

Two-Year Evaluation of Kyoto Bunkyo University's Tomatis Method English Program

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Introduction

The Tomatis Listening Training Program has been introduced in countries around the world during the last 50 years. This program is comprised of the use of Tomatis's Electronic Ear machine for the enhancement of listening skills, and has been shown to be beneficial in reducing the time necessary for foreign language acquisition. The method has also been used in many places around the world to help children with learning disabilities, autism, and other developmental problems. Many companies in Europe have invested in this program and internationally registered Tomatis Centers have been offering training to the private sector for some time. Individuals participate in a Tomatis program for a specific length of time, and stop attending the center once their goal is attained or the limits of the program have been reached. Of course, there are some centers that provide opportunities for people who have participated in the Tomatis program to return to the center for listening sessions, though these are usually informal sessions and not compulsory. The transient nature of this type of instruction makes monitoring of the long-term effects difficult. However, when the

Tomatis Method is incorporated in a non-transient situation like a school or educational setting, the monitoring of the participants becomes much easier. Such monitoring has occurred thus far in schools in Europe and Canada. To better understand the full benefits and long-term effects of the Tomatis Method in an EFL (English as a Foreign Language) classroom, a two-year study was conducted on the first participants in the Tomatis Method Class at Kyoto Bunkyo University. It is the hope of this study to determine the short-term and long-term effects of the Tomatis method in comparison with the students participating in the regular English program at Kyoto Bunkyo University. Herein is a preliminary presentation of the two-year study.

Background

The Tomatis Method, devised and developed by Dr. Alfred A. Tomatis, a French ear, nose, and throat physician, is an audio-psycho-phonology program dating back to 1947. This program, stemming from years of Dr. Tomatis' research, "is based on the premise that the voice can only emit what the ear can hear, so that as you change your ear's ability to listen, you will also

change your voice and how you interact with yourself, others, and the rest of the universe.” (Tomatis, *Ear and Language*, vii) Dr. Tomatis was perhaps the first to establish the relationship between the voice, speech, language, social - emotional functioning and behavior through listening.

One of the key words for Dr. Tomatis and his understanding of language development is “listening”. “Listening” is a concept that is somewhat difficult to define, yet integral to an understanding of Dr. Tomatis’ listening program. Listening is different from hearing. Paul Madaule compares the ear to the eye when he discusses the two concepts of hearing and listening. He states, “How the ear works follows the model of vision. The first part of the process-the perception of sound - is hearing. The second part - the attuning to sound - is the way of hearing or listening.” (Madaule, *When Listening Comes Alive*, p. 40.) He further goes on to say that “listening is the active focusing and protecting function of the ear that permits us to receive what we want and reject what we don’t want” (Madaule, p. 41).

It is upon Dr. Tomatis’ definition that we must focus our attention. Dr. Tomatis came to understand the concept of listening and the role of the ear as the most important organ for integrating, organizing, and analyzing the elements of movement, rhythm, and sound in the world in which we live. (Thompson, “Listening Disabilities: The Plight of Many”, in *Perspectives in Listening*, p. 126) Dr. Tomatis “defines listening as the desire to communicate as well as the ability to focus the ear on the spe-

cific sounds to be analyzed.” (Thompson, p. 126-127) Dr. Tomatis’ definition focuses on both a functional component as well as a motivational component. The difference in Dr. Tomatis’ ideas lies in the fact that he asserts that the distinction between hearing and listening is one that begins in the middle ear.

Through Dr. Tomatis’ studies regarding listening and the role the ear plays in the well-being of individuals, Dr. Tomatis also was the first to recognize just how important the ear is and to establish three laws on which the Tomatis Method is based. The most important of these laws basically states that the voice can only reproduce the sounds that it can hear. (Gerritsen, “How the Tomatis Method Accelerates Learning Foreign Languages”, Internet) The second law states that if an ear that cannot hear “correctly” is given the capability of correctly hearing lost or impaired frequencies, these frequencies are instantly and unconsciously restored to the vocal emission (Campbell, “Miracles of Voice and Ear,” p. 116). The third one states that if auditory stimulation is maintained for a determined period, the student will be able to retain the sounds and phonation will be modified (Campbell, p. 116).

