow students to create meaning in English.

\* Hino (1988) defines Yakudoku as:

“A technique or a mental process for reading a foreign language in which the target language sentence is first translated word by word, and the resulting translation reordered to match Japanese word order as part of the process of reading comprehension.”

From ADVANTAGE 1, we may say that using translation, students can learn the language with an awareness of how it works even on beginning levels.

Consequently, ADVANTAGE 1 causes ADVANTAGE 2 .

ADVANTAGE 3 leads us to the conclusion that the strategy of the bottom-up process is the

basis of the top-down processing. In fact, knowledge of a minimum of 5000 words is essential to make top-down processing possible.

We will discuss how to overcome some of the disadvantages in the following chapters.

Our examination of the Yakudoku Method helped us consider the effective use of our mother tongue. So, we will propose some ideas about motivating students to read more.

### 3. Three types and the effective use of mother tongue

Based upon the information we had before, it may be helpful to assume that there are three types of teaching for English reading, according to “the gap” between the degree of difficulty of the material and the acquisition level of the students.

	TYPE 1	TYPE 2	TYPE 3
<b>the gap</b>	large	middle	small
<b>The use of the mother tongue</b>	much	middle	little
<b>Students’ reading style</b>	bottom up	bottom/top	interactive
<b>student’s affective filter(*)</b>	high	middle	low

\* The affective filter: a mental block, caused by affective factors that prevent input from reaching the language acquisition device (Krashen, 1985)

First, it is necessary for the teachers to measure “the gap.”

Needless to say, words and phrases, grammar and structure, and background knowledge can be the index of measurement. It may also be helpful to examine the students’ affective filter through the use of questionnaires.

Students whose affective filter is high can be classified into type 1 though the acquisition level is high.

Further research on measuring “the gap” (the quality of the material, etc.) will be discussed in the APPENDIX.

What is important is that all types are equal and no type is superior to others.

The same students can be classified into different types according to the quality of the material.

For the assumption mentioned above, we suggest that an effective use of the mother tongue in TYPE 1 and TYPE 2 will make the students motivated to read more English.

It also saves time and teachers can spend more time on other activities.

In TYPE 1, teachers use more translation into our mother tongue to reduce students' affective filter so the students can comprehend the text in a low-anxiety situation .

In this type, the bottom-up reading gives little emphasis to the influences of the reader's world knowledge, contextual information, and other higher-order processing strategies.

In TYPE 2, teachers cut down translation by using an English summary, etc.

However, for grammatical structure or high-level reading, it is still effective to use our mother tongue.

With a reading style of this type, teachers use bottom-up or top-down reading according to the text.

In TYPE 3 students understand English sentences in English without translation like native speakers and become more personally involved with the texts they read.

Reading can be an interactive process between the reader and the reading material.

In this model, interactive reading is applied. One type of processing will take over if there is a problem with another type.

We will give examples to support this assumption in the following chapter.

#### **4. Lesson Plans**

##### **4-1 CASE ONE**

###### **1. Situation**

Most of the students in this school hope to enter university. To realize this hope, they have to study English for the entrance examination. In other words, they feel the need to study English. However, some of them dislike English because they find the teaching materials difficult. Considering the present situation, teaching procedure has to be reformed.

###### **2. The reason to choose Type 2**

The lesson below is in a conversation style. Most of the sentences are short and easy for the students, though there are also some difficult ones. Most of the students have basic skills in reading English. Therefore, Type 2 was introduced in the teaching plan below.

###### **3. Teaching Plan**

Class: English I (1-6,1-7)

Head-count: 78

Materials: Textbook: *New Legend English I*, Kaitakusha

Handout: Summary of the lesson

The lesson to be studied: Lesson 5, "Did Livia Lie?"

