

読解前指導によって、学生の注意をより英語に向けさせることが可能か

吉村富美子（九州情報大学）

この発表では、読解前指導によって学生の注意をより英語に向けさせることができるか実験した結果を報告する。アウト・プット仮説によると、学生は英語をアウト・プットして初めて、自分の言いたいことと言えることの間のギャップに気づき、それが言語習得を促進するとされている。今回の実験では、実際アウト・プットしなくても、アウト・プットしなければならないと学生が認識することによって、読解の際に学生の注意を意味だけでなく英語そのものに向けさせることができるのかを実験した。

実験では、学生に2つの資料を与えた。1つめの資料には、課題についての指示、英文、課題が各ページに載っている。この課題は、1) 英文を暗記して書く、2) 英文の内容を英語で説明する、3) 英文の内容を図で描いてもらう、の3種類あり、学生に資料を配る時にランダムに配ることで学生をそれぞれ3つのグループ(G1)(G2)(G3)に分けた。この課題は、英文の理解の程度は同程度だが、英語に対する注意の度合いが違うようになるように選んだ。

英文を読む時間は5分と統一し、時間がきたら課題をやる前に1つめの資料を回収し、2つめの資料を配った。このようにして、実際のアウト・プットの影響をなくした。2つめの資料の各ページには、1) この5分間に何をしたかについての質問、2) 英文の理解度を測るテスト、3) 元の英文の空欄に動詞と冠詞を入れるテストを載せ、学生の読解の仕方や理解度、英語そのものの習得の度合いを計測した。結果は、G3の学生よりもより多くのG1とG2の学生が、英語に対してより多くの注意を払っていた。内容理解については、グループ間に違いは見られなかった。このように、アウト・プットを実際しなくても、学生が後でアウト・プットをしなければならないと認識することによって注意の向け方や読解のしかたが変わることがわかった。EFLの学生は、なかなか英語をアウト・プットする機会がないので、内容を理解することで満足してしまい、英語に注意を向けることをしない。後でアウト・プットをする機会があると認識させることで学生の英語の読解力を表現力に変えることができるのではないだろうか。

第1室（410教室）10:00 – 10:30

A Study of the Effect of DRTA (Directed Reading Thinking Activities)
on Reading Instruction

Saori Komaki (Sendai High School / Graduate student, Kagoshima University)

This presentation reports on a study of active reading strategies to help reading efficacy. Many researchers have insisted that fluent reading is purposeful, flexible, and interactive (See, for example, Grabe 1988). Reading should be *purposeful*; to bring readers motivation. Reading should be *flexible*; many strategies are required to read successfully, for example, skimming rapidly, or anticipating what will happen next, with the aid of titles and pictures. Reading should also be *interactive*; with the reader utilizing information from their background knowledge, as well as that from print.

DRTA (Directed Reading Thinking Activities) is a reading strategy that aims to enhance students guessing of what will happen in the text. They predict what they are going to read. It has three steps: predicting, reading and providing. Each step is repeated over and over again.

The research program used DRTA with ESL learners in a public high school in Kyushu. Two groups were selected. The Control Group consists of 38 students; Experiment Group undergoing DRTA treatment consists of 39.

The same reading materials were given in traditional reading instruction at high school for the Control Group. The treatment was carried out about ten times over a three month period.

The data analysis are ongoing. However, some result will be provided from questionnaires, observations, and dairies in this presentation.

第1室 (410教室) 10:35 – 11:05

母語の読解力が第二言語の読解に与える影響

愛甲ゆかり（第一工業大学）

母語の読解力と第二言語の読解力がどの様に関係しているかを調べた先行研究の多くが、母語と第二言語の読解力を測るテスト結果の相関関係を見るというQuantitative researchの手法をとってきた。その多くの結果において、確かに母語での読解能力は有意に第二言語の読解に影響力を持つが、第二言語の習熟度の方がより重要な要因であると報告されている。今回の研究ではそうしたテスト結果を参考にするのではなく第一、第二言語の読解のプロセスを比較するQualitative researchの手法を用い、第二言語の読解に影響をもたらすのは母語のどのような要素、もしくはスキルなのかをより具体的に究明しようとしたものである。

国語(母語)と英語(第二言語)の読解力を測るテスト結果に基づき選んだ10人の被験者にクローズテストならびに多肢選択問題による新たな国語、英語の読解問題を発話プロトコルを用いながら解いてもらった。この間の発話は全てMDレコーダーで録音され、その内容は実験終了後書き起こされた。書き起こされたデータは、テキストの論理関係の処理、推論をはじめとする読解ストラテジー、メタ認知モニタリング等に着眼し分析された。最終的に、国語と英語での発話プロトコルデータを比較し両者に共通する要素、もしくは共通しない要素を明らかにする事によって母語による第二言語の読解への影響が浮かび上がった。

