

## **In Search of Good Vocabulary Learning Strategies: Facing the Challenge of Improving Low Vocabulary Levels at Japanese Colleges**

John P. Loucky (Seinan Jo Gakuin University)

Authentic task-based language learning using the benefits of online CALL can be very effective for rapid vocabulary expansion, especially when target vocabulary has been pre-arranged into bilingual categories under simpler, common Semantic Field Keywords. Results and satisfaction levels for both Chinese English majors and Japanese Engineering majors were high in this comparative study, indicating its great potential for helping many students from various language backgrounds to more rapidly expand their target language vocabulary, especially when blended with other real language negotiation tasks, preferably for an authentic audience such as these students had.

## **Merits and Demerits of Authentic and Self-made Videos**

Masakazu Somey (Oita Prefectural College of Arts and Culture)

As a proverb goes, “Seeing is believing”. A glance at something is often branded on our memory. Then, why not use video in teaching English? Video is not only a powerful tool for conducting a class but also a stimulus to a class, which is otherwise monotonous. The aim of my presentation is to shed some light on the role of two types of video: authentic and self-made video.

There are a number of English videos on the market: Some are from movies and others are excerpted from TV programs. These authentic videos are intended for native speakers of English or for those who have a very good command of English.

On the other hand, among college instructors are those who make their own video for class use in spite of the fact that they spend a great deal of time and endeavor before they can put on the show. However, tidbits of knowledge based on one’s experiences can be of help in teaching English in class.

Whichever the case may be, there seem to be merits and demerits in authentic and self-made video materials. The former are vivid, well thought out, artistic and so on. However, since they are originally made in order to entertain people who have little trouble understanding English, they are far beyond the scope of the average Japanese college student. The words, phrases and sentences are too difficult. The characters speak too rapidly. Or, there may be a lot of slang or jargon. Some scenes may not be suitable for class use, either.

In comparison with authentic videos, self-videos have merits of their own. Considering the level of students, for example, instructors can control the content with ease: vocabulary, narrative speed, exercises and so on. Self-made videos can be more user-friendly, practical and “teaching-efficient”. However, they may lack in authenticity, artistic design or entertainment qualities. To make matters worse, shooting pictures, editing and preparing narrations is not an easy matter. The results may not be worth the trouble unless the entire project is well organized with sufficient preparation.

The characteristics of authentic and self-made videos are poles apart. In my presentation, I intend to touch on the role of video and point out some differences between the two types of video. I wish to show parts of both authentic and self-made video tapes to substantiate my claims.

## 米 TV ドラマを使用した中上級者向けリスニング授業実践報告

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今発表は、ある程度の英語力はあり授業内でネイティブ教員の話していることは大体理解できるが、ナチュラルスピードの英語を理解するのが困難な生徒向けの「会話リスニング授業」の実践報告である。授業の主目的はフォリナートーク (Ellis, 1985) に頼らないリスニング力養成であるが、それに加え語彙意味論的、社会言語学的、語用論的側面等もとりいれ、多様な生徒のニーズに応えられるようにした。

音声に関しては5つの壁を検証し、それぞれの壁を破るための対処法を紹介し自学学習の際の示唆を行った。‘Discovery Listening’ の手法を取り入れ気付きを意識したリスニングも行い、トップダウンに傾斜しがちなドラマのリスニング授業にボトムアップ的側面も盛り込む事にした。

語彙意味論的側面では、重要基本語をとりあげコアで抽象的にその意味構造を論じ、それを具体的な使用場面とのリンクをはかりつつ多義性に触れることによって、理解と共に語彙を学び「使い分け、使い切る」語彙力の養成を目指した。授業の過程で「基本語のコア意味を理解していない」つまり「一語一訳的に丸暗記している」ために、語は聞き取れているが意味が分からないという「基本語の意味の壁」が中上級学習者においても意外に多いことが判明した。

社会言語学的、語用論的側面に関しては、特記すべき台詞、日本語訳には現れない英語のジョーク、背景知識等に関して教員側が全ての説明をしてしまうのではなく、生徒に自ら考え調べディスカッションさせる機会も設け、一方的な情報提示で終わってしまわないよう留意した。