Through his studies, Dr. Tomatis was able to isolate many of the functions of the ear, and he realized that these functions may be altered at any age. According to Dr. Tomatis, the functions of the ear are as follows: to transmit energy to the brain; to integrate information from sound and motor movements to enable the development of verticality, laterality, and language; to es-

establish a right lead ear for efficient audiovocal control; to establish balance /equilibrium and to stimulate neurovegetative balance; to perceive sound (hear); to attend to and to discriminate between sounds we want to hear and to tune out those we do not want (listen); and to locate sounds spatially. (Thompson, p. 129) In this study, as we are most interested in the listening ability of students studying English as a foreign language, Dr. Tomatis' definitions of hearing and listening will further help us to understand the difference between these two concepts:

Hearing is a passive action falling within the realm of sensation, whereas listening is an active process that falls within the realm of perception. The two are totally different. Hearing is essentially passive; listening requires voluntary adaptation. When hearing gives way to listening, one's awareness increases, the will is aroused, and all aspects of our being are involved at the same time. Concentration and memory, our tremendous memory, are testimony to our listening ability (Tomatis, "Ontogenesis of the faculty of listening" in *Pre-and Perinatal Psychology: An Introduction*, p. 23).

As these two concepts, hearing and listening, are different according to Dr. Tomatis, then it is quite possible for students to have good hearing yet poor listening. When a student is able to analyze various sounds accurately, to listen selectively and discriminate between various sounds, aural comprehension can be enhanced. This opening up of the selectivity and

helping the students to improve their listening ability is one of the main focuses of Dr. Tomatis' Listening Training Program with the electronic ear.

When examining the research regarding the Tomatis Method and the incorporation of the electronic ear machine as an aspect foreign language integration and learning, there is very little dispute regarding the positive effect of the machine. The efficacy of the Tomatis method in foreign language acquisition has been tested in various places around the world. In 1976, a high school in Coomen, Belgium, tested two groups of students. The groups were balanced for their listening abilities after taking the Tomatis Listening Test. One group was taught English in a regular classroom setting for one academic year. The other group received Tomatis training for three months, followed by six months of regular English lessons. At the end of the academic year, the students were tested by an independent evaluator in the areas of comprehension and pronunciation. The Tomatis group scored significantly above the other group in performance. At the beginning of the next academic year, the students were once again tested, and the difference between the two groups was even greater with the Tomatis group outperforming their peers' group (Gerritsen, p.4). Some European companies have also begun to recognize the benefits of the Tomatis Method when used in foreign language acquisition. Eurocopter, a European company that builds helicopters, had 580 of its employees undergo the Tomatis Language Training and their progress with this method was

carefully monitored. The European Council says that it takes about 700 hours to become fluent in a foreign language. However, Eurocopter had hoped to cut this time by 80 hours. In fact, those who participated in the Tomatis Method were able to reach the fluency goal after using the listening program along with regular classes in just 520 hours (Gerritsen, p. 4).

The above studies are evidence that the use of the Tomatis Method in some instances is effective. However, among the research concerning the Tomatis Method, there is one study that suggests that the Tomatis Method is not as effective as previous studies suggested. This two-year evaluation was conducted in Canada and focused on children with learning disabilities who had experienced the Tomatis Listening Training Program. Kershner, et al, had hoped to address the argument that favorable treatment effects may occur over a longer span of time. However, after the cessation of the training for one year, these researchers found that the students who did not receive the Tomatis training scored higher in measures of auditory discrimination (Kershner, et al, "Two - Year Evaluation of the Tomatis Listening Training Program With Learning Disabled Children", p. 1).

Though the Canadian study was conducted on learning-disabled children, this brought into question the long-term effects of the Tomatis method with students learning a foreign language. We decided to examine our students over the course of two years to see how they compared with their peers in listening skills. As we have examined the back-

ground of Dr. Alfred Tomatis's research and the listening training program that he has developed, it is quite obvious just how important "listening" is not only for students of foreign languages, but for all people. However, it must be remembered that the purpose of this paper is to examine the modified Tomatis program that has been incorporated into the curriculum at Kyoto Bunkyo University and determine the efficacy of this program in regards to the listening scores of the students involved.