第1室(410教室) 11:10 - 10:40

The Role of Listening Comprehension in EFL Education
and the Pedagogical Implications
for the Development of L2 Listening Proficiency

Dongkyoo Kim (Busan National University of Education)

This study aims to provide EFL teachers with a broader picture for understanding the unique characteristics of listening comprehension and to offer some practical suggestions for the enhancement of their students' listening comprehension proficiency. Specifically, this study intends to give EFL teachers an opportunity to examine the processes of listening comprehension, the role of listening comprehension in L2 acquisition, and the factors influencing listening comprehension. With a review of the research pertaining to these topics, this study hopes to provide EFL teachers with a new perception of listening comprehension and enable them to diagnose some of the problems that their students might encounter in listening comprehension lessons. In order to enhance students' listening comprehension proficiency, the current paper offers the following four suggestions: 1) develop students' vocabulary knowledge, 2) give advice for sound perception, 3) offer listening strategy training in a very explicit way, and 4) incorporate authentic listening input into English classrooms. Although this paper focuses especially on listening comprehension for attaining successful communicative competence, the remaining three language skills (speaking, reading, and writing) should not be neglected. This paper assumes as optimal a full and balanced development of the four language skills, but urges a greater emphasis on listening comprehension, which to date has been an overlooked area in EFL education.

第1室 (410教室) 11:45 - 12:15

英語が苦手な大学新入生のためのCALL学習導入の試み

山口千晶（長崎ウエスレヤン大学）

近年の大学における英語教育では、実用的な英語運用能力を育むことが大きな課題のひとつであり、明確にその教育結果を示すことが求められている。しかも多くの場合、大学の入り口の1・2年次の共通教育という実質上限られた時間や単位の中で取り組まなければならないのが現状である。効率を上げるためには、能力別クラス編成、教材、評価、教授体制、設備の充実から、課外講座まで、様々な側面からの教育体制の充実が必要である。更に、学習効果を上げる点で重要なのは学習時間の確保である。

以上の理由から長崎ウエスレヤン大学英語教育プログラムでは2002年の開学以来、1年次共通教育にCALLを取り入れている。CALL教材を在学期間の4年間、クラスの空き時間などでフルに活用させることで学習時間を確保し、大学の出口の時点で実用的運用能力向上させることを目標に、CALL利用方法や英語学習方法を導入しているのである。しかしながらその入り口でつまづく問題として、多くの学生が英語は苦手だと考えていることがある。対象者の学生が苦手意識を克服し、自主的に取り組まない限りはこのプログラムが成功する可能性は極めて少ない。また、実用性を重視しAuthenticな素材を取り入れており、TOEICにも対応しているCALL教材は概ね、このような学生にとってはレベルが高すぎる。

そこで、教員の取り組むべき課題は、この教材をいかに難しく感じさせずに導入し、目先を変えた様々な教授法を駆使しつつ学習方法を伝授し、常にサポートしながら学生の苦手意識を取り除いて学習に対する自主性を養っていけるかにある。実際のクラスでは、シャドウイング、サイトトランスレーション、ロールプレイ、ディクテーション、プレゼンテーション、レシテーションなどに工夫を加えて組み合わせた授業を展開した。また学習サポートには学習日記や個別チュートリアル等を利用した。

学期末アンケート調査の結果には、学生の高い満足度が現れた。しかしながら自主学習への意識を高めることが出来たかの点では課題が残った。今回の発表では、アンケート結果の詳細と成績評価結果の実態をもとに、このCALL授業実践の中間報告をおこない、今後の展開について考察したい。

第2室（411教室）10:00 - 10:30

English Video Skills Series: Making an Effective Presentation

Hisayasu Ito (Ritsumeikan Asia Pacific University)

Linda Guishard (Ritsumeikan Asia Pacific University)

English teaching professionals place a great deal of time and effort in developing increased English oral communication skills in their students. While there are numerous ways to accomplish increased oral skills, requiring students to prepare for and make presentations is an excellent teaching method to achieve improved oral skills. In addition to improved oral skills, students also acquire important presentation skills which may serve them well in today's increasingly competitive job market. The video, "Making an Effective Presentation" was made in order to assist both teaching professionals and students make sound use of presentations.

The fifteen minute video (available in VHS and MPEG form) is accompanied with teaching materials: 1) a guide for instructors; 2) comprehension and discussion questions based on the video; and 3) a presentation checklist students use when developing their presentations. The video, "Making an Effective Presentation", is a unique teaching aid since the "actors" shown on the video are real students who, without the aid of a script, helped the authors of this abstract. Studies have shown that learners respond positively when they see peers perform well in situations that they are expected to do. In addition, studies have also shown that humour can aid the learning process. The authors kept both these issues in mind when they developed the video. In our presentation we will share feedback from instructors who used the video in their classes.