Periods allotted: 7

#### 4. Teaching Procedure

	Class activities	Notes
1st Period (Introduction)	1. Oral introduction (5 min.) 2. Introducing the new words and phrases (20 min.) 3. Introducing the new grammatical points (10 min.) 4. Reading the new words aloud (10min.)	The teacher introduces the new words, phrases, and grammatical points in Japanese.
2nd Period (Introduction and Section 1)	1. Reading the summary of the text and answering questions (15 min.)	The summary and the questions about it are in easy English. If the students don't understand the meaning of the text, the teacher will explain it in Japanese
	2. Section 1 2-1. Listening to the tape (5min.) 2-2. Understanding the meaning of the text (15min.) 2-3. Reading aloud (15 min.) 2-4. Additional activities	The teacher asks questions about the text in English. The teacher explains some difficult sentences in Japanese. The teacher paraphrases some of the sentences if he can so that the students avoid the Japanese translation.
3rd ~ 6th Periods (Section 2 – 5)	The same procedure as Section 1	The following activities could be done in English 1. Reading aloud in pairs 2. Partial recitation 3. Word quiz
7th Period	The consolidation 1. Exercises 2. Writing activity	The students write in English about the misunderstanding between different cultures.

#### 5. Students' evaluation

	Yes	Yes, if anything	No, if anything	No
Q1. Do you think you are more motivated after this lesson?	10 (13%)	40 (53%)	23 (30%)	1 (1%)
Q2. Do you think you want to learn through this way of teaching?	16 (21%)	41 (54%)	19 (25%)	0 (0%)
Q3. Do you think you have had more time than in previous teaching methods to speak or listen to English during this lesson?	29 (38%)	30 (39%)	15 (20%)	2 (3%)
Q4. Do you think you understand the lesson better than before?	19 (25%)	37 (49%)	18 (24%)	0 (0%)
Q5. Do you want to understand English Without its translation?	33 (43%)	23 (30%)	18 (24%)	2 (3%)

#### 6. Analysis

In this procedure, translation of the sentences was avoided as much as possible. However, introducing the new materials was done in Japanese. So the students felt relieved and at the same time tried to use English in class more than before. The amount of time spent on translation became less (although not zero), which could save more time to do other activities, such as reading aloud more times, question and answer, words quiz, and so on. As the outcome questionnaires show, they became positive about studying English. The reasons above indicate that using both English and Japanese is effective when the gap is small.

## 4-2 CASE TWO

### 1 Situation

Most students at this school don't have the knowledge of English which they are supposed to have learned in junior high school. There are quite a few students who think that they don't really need to learn English. Many of them can't even read or write very simple, basic words.

### 2 The Reason To Choose Type 1

Although the text was not very difficult, Type 1 was chosen. According to the questionnaire that was taken for the preliminary investigation, most of the students feel that the help of the mother tongue is necessary, and that they feel comfortable if they have the Japanese translation of the text with them.

### 3 Teaching Plan

Class: English I (1-4, 1-5, 1-6)

Head-count: 123

Material: Textbook *Lingua-Land English Course 1*, Kyoiku Shuppan

Periods allotted: 5

The lesson to be studied: Lesson 5, "George Lucas"

### 4 Teaching Procedure

	Class Activities	Details
1st Period	<ol style="list-style-type: none"><li>1. Grasping the content of the text (10 min.)</li><li>2. Reading the text aloud (15 min.)</li><li>3. Writing down the text (15 min.)</li></ol>	<ol style="list-style-type: none"><li>1. The Japanese translation of the text is written on a sheet of paper. There are several blanks in the translation. The students have to fill in the blanks with the help of their notebooks or dictionaries.</li><li>2. The whole class reads the text aloud by following the teacher. After that, the teacher has the students do the activity in pairs.</li><li>3. The students write down the text on a sheet of paper.</li></ol>
2nd Period	<ol style="list-style-type: none"><li>1. Warm-ups (5 min.)</li><li>2. Quiz (5 min.)</li><li>3. Dictation (5 min.)</li><li>4. Correcting the quiz and the dictation (10 min.)</li><li>5. Completing the summary in English (15 min.)</li></ol>	<ol style="list-style-type: none"><li>1. The students listen to the teacher read the text aloud, and remember the content of it. First, they look at the text and while following the teacher, then without the text.</li><li>2. The students are given a sheet of paper on which 5 questions are written. The questions are in Japanese.</li><li>3. The teacher reads out some sentences taken from the text. The students write them down while the teacher repeats each sentence three times.</li><li>4. The teacher shows the right answers to the quiz and the dictation. The students correct their own papers.</li><li>5. The students fill in the blanks in the summary written in English. The blanks are based on the new words and important phrases. When they have finished, the teacher shows the right answers. The paper is collected at the end of class. (The</li></ol>