英語学習において学習者が学ぶべき事項は、基礎4技能に加え社会言語学的、語用論的知識等々多岐にわたる。それに対し生徒が実際に受けることのできる授業数は限られているため、教員側はそれらを効率よく盛り込んだ授業の提供をする必要があるし、又生徒が自学学習する際のヒントを示唆できるようなものでなければならない。ドラマを使った授業は、その1提案である。実際の授業資料の一部を紹介し、ドラマを用いた授業のメリットとデメリット、授業展開の可能性、今後の課題等を検証する。この授業は英語力が中上級以上の専門学校生、大学生、社会人の授業に特に有効なものと思われ、導入の仕方次第で様々な可能性を秘めていると思われる。

### (クラスに関する基礎情報)

神田外語学院英語専攻科2年「会話リスニング授業」での取り組み。TOEICの点数は600~900点前後、平均700点強、人数22名。卒業後約半数は四年制大編入(又は海外の大学に進学)で残り約半数が就職。英語に対する興味関心、モチベーションが非常に高いクラス。

## 学生は大学での TOEIC 対策に何を求めているのか

徳永美紀 (中村学園大学)

近年、大学での英語教育と TOEIC は切っても切れない関係になりつつある。入学の判定に TOEIC を考慮する大学、TOEIC の点数に応じて単位認定を行っている大学、就職支援の為に TOEIC 対策の授業を行う大学、TOEIC 対策以外の授業でも、TOEIC が評価の一部になっている講義を持つ大学などが増えている。その背景には、大学での英語教育内容の見直し、成績評価レベルの統一化、就職での必要性など、様々な理由があると考えられる。TOEIC がこれだけ重視されていること自体の是非については意見が分かれる部分であるが、現時点の英語教育で TOEIC を無視するわけにはいかないということは事実である。このような変化に、大学の英語の授業がどう対応するべきかについては、教員の考えも様々であるが、それによって成績や就職に影響の出る学生本人達はどのように思っているのか。そこで、以下の点について学生アンケートを実施した。1) 学生は TOEIC を必要だと思っているのか。2) TOEIC の点を伸ばすにはどのスキルを伸ばせば良いと考えているのか。3) TOEIC の点を伸ばすには特別な TOEIC 対策をするべきだと思っているのか。4) ネイティブ教員と日本人教員ではどちらの授業が有効だと思っているのか。5) 教員はネイティブ、日本人に関わらず TOEIC の受験経験があるべきだと思っているのか。アンケートの結果、学生の間にも様々な考え方や意見の違いがあることが分かった。それには学生の今までの英語学習の経験や TOEIC レベルも影響しているといえる。学生の希望通りにするのが良い授業ではないが、学生の考えを知ることは、教員にも学生にも有益なことではないか。アンケート結果をもとに、教員と学生の考えの異なる部分への対処法などを考える。

## 第二言語としての英語と日本語の習得における「同型写像仮説」 の妥当性

伊藤 彰浩 (愛知学院大学)

近年の第二言語習得研究において創発主義 (emergentism) に基づく研究が注目を浴びている (最近の *Applied Linguistics* (Oxford University Press) で特集が組まれた). 創発主義とは, 元来, 哲学や生物学において, 既存の要素が予測不可能な再編成や再構成の結果, 全く新しい生物や行動様式, または意識が出現するとする説, として認知されている. このような理論的基盤において, 失文法症 (agrammatism) の研究から提唱された「同型写像仮説」(isomorphic mapping hypothesis) の妥当性が検証され始めている. この仮説は意味論の研究で使用される事象構造 (event structure) の概念を統語研究に応用し, 文を構成する語順が現実社会における事象の流れに対応していれば, その文の理解は容易であり, 対応していない場合は理解が難しくなることを意味する. 日本語を例にこの仮説の内容を説明する. 例えば, 鉛筆を使って消しゴムをたたくように相手に命令する場合, 日本語では①「鉛筆で消しゴムをたたきなさい」と②「消しゴムを鉛筆でたたきなさい」の 2 種類の語順が可能である. 実際に我々がこの行動をする場合, まず初めに道具である鉛筆を手にとってから消しゴムをたたく. つまりこれら 2 つの文の場合, 事象の流れに対応している語順は①であり, 「同型写像仮説」が妥当性であれば①は②よりも理解と産出が容易である.

本発表では, 初めに失文法研究から提唱された「同型写像仮説」について説明する. 次に, 日本人英語学習者および米国人日本語学習者が第二言語である英語と日本語を習得していく初期段階において, 同じように, 事象の流れに沿った語順の場合は容易に文を理解し, 事象の流れに沿っていない語順の場合は理解に困難を生じる傾向をデータに基づいて報告する. そして, これまでの語順研究で提唱されてきたその他の仮説 (正文仮説 (canonical word order hypothesis) と言語転移仮説 (linguistic transfer hypothesis) ) の妥当性も検証する. 最後に, 本研究結果が言語教育においてどのような示唆を含む可能性があるか考察する.