Increasing student English oral skills is important. Requiring students to make presentations can increase oral skills. With the use of a short, straightforward video complete with teaching materials the video, "Making an Effective Presentation", can be a positive instrument to attain increased student oral skills.

第2室 (411教室) 10:35 – 11:05

A Critical Evaluation of Placement Tests and Skills Groupings

Rory Britto (Kurume University)

I approach placement tests/skills grouping [PT/SG] from a critical perspective. Although they are commonplace, I question their purpose, design, and application. I feel that they rest on flimsy theoretical support, go contrary to established educational principles, and rest on virtually nonexistent empirical evidence.

As educators, we have a choice of either basing our educational decisions on theory or otherwise. It seems that if we don't base them on theories that they become arbitrary at best and whimsical in the worst case. In turn, when we do look to theory for grounding or support, certain conditions must be met. It is a sine qua non that theories, to be valid, need rest on evidence, logic, and persuasive argumentation. It is my contention that these qualities come in insufficient measure, as far as PT/SG are concerned.

As a starting point, I will attempt to demonstrate that the evidence does not bear the theories. In the field of general education, too few studies in connection with the efficacy of PT/SG have been found, and very little compelling evidence regarding any impact on learning is available. In my studies, I have found this also to be the case in Second Language Learning.

I further feel that I am able to demonstrate that the underlying logic is anecdotal and to that extent, not strong enough to support the theory. Finally, it is my belief that I am able to provide a more persuasive argument against PT/SG than the arguments put forward in support of them.

While seeking input that could persuade me to change my position, through my research, I have come to the conclusion that the evidence does not bear the theories.

It is hoped that this presentation will be of interest to those involved in testing and curriculum development, and issues of educational and language learning principles.

第2室 (411教室) 11:10 - 11:40

航空英語における試験及び教育について ～語学能力要件制度導入の観点から～

縄田義直（独立行政法人 航空大学校）

航空大学校は我が国唯一の操縦士養成を目的とする大学校である。二年間の修業年限の大半を操縦訓練が占めており、英語教育は入学後6ヶ月の学科教育課程にその重点が置かれている。学科教育の中でも他の専門教育科目が国家試験として存在するのに対して、専門航空英語に関する国家試験は存在しないため、学生の英語学習意欲も決して高いものではなかった。

しかし近年、この航空英語教育を取り巻く状況は一大転換期を迎えている。2003年、ICAO（国際民間航空機関）の規定改定により航空機乗組員及び管制官の英語能力に関する語学試験の実施が各国に義務付けられ、これを受けて日本でもその開発・導入が必須事項とされ、2008年度以降は実施の方向で決定している。

本発表においては、操縦士に求められる英語力とは何か、この語学試験で計測する英語能力とは何かを、既に海外で作成・実施されている試験(PELA TEST)の分析を行うことにより明らかにし、さらに将来的課題として航空大学校の英語教育としてどのような対応を行うかを視野に入れる。

ICAOが規定する語学試験で重要な点は、通常運航業務で使用されるいわゆる「Routine-Expression」から外れたところで、不測の事態・緊急事態(及び通常運航下においてもRoutine-Expressionではカバーできない事態)において操縦士と管制官が「平易な英語」(Plain English)を用いて会話を行う能力があることを実証しなければならない点にある。現在日本国内では航空分野の英語能力を計測するというICAOの語学要件に適した試験は存在せず、また既存の各種英語検定試験の流用では対処することはその性質上困難である。しかし根底には一般的な英語運用能力が必要であることは本発表においても明らかになるところである。現在でも航空大学校では、より専門的・ESP的観点から英語教育を行っているが、将来的にはこの語学試験を意識した新たな教育内容・教材の開発が必要となるであろう。

第2室（411教室）11:45 - 12:15

The Effects of Stressing Creativity in ESP Classes: Focus on Changes in Attitudes toward Learning

Masao Kanaoka (Kagoshima National College of Technology)

Research Background

Creativity as a cognitive process can be enhanced in a real world context, especially in relation to the intended workplace (Lubart, 1990), while fostering creativity contributes to the development of intrinsic motivation (Amabile et al., 1986). Critical thinking is a metacognitive act (King, 1995), and creativity and critical thinking play a crucial part in goal-directed problem solving (e.g., Basadur et al., 1990; Brophy, 1998; Bransford et al., 1986). In technological education, the development of creative problem solving skills needs to be stressed (Hill, 1998), since such higher-order thinking abilities are indispensable in finding practical solutions in the workplace and in real-life contexts. Fostering creativity has become crucial for the future of school education in Japan (e.g., Koh, 2000); therefore, it is important to introduce ESP classes which stress creativity, critical thinking, and problem solving so that Japanese ESP learners can become more self-reflective and mindful of the real world. In contrast to the traditional ESP methodology that apparently emphasizes instructor-oriented practice, learner-centeredness and creativity in task assignments need to be emphasized in the classroom. Creativity is useful for technology-major ESP learners who may be assigned to design and develop new products in the workplace after graduation. Hence, it is necessary to explore whether or not a new ESP methodology involving more creativity would be effective for the improvement of learning attitudes among college-based ESP learners in Japan.