The Use of the Tomatis Method at Kyoto Bunkyo University

The Tomatis Method and the use of Tomatis' Electronic Ear machine have been included as a part of Kyoto Bunkyo University's English program since the 1997-1998 academic year. With the Ministry of Education's approval, the decision to incorporate the program into the overall curriculum at Kyoto Bunkyo University was made prior to the opening of the university. The Tomatis Method program was to be combined with a computer-assisted language-learning program as a substitute for a standard language laboratory. In order to incorporate the Tomatis method into the curriculum, faculty members had to receive education and training and obtain the Educator and Counselor certifications necessary to use the Tomatis Electronic Ear machines. It was at this time that we decided to incorporate the Tomatis Method class into the second year (English 2) curriculum. During the initial planning of the English program the Tomatis program was considered appropriate for

all students. However, it was decided that only one class, comprised of sixteen students, would be able to participate in the program each academic year. This decision was made after considering the number of machines available for use, class scheduling, and the time available on the part of the faculty members involved in the program.

Participants in the Tomatis Method English class are selected from among the students who have fulfilled the requirements needed to enroll in the required English 2 class. Participation in the Tomatis Method English class is voluntary. However, students enter the program with the understanding that they will attend each and every class and will be on time for all of the sessions.

Prior to the selection of the participants, students were informed of the Tomatis Method class in the English 1 classes. Those interested in participating were encouraged to read a book about the Tomatis Method or about Dr. Tomatis himself. Scheduled testing times were posted and interested students were asked to sign-up for the testing. In the first year, 22 students signed up for the initial screening process. The number has increased over the four years the program has been enacted, with over 80 students expressing interest in the 2000-2001 academic year class. (Unfortunately, due to time constraints, only the first 40 students who signed up were able to participate in the initial screening as each individual screening takes approximately 30 to 45 minutes.)

The initial screening is divided into 3 parts. The first part is a short discus-

sion with the student to make certain that they fully understand the Tomatis Method and the requirements of the course. The second part is a listening test for both the left and the right ears. During this test, the students listen to sounds emitted through earphones. They are asked to raise their hands when they hear tones emitted at various frequencies. These frequencies range from 8000 hz to 125hz. Then students listen to sounds emitted from a headset that resonates sounds on the bones of the skull. Once again, they are asked to raise their hands when they hear the various sounds. These sounds range from a frequency of 4000hz to 250hz. After this, the students once again listen to sounds from the earphones. They are asked if the sounds they hear are higher or lower than the previously heard sound. The third and final part of the screening is an assessment of laterality. Students are asked to perform certain tasks to ascertain whether they are right or left-side dominant. This assessment is important for the Tomatis screening, in that Dr. Tomatis "has found that most people need to be right ear dominant to have the most efficient pathway from the auditory input to the brain's processing center in the left hemisphere" (Thompson, p. 132). Others have further documented the importance of an awareness of the right and left sides of the body, and have noted that without such awareness, difficulties in reading, writing, and overall language acquisition can result (Thompson, p. 132). After the initial screening, the results are reviewed with each student.

In order to form the class, students'

listening results are compared. As only group adjustments are possible in this class, students whose listening test results are similar are chosen for the class. Unfortunately, students with special needs are often the ones that are omitted from the class. Their needs may differ too greatly from their peers, making group work and adjustments very difficult.

The structure and content of the Tomatis Method class differs from the regular English class in many ways. One noticeable difference is the class size. Kyoto Bunkyo University has only two electronic ear machines, which means that only 16 students can participate at one time. This is due to the fact that one machine can only accommodate 8 participants at one time. Another difference is that as the electronic ear machine is used throughout the academic year, textbook-oriented class work is basically non-existent. Rather than “active” classroom learning and participation throughout the entire year, the Tomatis program is incorporated in such a way that part of the time is spent in a passive atmosphere. In the first term, students spend the majority of the classroom time listening to tapes of both filtered and non-filtered sounds. Towards the latter half of the term, text repetition is also included in the class. In the second term, filtered and non-filtered tapes, text repetition, pair work and group discussions are all included in the class.