## **A Comparison of Two Center Shiken Based on a 25-year Gap**

Michael Guest (Miyazaki University)

In this presentation, the speaker will first outline some important, but little known, facts, features and practical circumstances regarding the current National Center Examination for University Admissions.

Then, by comparing samples from a 1981 version of the test to the 2006 version it will be argued that while the older version fits the stereotype of a discrete-item, grammar-centered test, the current form of the test- in accordance with the national government's stated intentions on developing Japanese with communicative abilities- could actually have a beneficial washback effect on high school English pedagogy.

It is believed and hoped that this understanding of changes in the "Center Exam" may foster the development of at least basic communicative competence while still successfully teaching for success on the examinations.

## コミュニカティブなライティング・クラスに関して ーコントラストティブ・レトリック的視点から

平野 順也 (熊本大学 非常勤講師)

本論文ではコントラストティブ・レトリックの観点から大学英語教育におけるライティング・クラスを考察し、ライティング・クラスの効果的な実践にむけた方法を議論する。コミュニケーション能力の向上に焦点をあてた言語教授法は、学習者間のインターラクション、ロールプレイといったオーラル・コミュニケーションを中心に取り組む傾向にある。すなわち、スピーキングやリスニング、プレゼンテーションやディベートといった活動が中心になる反面、リーディングやライティングといった活動が軽視される。無論、Widdowsonらにより、オーラルに制限されない総括的な「コミュニケーション」の必要性が議論されているが、現在のライティングやリーディング・クラスがコミュニケーション能力向上という目標に結びつき行われているかどうかは疑問である。米国大学で行われているライティング・センター等のサポートが日本の大学で充実していない点からも、ライティングへの取り組みの浅さが伺われる。ライティングが従来の翻訳や英作文といったある種単一的な枠組みを超え、コミュニカティブな活動と関連付けられる必要がある。その時ライティングは様々な文化背景、それにより生じる数々の構成の方法、またスタイル、読者、ジャンルといった要因を予め念頭に置き制作しなくてはならない複雑な活動としてとらえられる。コミュニカティブなライティングとは、ソクラテスが指摘した活字への懸念の克服を目標とした行為であるとも言える。文化によって様々に変質する説得力のあるライティング・スタイルの認識、文章作成、また文章構成にいたるまで、様々な側面からライティングに取り組まなくてはならない。本論文は、コントラストティブ・レトリックを中心にライティングの複雑な性質、それによって生じる問題点を議論し、コミュニカティブなライティング授業案を提示する。

## 「かのや英語大好き特区」における小学校英語教育の現状 —教員に対するアンケート調査から—

吉重美紀 (鹿屋体育大学外国語教育センター)

小学校での英語活動／教育が始まり、今や英語教育における小中高大の連携は必須となってきた。小学校で英語に接した者が大学に入学するようになれば、当然大学の英語教育も変化を求められる事が予想される。最近は学会等でも小学校の英語活動に関するシンポジウム等開催されるが、身近な地域の小学校がどんな取り組みをしているのか広くは知られていない。そこで今年度、学内の重点研究プロジェクトの1つとして地域における小学校英語教育の現状を調査／研究することとなった。本発表は、その第一段階として鹿屋市教育委員会と小学校教員にアンケート調査をした中間報告である。

筆者の住む鹿屋市は、内閣府より「かのや英語大好き特区」の認定を受け、市内小学校の推進校6校と研究校17校で教科として英語の授業を実施している。今年度4月より鹿屋市教育委員会等の協力を得て、各校の英語担当教員を対象に現状に関するアンケートおよび実地調査を行なっている。アンケート調査では、各校の目標、実施状況、指導形態、評価、実践活動の特徴、地域の特性を活かしたカリキュラムデザイン等の項目について調べた。特に、その調査結果から小学校でうまく機能している点、問題点等を探り英語特区における小学校の英語教育の現状について発表し、小学生の成長のために英語教育は何ができるか、また小中高大はどう連携していくべきかを考えたい。



## 基本動詞のコロケーションについてのコーパス分析—日本人英語 学習者のスピーキング能力向上に資する言語材料を求めて—

猿渡 翌加 (島原翔南高校)

稲毛 逸郎 (長崎大学)