		quiz, the dictation, and the English summary are written on the same sheet of paper.)
3rd Period	Reading aloud test	Each student has one minute. Within that period of time, a student can read as much as he / she likes. The student can read any part of the text that he / she chooses. After the student finishes, the teacher gives him / her a brief comment.
4th Period	<ol style="list-style-type: none"> <li>1. Explanation of the text (15 min.)</li> <li>2. Work Sheet on Grammatical Target (20 min.)</li> <li>3. Correcting Work Sheet (15 min.)</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher gives the students certain explanations of the text in Japanese, targeting the grammar lesson.</li> <li>2. The teacher gives the students a sheet of paper that is based on the grammatical target of the lesson. The teacher walks around the classroom to see if each student is working properly on the sheet.</li> <li>3. The teacher shows the right answers and the students correct their work sheets.</li> </ol>
5th Period	Activities and exercises	The students go through remaining activities and exercises such as working in pairs and answering true or false questions on the textbook. The teacher also gives the students certain explanations.

## 5 Students' Evaluation

	Yes	Yes, if anything	No, if anything	No
Q1. Do you think you are more motivated after this lesson?	24 (20.9%)	58 (50.4%)	30 (26.1%)	3 (2.6%)
Q2. Do you think you want to learn through this way of teaching?	41 (35.3%)	55 (47.4%)	19 (16.4%)	1 (0.9%)
Q3. Do you think you have had more time to speak or listen to English during this lesson?	35 (30.2%)	41 (35.3%)	33 (28.4%)	7 (6.0%)
Q4. Do you think you understand the lesson better than before?	31 (26.7%)	58 (50.0%)	25 (21.6%)	2 (1.7%)
Q5. Do you want to understand English without its translation?	37 (31.9%)	31 (26.7%)	32 (27.6%)	16 (13.8%)

## 6 Analysis

As the questionnaire shows, the students felt relaxed and comfortable by having the sheet of translation with them before getting into the details of the text. They thought they could understand the content of the text better compared with the way of learning they used to go through. Also, they were more challenged to read the text, especially when they worked in pairs. They looked very comfortable, and all of them did a good job. In fact, most of them felt that they had used more English in class than before. Moreover, many of the students feel that they are more motivated by learning through Type 1, and they want to continue learning this way.

They could have learned through Type 2 as the content of the text was sufficient to get them interested. But it is still thought that it was right to take Type 1, as about one-third of the students feel the gap between their interest in the text and their knowledge of English.

### 4-3 CASE THREE

#### 1. Situation

This school is a “challenge” and part-time high school where the curriculum is comprehensive and unit-based with three fields. A large proportion of the students are slow learners in English class and they feel anxious about what they learned in junior high school.

#### 2. The reason to choose Type 1

The body of text in Lesson 4 is an essay and contains few difficult English words. The topic is also a familiar one to the students. But, as mentioned above, a large number of the students in class are weak in English and feel anxious about acquiring the fundamentals and basics of English. The gap between the difficulty of the text and the language acquisition level of the students is large; furthermore, students’ affective filter to the English language is high. So the teacher took the Type 1 Method as a teaching principle.

#### 3 Teaching Plan

Class: English I ( 1st – 4th years, all together )

Class Hours: 45 minutes

Head-count: 15

Materials: Textbook: ACORN English Course I, Keirinkan

The lesson to be studied: Lesson 4 “Colors in Life”

Periods allotted: 6

	Class Activities	Details
1st Period	1 Oral Introduction (5 min.) 2 Quiz (20 min.) 3 Listen and Respond (15 min.) 4 Sound Check (5 min.)	1 The teacher introduces Lesson 4 and asks some students which colors they like and why. (in Japanese ) 2 The teacher asks some questions about “colors“ and gets the students to answer. (in Japanese ) 3 The students answer a quiz while listening to the tape. (in Japanese ) 4 Have the students understand “sentence stress.” (in Japanese )
2nd Period	1 Review (5 min.) 2 Listening (10 min.) 3 Reading (10 min.) 4 Japanese Translation (20 min.)	1 The teacher reviews the previous lesson and makes an oral introduction of the text. (in Japanese ) 2 The students listen to the tape. First two times without looking and the next two times while looking at the text. (in English) 3 The students read and practice new words and phrases and the text in chorus. (in English ) 4 Japanese translation practice on the cloze sheet. The students mark the answers by themselves. (in Japanese )
3rd Period	1 Q & A (10 min.) 2 Reading Practice (15 min.) 3 Grammar Practice (20 min.)	1 Questions and answers on the text body. (in Japanese ) 2 The students practice “slash reading” in chorus and individually. ( in English ) 3 The students learn important sentence structure and causative verbs.