The Tomatis Method class at Kyoto Bunkyo University differs from a “standard” Tomatis “Listening Training Program” (hereafter denoted as LTP). A standard LTP consists of approxi-

mately 30 to 60 hours of training. Usually a participant would attend a LTP 2 hours each day for approximately 3 consecutive weeks. This would be followed by a break for approximately 1 month, and then the participant would return for more training, once again at two-hour segments daily for 2 or 3 weeks. Due to curriculum and class-time restraints, Kyoto Bunkyo University students are only able to spend less than 39 hours in the Tomatis Method class.

Another way in which Kyoto Bunkyo University’s Tomatis Method class differs from a standard LTP is in the amount of filtering that is done. Whereas most standard programs include a filtering of sounds up to 8000 hertz, the sounds Kyoto Bunkyo University students listen to are filtered up to only 4000 hertz. As changes are made to electronic ear machine, all class members experience the filtering and adjustments at the same time. We determined, with the support of Tomatis International in Paris, France, that the 4000-hertz level is a safe and effective level to which students can listen in a group setting. It is also a level appropriate for North American English, which is the target language used for the Tomatis Method class. In some cases, the 8000-hertz level needs more individual attention and monitoring, which is impossible in a group or class setting of this type. We have found that the students who have participated in the program have shown enough improvement to warrant the continuation of this level of filtering.

During the first term, students listen to approximately 17 hours of filtered and non-filtered sounds, much less than

the standard program of up to 30 hours of tapes. As stated previously, the program was abbreviated due to the time constraints of the University class schedule. Tapes used include the English version of Antoine de Saint-Exupery's *The Little Prince*. This is the text used for filtering the sounds up to the level of 4000 hertz. Placed in between the filtered tapes are tapes of music composed by Mozart. After the first four weeks of filtering, the students read a child's story in Japanese. During the reading, music of Mozart is played softly in the background. Students are instructed to sit up straight while reading the story. Correct posture is considered to be very important in the Tomatis Method in that it helps illicit good voice and rhythm control in the target language. During the first year of the program, only the reading of a Japanese child's story was incorporated in the program. A change in the program has since occurred with the introduction of Shel Silverstein's *The Giving Tree*. Non - filtered tapes of American and Canadian male and female voices are used for text repetition. The very beginning or elementary levels of tapes are used in the first semester. Also, standard and authorized tapes from Tomatis International in Paris, France are the only tapes that have been used in this program. As the content of the tapes has been pre-determined by Tomatis International, Kyoto Bunkyo University students are exposed to the same tapes as participants at Tomatis Centers around the world who are also working on North American language integration. The only difference is the reduced amount of

time for the program at Kyoto Bunkyo University.

The second term is a more active period for the participants. The students listened to 90 minutes of filtered English, and text repetition and music tapes were also used. Conversation practice was conducted for 12 hours, with Mozart played in the background. At the end of the year, all students participated in the ten-minute paired oral interview required of all Kyoto Bunkyo University students enrolled in the English 2 program. All the students in the Tomatis program were able to successfully complete this interview.

The Listening Exams and the Experiment

Since it is quite difficult to define listening, it, too, is very difficult to evaluate listening skills. Even so, we decided to examine the listening skills of the students enrolled in the Tomatis program and compare their scores with the scores of the students enrolled in the regular English 2 program. In order to do this we conducted an experiment over the course of two consecutive years. During this two-year period, from April 1997 to March 1999, six standardized listening exams were administered to all students enrolled in the English 2 program in the 1997-1998 academic year and English 3 program in the 1998-1999 academic school year. This group was the control group, and of the students that were enrolled in the program, 96 students took all 6 of the exams. Students who were absent from one or more of the exams were omitted from this study. This group of 96 students will

hereafter be designated as the control group. The experimental group was comprised of the 16 members of the Tomatis class.