人間の言葉による表現行為における語彙の重要性は、多くの研究者によって指摘されている(Nation, 1990; Sinclair, 1991; Cruse, 1986; Read, 2000)。Pawley and Syder (1983: 208)によると、ネイティブスピーカーは、彼らの脳中に、大量の語の連続体を蓄積しており、それが、新しく語を組み合わせる際の見本となると示唆されている。Nation (2001) と Read (2000)は、コロケーションがそれらの語の連続体に含まれると指摘している。コロケーションの知識は、言語学習者の発話をより自然で流暢にするものであり、伝えたい内容をより明確に、そして正確に伝えることができる。

投野 (2005)は、英語の基本動詞が、会話のなかで非常に多く使用されていることを指摘している。そのため、日本人英語学習者にとって基本動詞のコロケーションを身に付けることが英語を話す上での重要な鍵の一つであると言える。そこで、中学校、高校でスピーキングの教材として使用されている教科書に、重要な基本動詞のコロケーションがどの程度含まれているかを再検討する必要がある。

本研究では、基本動詞のコロケーションにおいて、英語母語話者の話し言葉コーパスと中学校、高校の英語の教科書で使用された表現とを比較分析した。特に基本動詞 *know, think, say, get, go, see* の右側に現れる要素について検討した。

分析結果より、6つの基本動詞において、それらのコロケーションの大部分は、教科書とネイティブスピーカーのコーパスで共通して見られたが、使用頻度に大きな差が見られた。その理由としては、検定教科書では、単語が単元の話題との関連で選ばれる傾向が見られる点が指摘される。特に *I think so, say that again, get up, go to school, see you* などのコロケーションは、教科書特有のものであった。一方で、ネイティブスピーカーのコーパスでは、これらの基本動詞をより広範な語と組み合わせて使用していた。

結論として、教科書の単語やコロケーションは単元の話題との関連性という基準だけでなく、ネイティブスピーカーが使用する頻度によっても選出される必要があると考えられる。また、ネイティブスピーカーによって際立って、頻繁に使用されているコロケーションについては、日本の検定教科書でももっと取り扱うべきであると示唆を導くことができる。

## 大学必修英語における ESP の課題と English for Career Development の試み：実践報告

津田晶子 (中村学園大学短期大学部)

ESP は、リメディアル目的の Pre-Academic program, 学術目的の EAP、職業訓練のための Vocational and Technical English とならび、大学・短期大学の EFL・ESL プログラムで提供できるカリキュラムの一つであるが、現状では、日本の大学英語教育、ことに大学低学年次の必修英語のプログラムで、広く導入されているわけではない。その理由として、日本の大学英語教育界における、ESP の認知度が低いこと、ESP が指導できる教師や日本向けにデザインされた ESP 教材が不足していることなどが考えられる。

大学入学後の低学年次においては学習の目標を見失いがちで、卒業後の英語ニーズについても情報が少ないため、多くの学生にとって英語学習のモチベーションを持続するのは難しい。将来的な英語学習のニーズや英語学習の具体的な目標を学生に示して、多様化する社会のニーズに応えた英語教育を提供するには、大学低学年次の必修英語の時点からの段階的な ESP の導入が有益である。

この発表では、前半で、先行文献や、九州大学全学教育の必修英語を対象に実施した調査、「オンラインシラバス分析」「卒業後の英語ニーズ分析、プログラムの遡及評価」「再履修学生調査」に基づき、大学の必修英語における ESP の可能性と、その導入に際して解決すべき諸問題について考察する。そして、後半では、ESP を通して学生に自身のキャリアについて考える機会を与えるために、発表者が自らカリキュラム・シラバス・教材をデザインし、授業で実践している English for Career Development について報告する。

## コメディカル養成課程学生の英語学習への姿勢と 学習ストラテジー

永野喜子 (久留米大学非常勤)

日本のコメディカル (co-medical) 養成課程において、学生たちにどのような内容の英語教育を行なうべきであるのかを検討するために、本発表者は 2006 年度のコース最初に、各教育機関の臨床経験のある専門科目教員 (元・正看護師 49 名、元・理学療法士 15 名、元・作業療法士 10 名) に対して、医療現場でどのようなときに英語が必要とされていたかを問う自由回答式のアンケートを実施した。その結果、看護師養成課程においては「日常会話力養成」と「医用英語の理解と暗記」が特に必要とされ、理学療法士・作業療法士養成課程においては「学術文献読解力」が主として必要とされることがわかった。(永野, 2007)

