Data suggest that there are more bilingual and multilingual speakers in the world than monolingual speakers.

Examples of techniques informed by the functional view include the oral/situational approach and directed practice. Developed between the 1930s and 1960s in the United Kingdom, the oral/situational approach built upon the theory that all languages include a core vocabulary of 2,000 or so words that occur most frequently in texts, and that by learning these, students would be able to translate a large amount of the foreign language. In addition, students of this approach were taught via material that reflected the most commonly used sentence structures within spoken language. Material was organised according to theory-led decisions on vocabulary/grammatical complexity and difficulty, in the hope that students would pick things up in the ‘right order’. Finally, all exercises/phrases were presented in ‘situations’. While this oral/situational method is no longer used on its own, many elements remain in countries where the emphasis is on teaching grammar. Directed practice simply refers to the repetition of phrases by students. Although it leads to a quick ‘phrasebook’ type knowledge of a language, it does not provide students with any flexibility to extend their language use outside of these parameters.

Most language teachers and institutions nowadays refer to methods informed by the interactive view, which have been found to be by far the most effective ways of learning a L2. Such techniques include the direct method (refraining from using the students’ native language at all during teaching); the series method (a variation on the direct method in which experiences are directly related to the target language); communicative language teaching (interactions are emphasised as the main means and goal of language learning); and language immersion (in the school context, this is where academic content is delivered in the target language), as well as others.

ENGLISH IN JAPAN

English has become perhaps the most prominent global language in the world, and is often regarded as the language of business and research. It is the most widely learned L2 on the planet. In Japan, there is a constant demand for English language teachers; and as well as teaching within schools and universities there are also hundreds of ‘Eikaiwa’ or English conversation schools offering Japanese people of all ages the opportunity to learn English and practise their language skills. It follows that research into the best methods of teaching English would be of particular interest to many in Japan. One such researcher is Associate Professor Mutsuko Nagasaki from the English Education Centre at Ehime University. Stemming from the challenges she faced as an English as a foreign language teacher, Prof Nagasaki wanted to look into the idea of ‘oral rehearsal’ outside the classroom in order to improve her students’ English language skills, as opportunities to practise in daily life in Japan were infrequent. This was based on the academic theory that to develop L2 communication ability, output (which improves fluency and accuracy of L2 speaking) is as important as input.

Data suggests that there are more bilingual and multilingual speakers in the world than monolingual speakers.

In Japan, there is a constant demand for English language teachers.
LEARNING THROUGH ‘ORAL REHEARSAL’

Prof Nagasaki’s aim was to compensate for the lack of ‘real world’ opportunities to practise English by providing her students with oral rehearsals to carry out at home as well as giving a speech and conducting conversation in class. Between 2015 and 2017, she carried out a thorough research project into individual oral rehearsal teaching methods (where participants practised aloud alone), focusing on its effect on improvements to L2 speaking ability. In the first two studies included in the project, students gave eight different two-minute speeches in class following instructions to orally rehearse at least five times for each speech at home without detailed written scripts (each rehearsal was also recorded). After each rehearsal, students were asked to make a note of any linguistic problems they came up against, and were encouraged to correct these immediately using a dictionary or textbook. Tests were carried out before and after the method was applied to assess the language ability of the student, with each test consisting of both a speaking and narrative aspect.

The results of the first study showed that the oral rehearsals had had a positive impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking performances of the participants, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearsals have a positive impact on the speaking performances of students, as well as highlighting that the impact on the speaking assessment, while the results of the second study showed improvements in both the speech and narrative test scores of the participants. It seems clear from this initial research that individual oral rehearse...