The listening exams were given 6 times throughout the course of the two years. The first listening exam was given during the first week of classes in April 1997. The experimental group took the listening exam prior to using the electronic ear machine and prior to any training within the Tomatis Method curriculum. The second exam was given to all the participants in the first week of the second term of classes in October 1997. At the time of that exam, the experimental group had already experienced approximately 17 hours of training in the Tomatis Method, which included the introduction of filtered and unfiltered sounds using the Electronic Ear machine. The third exam was administered to all the students in the last class of the academic year, in January 1998. The fourth, fifth, and sixth exams were patterned after the first three exams, and given at the same times as the previous year. The only difference with the latter three exams is that the experimental group took classes and these exams with the control group. All exams were administered by the classroom teacher with the understanding and consent of all the participants involved. In all instances, both for the experimental and control groups, the classroom teacher used a portable cassette recorder and tape for all the exams. No special broadcasting systems were used for the pre-recorded tapes.

The exams used for the listening tests were practice exams or actual exams given in the Second Grade of the STEP

program. This test and the level were chosen for the following reasons: The STEP test is considered to be a standard tool for measurement of English proficiency by the Ministry of Education in Japan. The exam itself can be administered to students in 20 minutes, which means that there is not such a burden of time on the part of the students and the classroom teacher as to interfere with the classroom curriculum. The Second Grade level of the exam is also considered by the Ministry of Education to be the target level for high school seniors or university entrance level candidates. The majority of our students had not taken the exam when they were in high school, so they had not experienced this form of measurement prior to the listening experiment. Though the level of the test is considered to be high school graduate level, the averages of the participants, both the control group and the experimental group, were not overly high, meaning that the exams themselves were probably at the appropriate level, neither too difficult nor too easy, for measurement purposes. Also, though each of the exams was different, the level was considered to be the same for all the exams.

The type of listening exam used was that used in the early to mid-1990s. Each examination consisted of four parts, each worth 5 points for a total of 20 points. In the first section, the participants listened to a short passage of less than 40 words and then were asked to choose the picture that best fit the passage. In the second section, the participants listened to short conversations between two people. They were then

asked to choose the best response to complete the short dialogue. Usually these dialogues are only 4 or 5 sentences long. The third part of the exam involves listening to a recording of a short passage of 50 words or less. At the end of the passage, the students are asked a question pertaining to the passage. The fourth and final part of the exam is similar to the third section, with the exception that the passages are longer. For each of the sections, each of the items is read only once, with 10 sections allotted for the answering of each problem.

In the case of all the listening examinations for both the control and experimental groups, the administration of the tests was not previously announced to the students. Similarly, special preparation or teaching of the vocabulary was not given to either the experimental or the control groups.

Findings

As stated above, six listening exams were administered over the course of two years for both the Tomatis group and the regular or control group of students. The raw scores for each of the 4 sub-tests for each exam was calculated with a total sum of the four scores added up for the overall test score. Each sub-test had a possible 5 points for a total of 20 points per test. For the overall analysis of the study and for a simplification of the statistical analysis, students who were absent for one or more of the tests were eliminated from the statistical analysis. This greatly reduced the number of entries, from over 250 entries to 96 among the regular students.

This reduction of students also meant the elimination of two of the Tomatis students, as they were absent from one of the exams in the latter half of this study. For analysis purposes, the two groups are labeled T-R (Tomatis instruction followed by regular classroom) and R-R (regular, regular) in an effort to describe the two-year course of instruction.

After preliminary analysis of the data, the following was found: By examining the data by SAS and by using the generalized method of ANOVA, the Tomatis students (T-R students) achieved significantly higher mean scores for the 6 listening tests than the students in the regular English classes (R-R students) [$F(1,108)=6.47$, $p=.0124$]. A significant effect of the six sub-tests was found [$F(5,540)=23.73$, $p<.0001$] but there was no significant effect found between the sub-test scores of the T-R students and the R-R students [$F(5,540)=0.73$, $p=6005$ n.s.]. Preliminary statistics are listed in Tables 1 and 2.