一方、各養成課程学生へのより適切なアプローチやメソッドを決定するために (深山, 2000)、2006 年度コース開始時には、各コースの学生の一般的な英語能力や、これから始まるコースへの不安、その他の情意的要因を自然に引き出すような、学生一人ひとりへの自由回答式アンケートも実施された。本発表では、この回答から見られる学生の英語学習への姿勢を、各々の学生グループ (大学看護学科 2 年生・専門学校准看護師科 2 年生・大学理学療法学科 1 年生・専門学校理学療法学科 1 年生・大学作業療法学科 1 年生・専門学校作業療法学科 1 年生) ごとに分析し、比較したものを公表したい。さらに、本発表者が 2006 年度のコースを通して行なってきた大学看護学科とリハビリテーション技術専門学校の授業の内容と方法について、学生が任意に寄せた感想文からうかがえる、彼らの動機づけと学習ストラテジーについても言及し、今後の各コメディカル養成課程における英語教育の具体的なやり方を考える足掛かりとしたい。

## **The Study of Akira Kurosawa in the Japanese University EIL Classroom**

Rie Karatsu (県立長崎シーボルト大学)

EIL (English as an international language) suggests that English no longer needs to be culture-linked to those who speak it as a first language. Rather, the objective of an international language is to describe one's own culture and concerns to others, as argued by Smith (1976) some 30 years ago. Japan has a clear realization of this issue as argued in the publication, *Nihonjin wa naze eigo ga dekinai ka* (Why Can't the Japanese Speak English?) by the linguist Suzuki (1999). Suzuki contends that for 130-plus years, ever since Japan joined the international community in the Meiji era (1868-1912), the Japanese have put all their energy into deciphering English (and also German and French) texts in order to assimilate Western civilization and achieve modernization and have failed to make an equal effort to train themselves to articulate their own viewpoint to other countries. He attributes the Japanese inability to speak English to this exclusive emphasis on passive reception rather than active transmission. If international understanding through active transmission is really important, a question for many in this concern is how culture could be taught beneficially. A pragmatic approach or approaches that stimulate cultural identity and meaningful intercultural understanding should guide decisions in curriculum development. This article seeks the effective method of fostering the meaningful intercultural understanding through the study of Akira Kurosawa, the great Japanese film director in the Japanese University EIL Classroom.

## **Test-taking processes for the cloze by EFL readers**

**Mihyang Han (Dong-A University)**

**Dong-Ho Kang (Seoul Nat'l Univ. of Tech.)**

Over the past three decades, there has been intense debate concerning construct validity of the cloze test as a reading comprehension test. Some studies see the cloze test as just measuring the local-level processing abilities such as particular lexical or grammatical knowledge (Alderson, 1979; Markham, 1985; Shanahan, Kamil, & Tobin, 1982). Others support that the cloze test assesses intersentential processing abilities and serves as global comprehension testing (Bachman, 1985; Chavez-Oller, Chihara, Weaver, & Oller, 1985; Chihara, Oller, Weaver, & Chavez-Oller, 1977; Fotos, 1991; Jonz, 1990; Yamashita, 2003). Currently, the validation of the cloze test has been clarified through investigating what test takers actually do in performing the cloze test (Cohen, 1984, 1998; Lee, 2002; Storey, 1997; Sasaki, 1994; 2000; Yamashita, 2003). However, it is still under-researched what strategies test takers employ in restoring deletions of the cloze as well as whether or not cloze tests measure discourse-level reading skills.

In this light, the present study aims to identify strategy types contributing to successful or unsuccessful cloze test performance and to investigate the differences in the use of test taking strategies between skilled and less skilled EFL Korean readers. 5 skilled and 5 less skilled students were selected and a 15-item cloze with discourse markers deleted was constructed for this study. Retrospective verbal report was employed as a major tool for data collection. The audio-taped verbal report protocols were analyzed according to a modified framework of Anderson (1991), Bachman(1985), Sasaki (2000) and Yamashita (2002). The six categories were used to classify the protocols: 1) Clause level, 2) Sentence level, 3) Text level: a. Adjacent context, b. Wider context, 4) Extra-textual, 5) Test-specific, and 6) Missing.