Research Purpose

The study aims to explore the effects of ESP methodology which stresses creativity for the improvement of learning attitudes among Japanese ESP learners. Specifically, it investigates the practicality of such methodology for engineering students who are inexperienced ESP learners.

Method

144 students of a national technical college participated in the study for three months. Identical pre and post questionnaires using the 5-point Likert scale were administered in order to measure the change of learning attitudes for quantitative analysis. An open-ended questionnaire was also administered at the end of the study in order to further reveal the effects of the methodology.

Results and Discussion

The results showed that learning attitudes toward ESP courses were improved after the introduction of creativity-focused ESP classes. As Table 1 shows, positive attitudes were enhanced over the three-month research period. This suggests that Japanese ESP learners are more likely to improve their learning attitudes through creative tasks, especially when the tasks are related to either their prospective career after graduation or their personal interest. Meanwhile, as Table 2 suggests, learning attitudes toward general English courses worsened, especially compared to the enhanced learning attitudes toward the ESP classes. Such a discrepancy suggests that the participants prefer to learn English under a new type of learning environment, one which emphasizes clear goal setting, personal interest and social value. It is concluded that a goal-oriented, learner-centered instructional approach may help novice ESP learners recognize the solid relationship between their current learning activities in the classroom and their prospective goals beyond college.

Table 1. Positive Change of Learning Attitudes in ESP Classes (n = 122)

Questionnaire	<i>Mean</i>	<i>SD</i>
Pre	3.67	0.957
Post	3.90	0.913

Table 2. Change of Learning Attitudes toward General English Courses (n = 122)

Questionnaire	<i>Mean</i>	<i>SD</i>
Pre	3.52	1.022
Post	3.48	0.973

Language Ownership: A New Concept for Lesson Planning

Michael Guest (Miyazaki University)

Language ownership is a new concept which emphasizes the cognitive and emotional engagement of the learner. This approach argues that when the cognition or emotions of a learner are stimulated the learner feels a greater sense of involvement and responsibility for their discourse with the result that retention is likely to be deeper and longer-lasting. Recent research indicates that 'noticing' or 'paying attention to' specific language items increases consciousness-raising, that comprehensible input alone is insufficient. But although such a process may come naturally in ESL or target-language environments it is more difficult to achieve in EFL settings, particularly in classrooms with students who often don't have specific language-learning motivations. The speaker believes that a 'Language Ownership' approach can address this problem.

In this presentation, the speaker will first discuss the relationship between cognition/emotion and language acquisition. The speaker will then present a new formula designed to generate a sense of 'language ownership' in language learners for use in EFL classroom lesson planning or developing teaching materials. This formula defines and measures six factors central to establishing a sense of language ownership in any task or activity: 1) the degree of cognitive engagement 2) the degree of emotional engagement 3) the perceived long-term value 4) the perceived short-term value 5) item specificity and, 6) contextual practice.

The speaker will offer guidelines for developing each of these six factors. Finally, the speaker will present some concrete examples of this new approach.

第3室 (415教室) 10:35 - 11:05

How Effective Are the Non-Native EFL Teachers' TETE Classes?

Sung-Ae Kim (Pusan National University)

The aim of this study is threefold. Firstly, it is to investigate the problems of the currently encouraged “Teaching English through English (TETE)” classes in Korea taught by the Korean English teachers. Secondly, based on the belief that different teaching contexts require different teaching methods, it is to argue that non-native EFL teachers need to employ different teaching strategies from those used by native English teachers. Lastly, it is to draw experts’ attention to the development of context-sensitive teacher training programs, which can help the non-native English teachers cope with the inherent constraints in the EFL context. To that end the study analyzed three videotaped TETE classes taught by Korean English teachers and two questionnaires for middle school English teachers and students, respectively. According to the results of the data analyses, the intended-to-be communicative English classes taught by the non-native EFL teachers leave much to be desired and as such they cannot contribute very much to the development of the target language proficiency in the students. Based on the findings, the study concludes that in an EFL context with so many constraints, one should not blindly try to implement a policy that may work well in a context without such constraints, that without appropriate pedagogical strategies the seemingly fancy materials and exciting activities that are frequently employed in the TETE classes do not contribute very much in making the classes effective, and that the teachers need to be provided with training on how to cope with the constraints inherent in the EFL context. Suggested in the paper are some pedagogical strategies that the non-native EFL teachers might have to consider in order to improve their classes.

第3室 (415教室) 11:10 – 11:40