		(in Japanese)
4th Period	1 Grammar Practice (25 min.) 2 Listening and Speaking Practice (20 min.)	1 The students learn how to use the causative verb “make.” (in Japanese) 2 The students learn a daily conversation on the text and practice speaking in pairs. ( in English)
5th Period	1 Sound Check (10 min.) 2 Q & A in pairs (5 min.) 3 Consolidation (10 min.)	1 The students learn “sentence stress” and “liaison”. (in Japanese) 2 Students in pairs ask each other “what is your favorite color and why?” ( in English) 3 The teacher summarizes Lesson 4 on the content, grammar, sounds and so on. (in Japanese)
6th Period	1 Individual Activity( 40 min.) 2 Evaluation by students( 5 min.)	In this period, each student works on the individual activity and gives a reply to “Evaluation Sheet”.

#### 4 Students' Evaluation

	Yes	Yes, if anything	No, if anything	No
Q1. Do you think you are more motivated after this lesson?	1	3	0	0
Q2. Do you think you want to learn through this way of teaching?	2	2	0	0
Q3. Do you think you have had more time to speak or listen to English during this lesson?	0	3	1	0
Q4. Do you think you understand the lesson better than before?	1	3	0	0
Q5. Do you want to understand English without translation?	0	4	0	0

#### 5 Analysis

The teacher made a Japanese explanation in some stages of the teaching procedure. Using Japanese was especially effective to check the understanding of the content of the text after the students completed a Japanese translation by themselves. According to the questionnaire, the students understood the lesson better than before by using Japanese translation, and they felt they had more time to speak or listen to English.

In the 6th period, the students worked on the activities they had wanted to do in class. One of the students dictated English song lyrics, but had some difficulty in writing down English words. It was more effective to let him have a Japanese translation of the song at the same time. In fact, when the teacher provided a hint in Japanese, the student could catch easy English words while listening to the CD. Effective use of Japanese can motivate the students to understand English.

## 5. Conclusion

In case one, the acquisition level of the students is comparatively high. Yet, if the material is difficult, TYPE 1 should be selected. Otherwise, if the topic of the material is quite familiar to them, it is possible to select TYPE 3.

Case two shows that the most important factor in the classification is not the acquisition level of the students but the affective filter. Thus TYPE 1 was selected.

Of course, it is not always the case that the rule above applies to all examples. The precise way to classify lessons into three types remains a matter to be discussed further. We will devote some space to the discussion of this matter in the APPENDIX.

In every case, students' evaluations leave room for various interpretations. A continuous examination of "the objective effect" would strengthen our assumption.

In this study, we took up text translation in detail. However, other aspects of the use of the mother tongue, such as classroom English, debate, and the explanation of grammar will need to be examined in detail in the future.

Recently, teaching English in English and WAYAKU-SAKIWATASHI(giving the students translation of the text before the lesson) have been brought to public attention. Nevertheless, little attention has been given to "the gap" we mentioned before.

Further research is needed to research about this theme, other than those presented in this paper, so that we could improve the present situation.

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# 日本語抄録 「学びの意欲を高めるための指導法及び『生徒による授業評価』に関する考察」 －英語を読む際の母語の効果的使用に関するケーススタディー

本研究の目的は生徒たちの学習意欲を高めることであり、主たる研究対象はリーディング指導である。現任教における限られた調査ではあったが、母語の適切な使用により生徒の英文を読むことへの抵抗感が薄まるということが分かった。また、一般に言われている訳読式における功罪の分析を通し、母語を適切に使用することの重要性を指摘した。さらに、教材の難易度と生徒の習熟度の“ギャップ”や、情意フィルターの有無などに着目し、母語の使用の多寡によりリーディングの授業展開における三つのタイプを提起した。最後に、各学校において三つのタイプを適宜使い分けることに対して生徒がどのような評価をしてきたかについて分析した。

