

When you decide to _____ English, what kind of learning _____ comes to mind?

Many people _____ having conversation lessons _____ native speakers, but, in fact, _____ is terribly inefficient, especially for _____ - _____ and _____ learners.

One study shows _____ 3,000 hours for Japanese learners to acquire English. Learning a language _____ effort, but _____ our time is _____, we need to choose the most _____ way.

Fortunately, _____ scientific studies have shown _____ and what doesn't. According to the research _____ Language Acquisition, there are 2 _____ requirements for effective learning; _____ of _____ input and the necessity _____ output. Input-based learning is particularly important. What do they _____ mean? Why are they important? How can we improve our English the _____ effectively?

When you decide to acquire English, what kind of learning method comes to mind?

Many people think of having conversation lessons with native speakers, but, in fact, this alone is terribly inefficient, especially for entry-level and intermediate learners.

One study shows that it takes about 3,000 hours for Japanese learners to acquire English. Learning a language requires a lot of effort, but since our time is limited, we need to choose the most efficient way.

Fortunately, a series of scientific studies have shown what works and what doesn't.

According to the research of Second Language Acquisition, there are 2 essential requirements for effective learning; repetition of comprehensible input and the necessity to produce output. Input-based learning is particularly important. What do they specifically mean? Why are they important? How can we improve our English the most effectively?

acquire	獲得する	requirements	条件、要件
efficient	効率的な	repetition	反復、繰り返し
intermediate	中級の、中間の	comprehensible	理解できる
fortunately	幸運にも	necessity	必要性

Second Language Acquisition #2

_____ to popular _____, the _____ of researchers agree that input-based learning is actually the most _____ factor in language acquisition. Learners have to be _____ to input that is both meaningful and comprehensible. More _____, they need to read or listen to sentences that they can understand, over and over _____. Just having speaking lessons without _____ input learning _____ beginner soccer player skipping practice and only playing in games. Without listening comprehension to understand what others are saying or _____ vocabulary _____ to _____, _____ can you do in speaking lessons? Furthermore, If English language learners are _____ speak English _____ input learning, it can cause negative consequences. One such case is the _____ of incorrect expressions. For instance, _____ "What do you think about it?" is a natural expression, Japanese learners of English are _____ to _____ the incorrect expression "How do you think about it?" after a popular phrase _____. _____ limited vocabulary and grammar knowledge in English, learners have to _____ native language habits and produce unnatural and incorrect expressions, which can become _____ repetition.

Contrary to popular belief, the majority of researchers agree that input-based learning is actually the most important factor in language acquisition. Learners have to be repeatedly exposed to input that is both meaningful and comprehensible. More specifically, they need to read or listen to sentences that they can understand, over and over again. Just having speaking lessons without sufficient input learning is like a beginner soccer player skipping practice and only playing in games. Without listening comprehension to understand what others are saying or an enough vocabulary stock to express your thoughts, what on earth can you do in speaking lessons? Furthermore, If English language learners are forced to speak English without enough input learning, it can cause negative consequences. One such case is the solidification of incorrect expressions. For instance, while "What do you think about it?" is a natural expression, Japanese learners of English are prone to producing the incorrect expression "How do you think about it?" after a popular phrase in their mother tongue. Due to limited vocabulary and grammar knowledge in English, learners have to rely on their native language habits and produce unnatural and incorrect expressions, which can become ingrained through repetition.

expose	さらす、触れさせる	incorrect	誤った
sufficient	十分な	prone	傾向がある、～しがちな
comprehension	理解力、理解	mother tongue	母語
consequence	結果、成り行き	ingrain	染み込ませる、根付かせる
solidification	固着、定着		

Second Language Acquisition #3

In learning English, we need to _____ expectations and _____ about human memory. _____ a very few individuals _____, we Homo sapiens cannot memorize things for a long _____ we repeat them enough. The vocabulary you learned today will probably be _____ a week _____. Even if you remember, we need to ask ourselves whether we can _____ immediately as soon as you _____ the word _____ real conversation. _____ a few seconds to bring back its meaning, in practical _____, you _____ don't know the word. This is also the case for grammar. Studies on _____ have shown that _____ knowledge we _____ the classroom is mostly forgotten in a couple of months. Moreover, having knowledge doesn't necessarily mean that we can _____ practice. What we learn _____ needs to be _____, _____ knowledge _____ we don't have to consciously think about how to use it _____. Our _____ is limited; we cannot focus on multiple things all at one time. _____ limited capacity is occupied by grammatical _____, we cannot pay attention to communicating and understanding _____. We need to practice _____ it's deeply _____ long-term memory.