The results show that the participants tended to use multiple strategies to cope with the discourse cloze. They employed text-level strategies most frequently, followed by sentence-level strategies. This indicates that the cloze promoted interactive and text-specific reading and test-taking processes. In addition, the discourse cloze task revealed different test-taking behaviors according to reading proficiency. The skilled students employed more strategies to solve problems than the less skilled group, which means the skilled readers engaged more actively in processing cloze items. Also, the skilled readers were better at using information from a wider discourse context than the less skilled group, indicating they tried to integrate macro-information of the text. The skilled group was also able to use text-level,

sentence-level and test-specific strategies more properly and effectively, which led to their correct completion of the discourse markers based on a proper understanding of the cloze text. These differences demonstrate that the discourse cloze reflected well high-level reading comprehension and therefore, discriminate well between the skilled and the less skilled groups.

Despite some limitations of the study such as a small sample size, it is suggested that the cloze test promotes interactive reading processes, especially higher-level reading skills, has discriminating power and therefore serves as a useful reading comprehension test. Further studies are required on successful test-taking strategies for the cloze test based on process-oriented approaches towards the construct validity of the cloze test.

司会 : Robert Fouser

<パネリスト紹介>

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Naoko Ozeki obtained her Ph. D from Indiana University of Pennsylvania and is a professor at Meiji University in Tokyo. Her area of interest is learning strategies and her dissertation titled *Listening Strategy Instruction for Female EFL College Students in Japan* (MacMillan Languagehouse) further explored this area. She is a representative of the Learning Strategy SIG of the JACET. This SIG published *Language Learning and Learning Strategies* (Liber Press) in 2005 and *Handbook of Learning Strategies for English Teachers* (Taishukan) in 2006.

Yasuo Nakatani obtained his PhD from the University of Birmingham and is an Associate Professor in the School of Management at Tokyo University of Science. He was a visiting scholar in the Department of Educational Studies of the University of Oxford in 2002. His research interests include learning strategy, second language acquisition, L2 teacher education and business communication. He has published articles in the Modern Language Journals.

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**What makes successful English learners? :  
Answers and questions in language learning strategy research  
in Asian Contexts**

Shinhye Kim (Keimyung University)

The goal of learner strategy research is to establish connections between strategy use and second language success by investigating the extent to which strategy use contribute to the learning process (Bremmer, 1999). With this aim, majority of strategy research has focused on the relationship between the strategy use and the language proficiency showing that the more proficient learners use not only more strategies but also more effectively (Green & Oxford, 1995; Naiman, Fröhlich, & Stern, 1978; Oxford, 1985; Park, 1997) . The influence of other variables such as gender (Green & Oxford, 1995; Politzer, 1983; Sy, 1994), learner belief (Abraham & Vann, 1987; Yang, 2000), and motivation (Ehrman & Oxford, 1989, 1990; Oxford & Ehrman, 1988; Oxford & Nyikos, 1989) on strategy use has been also investigated. Most of the research findings are based on Oxford's strategy inventory (SILL, 1990) with some exceptions of non-SILL studies. Though the SILL studies provide "a good general picture of strategy use" (Oxford & Green, 1995, p. 167), it cannot be assumed that a particular strategy will be useful in any cultural context. What may be beneficial in one cultural environment may be considered to have a different effect in other contexts (Bremmer, 1999).

Given the fact that the questions in the SILL are highly decontextualized, the problems of interpreting the result and the translating them into teachable strategies for classroom use have not been adequately addressed. Despite the common belief that learning strategies can be taught, some (Rees-Miller, 1993; Skehan, 1989) are more doubtful about the efficacy of learner strategy use of other culture and settings. In fact, some research addressed differences in strategy use depending on the learning situations. Generally learners in ESL situations use strategies more frequently than in the in EFL situations. However, it should be noted that almost all studies of strategy use were conducted in the ESL situations (Wharton, 2000). Other research (Dirksen, 1990; Politzer, 1983; Politzer & McGroarty, 1985; Reid, 1987) reported the different pattern of strategy use by Asian learners.

Considering the importance of learning situations, the present study attempts to investigate the learner's strategy use profile in Asian contexts with specific focus on the cultural influence of strategy use. It reviews the studies on Asian learners' strategy use and compares the findings with those in ESL settings. The implications for classroom instruction will be suggested.



## Project Work to Develop Learners' Metacognition

Naoko Ozeki (Meiji University)

The ultimate purpose of strategy training is to help learners become autonomous rather than to provide learners with learning strategy techniques or to improve their language ability. There are several reasons for this. First, learners need to continue learning on their own after they complete language education at school. In addition, the length of language education at school is often limited. Second, adult learners possess diversified needs that the school curriculum cannot satisfy completely. They need to be able to learn by themselves to fulfill their own needs (Kissam & Holda, 1997; Oxford, 1990).