## 1 研究意図

学習指導要領は、英語教育の目的を、「英語による実践的コミュニケーション能力を身に付けること」としている。それ故、一部には英語を英語で教えることが理想的という主張がある。しかし一方では、大学入試や英語初学者への対応という観点から訳読方式を重視する英語科教諭も多い。われわれは、和訳も母語の使用の一形態であるとの認識のもと、どのような形の母語の使用が生徒の読む意欲を刺激するかに大きな関心をもった。そこで、各自の現任教においてこのことに関する生徒への予備調査を行った。

## 2 リーディングへの動機づけ

生徒のリーディングに対する動機づけを調べるため、報告書（P72）にある質問を平成16年6月に370名の生徒に行った。その結果、母語の効果的な使用は、生徒の学習意欲を高める可能性があることが判明した。それに加えて、一般に言われている訳読式の功罪についても分析を行った。

## 3 訳読方式の長所と短所

- 長所
- 1 英語初学者にとってもっともやさしい方式である。
  - 2 専門用語や抽象的な事柄、文法構造を説明する際、教師が指導しやすい。
  - 3 トップダウンの読解を行うための準備となる。
  - 4 どのような規模のクラスでも教えることが可能である。
  - 5 文法規則や和訳のテストを行いやすく、客観的な点数化が可能である。
- 短所
- 1 発音への注意が、ほとんど払われない。
  - 2 コミュニケーションにおける言葉の使い方やリスニング、スピーキングの言語活動が不足となる。
  - 3 授業での生徒の役割が消極的になる。
  - 4 生徒の読みの速度が制限される（日野、1988）
  - 5 生徒が英語で自分の考えを作り出すのを妨げる。

上記の短所を補うべく、最近注目を浴び始めた「和訳先渡し」、穴埋め和訳、日本語による要約など母語の効果的な使用法が浮かび上がってくる。これらは、母語の使用の多寡に違いがあるが、われわれはさらに、教材の難易度や生徒の言語習得レベルにも注目することにより、生徒にリーディングへの障壁を少なくする方法を三つのタイプに分けて提示したいと考える。

#### 4 三つのタイプの分類と母語の効果的な使用

「教材の難易度と生徒の言語習得レベル間の“ギャップ”」と「情意フィルター」により、リーディング指導には三タイプの分類があると仮定する。

	タイプ 1	タイプ 2	タイプ 3
ギャップ	大	中	小
母語の使用	多い	普通	少ない
生徒のリーディング方法	ボトムアップ	ボトムアップ/ トップダウン	インタラクティブ
生徒の情意フィルター(*)	高	中	低

\* 情意フィルター：心理的障壁 (Krashen, 1985)

教材の難易度は、生徒の語句・文法・構文に関する理解度や背景知識の有無などにより決定される。難易度と生徒の習熟度の“ギャップ”や情意フィルターが、大きい、あるいは高いと、母語の使用は多くなり、読み方はボトムアップとなる。これがタイプ1であり、これの対極にあるのがタイプ3である。タイプ2はその中間と位置付けられる。三つのタイプの間には優劣はなく、また生徒の習熟度により単純に1から3へと移行するものではないので、同じ生徒が対象でも、教材等の変化によりリーディング指導の適切なタイプは異なる。

母語を効果的に指導することにより生まれた余剰時間には、様々な言語活動に取り組みせることができ、生徒の学習意欲を高めながら実践的コミュニケーション能力を育むことができる。われわれは9月から12月にかけてこれらのうちいずれかのタイプによるリーディング指導の授業を行い、検証した。

#### 5 展開授業例

報告書P.75～80を参照

#### 6 「生徒による授業評価」の活用

生徒による授業評価の結果を受けて、生徒個々に応じた言語活動を取り入れることにより授業改善に反映させることができた。また、授業者が自らの授業を冷静に見つめ、工夫を凝らした様々な学習活動が現実的に学習者である生徒にとって最適なものであったか否かを考え、継続的に授業を改善していく上で効果的であった。

#### 7 本研究の意義と課題

この研究でわれわれが直面した最大の課題は、教材の難易度、身近さ、生徒の言語習得レベル等をどのように客観的に判定し、どのタイプによる指導が効果的なのかを決定することの難しさであった。教師の経験あるいは簡単な事前チェックテストの実施を通して、教材の難易度や生徒の習熟度については大きな誤差なく判定しタイプを決定することができると思う。それ故、精緻化の課題はあるが、生徒の言語習得レベルと教材の難易度のギャップに注目して、リーディングにおける三つのタイプを提示したことは意義があると思う。