In learning English, we need to abandon excessive expectations and illusions about human memory. Except for a very few individuals with exceptional retention, we Homo sapiens cannot memorize things for a long term unless we repeat them enough. The vocabulary you learned today will probably be forgotten a week later. Even if you remember, we need to ask ourselves whether we can recall it immediately as soon as you hear the word in real conversation. If it takes a few seconds to bring back its meaning, in practical terms, you effectively don't know the word. This is also the case for grammar. Studies on college students have shown that grammatical knowledge we learn in the classroom is mostly forgotten in a couple of months. Moreover, having knowledge doesn't necessarily mean that we can use it in practice. What we learn explicitly needs to be turned into automated, subconscious knowledge with which we don't have to consciously think about how to use it correctly. Our cognitive capacity is limited; we cannot focus on multiple things all at one time. When that limited capacity is occupied by grammatical rules, we cannot pay attention to communicating and understanding messages. We need to practice repeatedly until it's deeply rooted in our long-term memory.

abandon	捨て去る	subconscious	無意識の、潜在意識の
exceptional	卓越した、並外れた	cognitive	認知の、認知的な
retention	保持、記憶力	multiple	多数の
explicitly	明白に、あからさまに	occupy	占める、占拠する
automate	自動化する		

Second Language Acquisition #4

There is no SLA researcher who denies the _____ of input-based learning, but what do they say about output learning, such as speaking and writing? _____ researchers are _____ the effectiveness of output learning, _____ that having a small amount of opportunities to _____ output can _____ learning, _____ they generally agree. Researchers argue that output learning can be effective for _____ the following two reasons. First, _____ to pay closer attention to the language. For example, when we listen to someone saying “paper is made _____ wood,” we only focus on _____ the _____ that wood is the _____ of paper, and we usually don’t care whether they said “made of” or “made from.” However, when we speak or write about it, we have to know the _____ between “of” and “from.” Second, an _____ to produce output increases the motivation and effectiveness of input learning. If you know that you have to explain the _____ to _____, you _____ more than when you _____ by yourself. _____, when you have a chance to speak, you will notice expressions _____ be the next _____ for _____ input learning. _____ researchers have _____ opinions on the effectiveness of output learning, _____ believed that having some opportunities for output can facilitate learning _____ to language and motivation. Nonetheless, input-based learning _____ essential, and _____ a _____ of output practice can enhance learning efficiency.

There is no SLA researcher who denies the importance of input-based learning, but what do they say about output learning, such as speaking and writing? While opinions among researchers are divided on the effectiveness of output learning, it seems that having a small amount of opportunities to produce output can possibly facilitate learning, based on areas where they generally agree. Researchers argue that output learning can be effective for roughly the following two reasons. First, it requires us to pay closer attention to the language. For example, when we listen to someone saying “paper is made from wood,” we only focus on comprehending the message that wood is the raw material of paper, and we usually don’t care whether they said “made of” or “made from.” However, when we speak or write about it, we have to know the distinction between “of” and “from.” Second, an opportunity to produce output increases the motivation and effectiveness of input learning. If you know that you have to explain the article to your peers, you will concentrate more than when you read it by yourself. Additionally, when you have a chance to speak, you will notice expressions you wanted to say but you couldn’t, which will be the next target for further input learning. While researchers have varying opinions on the effectiveness of output learning, it is commonly believed that having some opportunities for output can facilitate learning due to increased attention to language and motivation. Nonetheless, input-based learning remains essential, and combining it with a small amount of output practice can enhance learning efficiency.

facilitate	円滑にする、促進する	peer	仲間、同輩
raw material	原材料	nonetheless	それでもやはり
distinction	区別、差異	enhance	高める

Second Language Acquisition #5

The last _____ for English learners is to read _____ books in Japanese. When we read or listen to languages, we use two ways _____ to understand the message. One way is called the bottom-up process, in which we build the meaning by picking up individual words and _____ according to grammatical rules. The other way is called the top-down process _____ the messages based on existing knowledge and the _____ context. Studies _____ psychology have shown that people _____ a high level of language _____ are more likely to use the top-down process _____. They _____ vast knowledge to forecast the _____ message in a top-down way, and then _____ a bottom-up approach to _____ is correct. Making sense of English is not something that can be done _____ grammar and vocabulary _____. Instead, we should _____ a process to make a reasonable context based on what you _____ read. _____ not only _____ English skills, but also _____ knowledge, _____, and ability to _____. For example, comprehending a technical presentation on Artificial Intelligence _____ heavily _____ knowledge. Even if you have excellent English skills, you may _____ to make sense of the talk without a basic understanding of the _____. However, if you have some _____ knowledge, _____ reading a book or watching a documentary, you can more easily understand the presentation _____ English _____ is not high, because you can _____ your knowledge to _____ the content.

The last piece of advice for English learners is to read a lot of books in Japanese. When we read or listen to languages, we use two ways simultaneously to understand the message. One way is called the bottom-up process, in which we build the meaning by picking up individual words and putting them together according to grammatical rules. The other way is called the top-down process where we predict the messages based on existing knowledge and the previous context. Studies from cognitive psychology have shown that people with a high level of language comprehension are more likely to use the top-down process effectively. They rely on their vast knowledge to forecast the upcoming message in a top-down way, and then employ a bottom-up approach to verify that their hypothesis is correct. Making sense of English is not something that can be done automatically with grammar and vocabulary alone. Instead, we should view it as a process to make a reasonable context based on what you hear or read. It requires not only pure English skills, but also extensive knowledge, profound insight, and ability to generate hypotheses. For example, comprehending a technical presentation on Artificial Intelligence depends heavily on your prior knowledge. Even if you have excellent English skills, you may struggle to make sense of the talk without a basic understanding of the topic. However, if you have some background knowledge, such as from reading a book or watching a documentary, you can more easily understand the presentation even if your English proficiency is not high, because you can leverage your knowledge to predict the content.

simultaneously	同時に	hypothesis	仮説
existing	既存の	extensive	幅広い、多方面に渡る
forecast	予測する	proficiency	熟達、技量
upcoming	来るべき、近く起こる	leverage	最大限に活かす