

Exercise: Read an abstract and underline the sentence(s) of each part.

Abstract Structure

- ① Theme = 【Title】をパラフレーズしたり、【Title】よりやや詳細に書く
- ② Background (& Literature review) 【背景】
- ③ Purpose 【目的】
- ④ Methods 【方法】
- ⑤ Major Findings 【主な結果】
- ⑥ Discussion 【考察】 & Conclusions 【結論】
- ⑦ Implication 【展望】

<Title>

In what ways can teacher feedback motivate adult Japanese learners to speak English?

<Abstract>

This study investigates what kinds of teacher feedback can motivate adult Japanese learners to speak English. Especially, the focus is on the appropriate timing of giving feedback, and verbal and non-verbal aspects of positive and negative/corrective feedback. Traditionally, Japanese learners are said to be not good at speaking, and therefore this research aims to contribute to motivating the learners to speak and improving their speaking skills by providing effective teacher feedback in the EFL classroom.

The literature review gives a background to the Japanese EFL context and posits reasons why learners are reticent to speak. Also, various views about teacher feedback and its relationship with students' motivation are examined. This study looks at a small number of Japanese learners studying at an English language school in England by utilising a mixed design of quantitative and qualitative methods: observation, questionnaire and interview as research instruments. In analysis, their proficiency levels were also considered.

The results show that, concerning positive feedback, 'providing specific praise' was the most motivating, followed by 'using stronger praise' and 'using extreme adjectives' in verbal aspects. Non-verbally, 'smile', 'eye contact' and 'thumbs up' were effective to motivate the learners. Regarding negative feedback, 'praising the student's attempt before giving negative feedback' proved to be important to motivate the students. In error correction, techniques encouraging self-correction, such as 'giving hints', were motivating to the learners. The most appropriate timing for giving both positive and negative/corrective feedback was 'just after the oral presentation or speaking activities'. Moreover, several differences were found between the proficiency levels.

It is suggested that, teachers should choose the appropriate ways of providing feedback and know the effective timing to motivate Japanese learners to speak English. It is also important to consider the characteristics of the Japanese context and their proficiency levels. There is a need to impart this knowledge and techniques to teachers through teacher training/education.

(310words)

EFL= English as a foreign language

reticent 「控えめな」

impart 「分け与える」

posit 「～を前提とする」

quantitative 「量的な」 ↔ qualitative 「質的な」