Table 1: Listening Test Scores for T-R Students

The mean scores for the 6 listening tests given over the course of the two-year period for the students enrolled in the 1997 Tomatis Method English Class (LIS 1-3). These students returned to the regular English classes at Kyoto

T-R Group	N	Mean	Std Dev
LIS 1	14	9.2857143	2.6144148
LIS 2	14	9.2857143	3.6040271
LIS 3	14	12.8571429	3.3479533
LIS 4	14	12.2142857	2.6941124
LIS 5	14	10.5	3.0318819
LIS 6	14	12	3.2581259

Bunkyo University in the 1998 academic year (LIS 4-6).

Table 2: Listening Test Scores for R-R Students

The mean scores for the 6 listening tests given over the course of the two-year period for the students enrolled in the regular English classes at Kyoto Bunkyo University for the 1997 and 1998 academic years follow :

R-R Group	N	Mean	Std Dev
LIS 1	96	7.4375	2.6390289
LIS 2	96	7.6875	2.8444313
LIS 3	96	10.8229167	3.1422245
LIS 4	96	10.5520833	3.1651716
LIS 5	96	9.8645833	2.503134
LIS 6	96	11.0625	2.5248762

In order to examine the difference between the sub-tests, three mixed scores of the sub-tests were made: sub-test 1+2, sub-test 3+4, and sub-test 5+6. This was done in hopes of absorbing the difference of the sub-tests given. The sum of sub-test 1+2 reflects the initial states of the students in the training program and the first year in the study. The sum of sub-tests 3+4 reflects the end result of the training in the first year and the beginning of the second year of the exam. The sum of sub-tests 5+6 reflects the results obtained in the second year, or at the end of this study. These three mixed scores are listed as LS Com 1, LS Com 2, and LS Com 3 for the T-R and the R-R groups, respectively, in Table 3.

Table 3: Mixed Scores for T-R and R-R Students

This is a table of the mixed scores of the six listening exams given over the

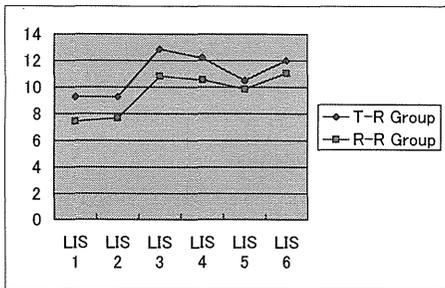
two-year period for both the T-R students and the R-R students, respectively :

Group	N	Mean	Std Dev
T-R LS Com 1	14	18.5714286	4.6195951
T-R LS Com 2	14	25.0714286	5.1956237
T-R LS Com 3	14	22.5	5.3023942
R-R LS Com 1	96	15.125	4.5055521
R-R LS Com 2	96	21.375	5.5748495
R-R LS Com 3	96	20.9270833	3.9047738

These scores were further analyzed using the General Linear Model procedure or GLM, and this analysis also showed a significant effect of the training method. The T-R students earned higher scores than the R-R students. [$F(1,108)=6.47$, $p=.0124$] This analysis also showed a main effect of the mixed scores [$F(2,216)=54.18$, $p=.0001$]. However, the interaction between the mixed scores and the training method was not significant. [$F(2,216)=1.64$, $p=.1956$ n. s.] It is also important to note that these results were similar to the results of the six original sub-tests.

Below in Graph 1 are the mean scores of the Tomatis-Regular group and the Regular-Regular group of students. As is noted, the scores of the two groups basically parallel each other, except in the case of listening test 5.

Graph 1: Comparison of the Mean Scores of the Tomatis-Regular group and the Regular-Regular group



Discussion and Considerations for Future Research

These findings indicate that there is an apparent difference between the Tomatis-Regular students' listening scores and the Regular-Regular students' listening scores. These differences are paralleled throughout the entire study. The results seem to demonstrate the efficacy of the Tomatis method as incorporated at Kyoto Bunkyo University. However, though the preliminary findings do point to such, there are still many aspects that need to be considered.