Before focusing on how to promote learner autonomy through learning strategy instruction, we need to define the term *autonomous* learners. Benson (2001) maintains that autonomous learners are learners who can take control of their learning at three different levels: learning management, cognitive processes, and learning content. At the level of learning management, learners plan their learning and monitor their learning time as well as pace of learning. The next level is control over cognitive processes such as inference and reflection. The final level is control over the content of learning, which learners usually do not have within the framework of the formal education system.

Another way of describing autonomous learners is in terms of *metacognition*. According to cognitive psychology, metacognition can be divided into two types of knowledge (see Figure 1). The first kind of metacognitive knowledge is the declarative knowledge about how the mind works. It is comprised of *person knowledge*, *strategic knowledge*, and *task knowledge* (Bruer, 1998; Flavell, 1979). Person knowledge is knowledge about how learning takes place and what inhibits learning. This includes knowledge about factors of individual differences in language learning such as age, beliefs about learning, and motivation. The second kind of declarative knowledge is strategic knowledge, that is, knowing which strategies work effectively for a specific task. Finally, the third type of declarative knowledge is task knowledge. This refers to the purpose and nature of the task. Learners who possess these three kinds of declarative knowledge -person, strategic, and task knowledge-will be able to understand the differences between *memorizing* and *understanding*, use learning strategies appropriately depending on the task, and think of the time needed to complete the task.

The other aspect of metacognition involves the ability to regulate one's own cognitive processing such as planning, monitoring, and checking. Some of these skills seem to be implicit, unconscious procedural knowledge.

Metacognition as described in cognitive psychology seems similar to the metacognitive strategies found in learning strategy theory. This is not unexpected because the concepts of learning strategies originate from

cognitive psychology.

Since autonomous learners have metacognition as defined in cognitive psychology, I will explore how we can help learners become autonomous, that is, develop their metacognition through learning strategy instruction. Examples of strategy instruction designed to teach specific strategies are illustrated in detail in the books of the *Learning Strategy SIG of the JACET* (2005, 2006). Instead, I will discuss a project intended to develop students' metacognition, in particular planning, problem-solving, monitoring, and evaluating.

Last semester, in my presentation class, students were assigned to carry out a project about topics related to their college life. They had to conduct research about a real world issue using a questionnaire or an interview, and present the results to the class. They chose a variety of topics such as preferences for fast-food restaurants, differences between the Finnish and Japanese school curriculum, and the advantages and disadvantages of performance-based and seniority-based payment. One of the groups chose the topic, *Communication between International and Japanese Students at Meiji University*. In order to complete this project, students had to select the topic, plan the schedule, and decide on the roles of the group members. They also created a questionnaire consisting of 10 questions. This was then distributed to 40 international and 80 Japanese students. The group analyzed the results and presented them to the class. They found that most of the international students did not take the initiative in making friends with Japanese students and that they felt alienated from Japanese students because of language problems and cultural differences.

Throughout this project work, students were constantly engaged in metacognitive processes, that is, planning, monitoring, problem-solving, and evaluating. For instance, when they created the questionnaire in English, they planned the content and thought about the appropriate number of the questions. When they did not know how to form questions in English, they consulted me and other resources to solve the problems. They edited their English by carefully rereading the questions. After they administered the questionnaire, the students evaluated the responses to check if the questions had been understood and also if they had elicited the answers they had wanted from the participants.

This kind of project work enables the students to engage in strategy training at every step. It can provide students with opportunities to exercise control over their learning and develop their metacognition. Thus, the use of project work in class is highly recommended as it enables students to take greater responsibility for their learning.

## Metacognition and EFL Learning --- Theoretical and Empirical Perspectives ---

TAKEUCHI, Osamu (Kansai University)

Metacognition, which is made up of knowledge and skills, has been considered to play a vital role in the process of “self-regulation” toward learning achievement and, ultimately, toward learner autonomy (e.g., Dörnyei, 2005; Vandergrift, 2005, Zimmerman & Schunk, 2001). Its importance, however, has not been fully appreciated in the Japanese EFL as well as other Asian EFL contexts. In this symposium, therefore, the speaker will first explain what metacognition is all about, and then will emphasize its importance in relation to the EFL learning in Asian countries. He is also going to report on how “expert” EFL learners, so-called *Eigo no Tatsujin* in Japanese, have applied metacognition to their own language learning process. Some of the experts’ real voices will be shown here in the form of excerpts from the interviews. In addition, in the framework of self-regulated learning, the speaker will touch on 1) the role of social-affective strategies, which has long been underestimated in strategy research (Takeuchi et al., in press), and 2) the importance of strategy/metacognitive instruction, which has recently attracted a lot of attention among researchers around the world.

