

Title

Encouraging L2 Science Majors to Speak English Using L1 Readers

Presentation Type

Short paper (20 min)

Topic areas

Using L1 readers with L2 students

Reluctant readers

Summary (Max 50 words)

This pilot study explores whether repetitive input and output with L1 readers will enhance L2 science majors' speaking skill. Despite the limited experimental period, most students showed improvements in several areas measured by three types of tests: *Progress*, *Versant*, and *OPIc* while the control group failed to maintain their original level.

Abstract (Max 250 words)

The Ministry of Education, Culture, Sports, and Science and Technology (2015) discovered that 90 % of third-year students in Japanese high schools fell into CEFR A1 category in terms of speaking and writing skills. Students majoring in math and science, particularly, tend to shy away from learning English, let alone speaking English. This pilot study attempted to examine whether repetitive input and output with L1 readers can help university science majors improve their speaking skill. The experimental group (14 science majors) had ten 90-minute classes where they read and listened to *Oxford Reading Tree*, followed by shadowing, repeating, and a book talk/retelling the story. Three types of on-line tests – *Progress*, *Versant*, and *OPIc* – were also conducted before and after the experiment, and their results were compared with those of the control group (4 science majors). Despite the limited time period, most students in the experimental group showed improvements in several elements measured by the tests above while the control group failed to maintain their original level. It was also observed that most of the students enjoyed the unique way of using English. The end-of-the-term interviews revealed that they were less reluctant to talk after the experiment. According to *OPIc* results, while “intermediate low” students stayed at the same level, “novice low” students raised their level. Although it is too early to conclude, repetitive input and output using L1 readers may be effective especially for beginner-level students, or inexperienced speakers of English.

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