First of all, the initial raw scores of the two groups are different. There are several factors that could contribute to this difference. One reason is that the students were not chosen at random. Unlike the study in Belgium where the students were grouped according to like abilities, no grouping was done. In the first year of the program, twenty-two students expressed an interest in the program. Consequently, only those twenty-two students were given the initial screening for the Tomatis program. Also, unlike the Belgium study, these screening or listening tests were not conducted on the control group or the R-R

group. Thus, there may even be students included in the control group who have a hearing loss. Two such students who expressed interest in the Tomatis program had documented impairments, and were consequently eliminated from the "group" program because they required more individual attention. The motivational factor of the students who participated in the Tomatis program may also have contributed to the initial difference. From the very beginning of the program, students were informed that they had to attend each and every class session or forfeit their position in the group. Those that expressed interest were motivated to attend each class session. As is noted from the number of students who were eliminated from the statistical analysis, this is not true for the other students. Close to two-thirds of the students' data taken from the R-R group had to be eliminated due to absences on testing days.

Another issue that is closely related to the motivational factor is class size. The Tomatis Method class is limited to 16 students, a fairly low student-teacher ratio. Through the course of the year, the students become acquainted with all their classmates and the classroom instructor. This is not true in the regular Kyoto Bunkyo University classes. The regular class size is usually 35 or more, with some classes having more than 40 students. For a communication class, the student-teacher ratio is too large for personalized attention, which can be another cause in motivation or lack thereof.

While students who have participated in the Tomatis Method English

class at Kyoto Bunkyo University have perhaps been highly motivated in their English studies, they have also had to assume an active role in their education. for the LTP to be successful, students have to be willing to work hard at adjusting their posture and using their voice in a non-stressed resonant way. They must also be willing to spend time outside of the class working on reading texts aloud so as to charge their lead ear. this is truly active learning on the part of the student.

Unfortunately, the above factors are very difficult to analyze and calculate. Though factors are not difficult to assess, they are personal, and the importance that each individual student places on them will affect their success or failure in the Tomatis program.

Preliminary examination of "listening" scores appears to indicate that the use of the Tomatis Method of instruction is effective in the acquisition of English as a foreign language. The Tomatis Method has been incorporated at Kyoto Bunkyo University as a tool to teach foreign language. The experimental classroom was not available to all English students; students volunteered to participate and were chosen on the basis of similar scores on an initial hearing screening, ear dominance and tone discrimination test. Only students who had expressed an interest were tested. Sixteen students were ultimately selected for inclusion in the experimental program. Listening tests were administered six times over a two-year period. Both the Tomatis class and the traditional class participated in the listening evaluations. Mean scores on all six tests vary

between groups with the Tomatis group out-performing the control group. In the future, an empirical study regarding the effects of student motivation would also add to the body of knowledge regarding the Tomatis Method.

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ABSTRACT

Two-Year Evaluation of Kyoto Bunkyo University's Tomatis Method English Program

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本稿は、筆者が京都文教大学において行った、トマティス・メソッドを長期適用した場合の英語教育上の効果に関する調査に基づいたものである。筆者は、本学第一期生のトマティス・メソッド・クラスを1年間担当し、1997年度から98年度にわたり、トマティス・クラスと通常の英語クラスの学生に、文部省実用英語技能検定試験2級のリスニング・テストを6回実施し、両グループに有意の差異が見られるかどうかを比較検討した。分析手法は、SASによるデータ分析およびANOVA分析である。その結果、6回のテスト結果のいずれについても、前者のグループの学生は後者の学生に比べ明らかに高い平均点を記録した。本調査の結果は、トマティス・メソッドが、日本人学生のリスニング能力向上にも有効であることを明確に示唆したものと言える。但し、トマティス・メソッドの実施に当たっては、被験学生の意欲における個人差、クラスの人数等、その効果に影響を及ぼす可能性のある様々な因子が存在する。英語教育のカリキュラムにおいて、トマティス・メソッドの有効性を最大限発揮させるためには、こうした問題を含み、今後さらに検討する必要があると言える。