

研究区分	教員特別研究推進 教育推進
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研究テーマ	Use of the first language in reading classes as a means to enhance students' reading comprehension.				
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講演題目
Translation of the Topic Sentences leads to better reading comprehension
研究の目的、成果及び今後の展望
<p>This year, an intensive reading course was introduced in the freshman classes in the first semester. The reading course included long difficult texts (800-1200 words, approximately C1 level on the CEFR scale). The goal of the current project was to compare two teaching methodologies and figure out which one is better suited to teach Paragraph Reading in the mixed-level classes. The experiment group conducted translation of the Topic Sentences to check the understanding of the main ideas in a text. The control group used the oral questions and discussions for the comprehension check. The progress of both groups was traced in Pre- and Post- tests.</p> <p>Results</p> <ol style="list-style-type: none"> 1. The experiment group significantly outperformed the control group in the tasks testing students' ability to comprehend the main information from the text (expressed in the Topic Sentences). Moreover, the experiment group showed better progress in the comprehension of the details (expressed in the Supporting Sentences). Thus, it can be concluded that translating the Topic Sentences contributes to the development of the students' ability to comprehend the Paragraph Organization. 2. On the other hand, both groups didn't show a significant difference in their progress in the Sentence Structure tasks. It implies that translation might not be the best choice to teach grammar. <p>Future Development</p> <p>The results of the study imply that translation of the Topic Sentences leads to better understanding of the Paragraph Organization. This outcome can be applied not only for the reading, but also for the writing methodology. Therefore, future research will focus on Paragraph writing. To teach students the basic skills of Paragraph Organization, attention will be paid to the role of the Topic and Supporting sentences. This will allow us to bridge the gap between students' performance at the input (Reading & Listening) and the output (Speaking p& Writing) oriented tests.</p>