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## How to introduce listening strategies into EFL classroom contexts

Yasuo Nakatani (Tokyo University of Science)

Language learning strategy research has expanded in recent years. Many studies have been carried out to investigate what kind of strategy could be useful in order to enhance learners' listening comprehension. For example, it has been argued for the introduction of strategies that can help them understand the gist of a text, as well as the details that they need to know. Also it has been suggested to use strategies providing background information to improve comprehension. However, the number of studies in listening strategies instruction based on rigorous theoretical explanation is relatively small. Furthermore, research for developing strategy learning materials is even more limited.

This paper attempts to fill in the gaps between theoretical claims regarding the effectiveness of listening strategies and the actual use of such strategies in EFL classroom contexts. First, the paper reviews previous research findings concerning listening strategy instruction. The emphasis is on the role of top-down processing and bottom-up processing in order to improve comprehension in foreign language discourse. Then, the paper presents practical ideas for developing pre-listening activities which focus on how to utilize advance organizers in order to activate learners' schemata. Finally, some important points when developing actual materials are discussed. In particular, a consistent pedagogical sequence of pre-listening, listening and post-listening activities which raise learners' awareness of strategy use is demonstrated. The focus is on combining both visual and auditory learning materials.

## **A Critical Look at Learning Strategy Research and Some Ideas about Task-Based Syllabuses**

Chieko Kawauchi (Kurume University)

My aims in this symposium are twofold: firstly, I'd like to point out some problems inherent in the research into learning strategies (LSs), and secondly I will propose some ideas that should be taken into account when LSs are incorporated into various tasks for classroom instruction.

Problems relating to LS research can be found in two areas: descriptive studies on LS use and pedagogical studies on LS instruction. The descriptive studies on LS use include the following points that need to be kept in mind when LS research is conducted.

- (1) The use of LSs is affected by various aspects of individual differences, such as motivation, belief, cognitive style, language proficiency level, gender, age, and culture, but it is not clear how these variables may constrain the amount and variety of strategies used and, more crucially, the success of particular strategies in particular circumstances (McDonough, 1999).
- (2) There are few longitudinal studies that reveal the relationship between LS use and progress in language learning.
- (3) Collecting reliable data is not easy, and the data is frequently threatened by learners' inconsistent behavior and responses (Sakui & Gaies, 1999).
- (4) Measures for the assessment of LS use need to be elaborated.
- (5) The relationship between strategy use and proficiency remains unanswered; issues such as frequency and quality of strategy use do not bear a simple linear relationship to achievement in a second language (McDonough, 1999).

Regarding the pedagogical studies on LS instruction, several problems may also be found, although empirical studies have been less frequently carried out compared to studies of communication strategies. The following problems will make the pedagogical studies difficult to implement in the classroom:

- (1) Teacher/learner training involving LSs is not well structured within general English language teaching.
- (2) Teaching of LSs is not well incorporated into syllabi, technique, and curriculum design. It is, therefore, difficult to teach LSs systematically in the classroom.
- (3) Teachers often give procedural instructions on how to accomplish

activities designed to promote interaction, but they fail to give instructions on how to learn language from these activities (Crabbe, 1993).

- (4) Evaluation for the effectiveness of LS use is not clear.
- (5) Teaching strategies is not universally or uniformly successful (Dornyei, 1995). Japanese students show psychological barriers to the adoption of effective LSs (Usuki, 2000 quoted by Griffiths, 2003). There is also a wide gap between the teacher's focus (e.g., fluency) and the learner's attention (e.g., accuracy) (Crabbe, 1993).

Although various problems have been cited above, there is no doubt that LSs have the potential to be an extremely powerful learning tool, and teachers will likely consider it worthwhile to teach LSs in the classroom (Dadour & Robbins, 1996; Dornyei, 1995).

When we try to teach LSs in the classroom, we need to develop a task to implement them. When we try to develop that task, we should take into account its structure, such as "task complexity", "task difficulty", and "task condition" (Robinson, 2001). In particular, task complexity, which pertains to how the task is cognitively demanded as a result of the attention, memory, reasoning, and other information processing demands imposed by its structure on the learner, has a robust influence on learner production and therefore gives a feasible basis for design and decisions for a task-based syllabus. Adjusting the cognitive demands of a task will have significant effects on the use of LSs and consequently on the quality and quantity of learner production.