

# The Possibility of Fluency Building as a Method of Instruction in Science for Human Services

## - Through an Examination of the Effects on Junior High School Students' English Skills Regarding Idioms -

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In science for human services, instruction requires evidence-based methods such as assist and advocacy for smoothing cooperation between professionals. It has been suggested that fluency building has effects on the retention, endurance, and application of skills. However, there is the problem that study on method is lacking in Japan. Therefore, we examined the effects on junior high school students' English skills regarding idioms.

In this study, two junior high school students studied English idioms using a fluency building method and an accuracy (only) training in parallel. As the result of this, both methods were able to improve fluency. However, it was not possible to examine the differences in the effects of the two methods, and it is suggested that the fluency enhances the retention and endurance of English skills regarding idioms.

Because of the simple produces of fluency building, the method can be used to various actions with assists. Also, the method provides instruction without time delay with assist and advocacy since it can deal with additional work. The retention, endurance, and application of skills help to: increase the number of opportunities to learn new actions or skills; secure positive reinforcement in setting to action them actually; learn composite skills as needed for daily situations. Further, fluency as a measurement of performance enables one to transfer information about instruction more correctly and allows one to play the role of assist. In this study, therefore, we concluded that fluency building entails possibility as a method of instruction in science for human services.